



2025/2026

Parent/Student

Information Booklet

Table of Contents

1. Directory of Schools.....	2-3
2. Letter from the Superintendent.....	4
3. Media Release Refusal Form.....	5
4. Student Bus Transportation.....	6-10
5. Nutrition Services.....	11-12
6. Earned Income Tax Credit Information Act Communication.....	13
7. Parent and Student Technology Loan Agreement.....	14-16
8. G Suite for Education Permission Form/Notifications and PSUSD AI Guidelines.....	16-19
9. Pesticide Notification.....	20-21
10. Parents Right to Know Requirement.....	22
11. Curriculum and Instruction.....	23-31
12. Rights of Parents and Guardians to Information.....	32-41
13. Family Educational Rights and Privacy Act (FERPA)	42-43
14. Early Childhood Education/California State Preschool.....	44-46
15. Transitional Kindergarten	47
16. Special Education.....	48-49
17. Health Services.....	50-64
18. Safety.....	65-66
19. Pupil Records.....	67-69
20. Discipline and Attendance.....	70-79
21. Firearms Safety.....	80-81
22. Parent Release for Directory Confidentiality Forms.....	82-83
23. Suspension and Expulsion.....	84-91
24. Attendance Options.....	92-94
25. Intra-District Transfer Request Process.....	95
26. Students.....	96-106
27. Uniform Complaint Procedures.....	107-109
28. Sex Equity/Title IX - Board Policy 514774.....	110-114
29. Williams Uniform Complaint Procedures.....	115
30. Parent/Family Engagement Policy.....	116-120

PALM SPRINGS UNIFIED SCHOOL DISTRICT
150 District Center Drive, Palm Springs, California 92264 (760) 883-2700

BOARD OF EDUCATION

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Simone Kováts, Ed.D., Assistant Superintendent, Educational Services

DIRECTORY OF SCHOOLS

Early Childhood Programs

State Preschool/Head Start/ Early Head Start	Myra Acosta, Director	760-883-2703
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Elementary Schools (K-5)

Agua Caliente Elementary	Eric Antuna, Principal	760-416-8235
Bella Vista Elementary	Lisa Arseo, Principal	760-251-7244
Bubbling Wells Elementary	Shane Foust, Principal	760-251-7230
Cabot Yerxa Elementary	Andrea Guaydacan, Principal	760-251-2223
Cahuilla Elementary	Robert Stelle, principal	760-416-8161
Cathedral City Elementary	Brenda Santana, Principal	760-770-8583
Cielo Vista Charter (K-8)	Juanita Perezchica, Principal	760-416-8250
Della Lindley Elementary	Mandy Gonzales, Principal	760-343-7570
Julius Corsini Elementary	Betsy Gomez, Principal	760-251-7260
Katherine Finchy Elementary	Matt Hammond, Principal	760-416-8190
Landau Elementary	Wendy Meka, Principal	760-770-8600
Rancho Mirage Elementary	Ryan Saunders, Ed.D., Principal	760-836-3680
Rio Vista Elementary	Aaron Tarzian, Principal	760-416-0032
Sunny Sands Elementary	Pam Horton, Principal	760-770-8635
Two Bunch Palms Elementary	Denise Fenton, Principal	760-251-7220
Vista Del Monte Elementary	Jamie Santos, Principal	760-416-8176

Middle Schools (6-8)

Desert Springs Middle	Joseph Krska, Principal	760-251-7200
James Workman Middle	Julio Omier Ed.D., Principal	760-770-8540
Nellie Coffman Middle	Melissa Galataud, Principal	760-770-8617
Painted Hills Middle	Sean Pendergraph, Principal	760-251-1551
Raymond Cree Middle	Bernie Marez, Principal	760-416-8283

High Schools (9-12)

Cathedral City High	Julia Bartsch, Principal	760-770-0100
Desert Hot Springs High	Omar Tinoco, Principal	760-288-7000
Palm Springs High	Michael Ventura, Principal	760-778-0400
Rancho Mirage High	Brian Hendra, Principal	760-202-6455

Alternative Education

Desert Learning Academy	Michael Grainger, Ed.D., Principal	760-778-0487
Edward Wenzlaff Education Center	Sue Drummond, Principal	760-329-3330
Mt. San Jacinto Continuation	Sue Drummond, Principal	760-770-8563





Marcus Funchess Ed.D., *Superintendent of Schools*
Board of Education Sergio Espericueta, *President*
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Dear PSUSD Parents and Guardians,

It is my sincere honor and privilege to join you as the new Superintendent of Palm Springs Unified School District. I am humbled by the trust placed in me and filled with excitement as we embark on this journey together to support the growth, achievement, and well-being of our scholars.

I am deeply committed to the values that define PSUSD. I will lead with purpose and integrity—centering our work on our scholars, fostering equity, honoring our diverse backgrounds, and building systems that support and grow the potential of every individual. My leadership will be grounded in trust, transparency, and a steadfast belief that every scholar and every staff member deserves to feel safe, supported and valued.

With a strong dedication to academic excellence and equity, I am committed to partnering with you to close opportunity gaps and build a shared vision where our scholars, educators, staff, families, and community partners are engaged in meaningful, purpose-driven work. Together, we will continue to shape educational experiences that unlock each scholar's unique gifts and prepare them to thrive in a world of evolving possibilities.

I look forward to getting to know each of you and working collaboratively to achieve our shared goals. Please feel free to reach out with any questions or thoughts. I also invite you to stay tuned to ParentSquare for upcoming opportunities to connect with me in person, and don't hesitate to email me directly at officeofsuperintendent@psusd.us.

This booklet contains very important District information. Please review the contents carefully and sign and return all requested documents. Should you have any questions or concerns, please do not hesitate to contact your school principal.

On behalf of our Governing Board and administration, welcome to an amazing and energizing 2025-26 school year! We will dream boldly and build a PSUSD future defined by collaboration, innovation, and excellence. I am truly excited for the journey ahead and honored to serve alongside you in this important work. Let's move forward together!

Marcus Funchess, Ed.D., Superintendent of Schools

MEDIA RELEASE REFUSAL FORM

Dear Parents/Guardians:

Palm Springs Unified School District is proud of the many accomplishments of our students and staff. Often, such accomplishments draw the attention of newspapers, television and radio stations or media websites whose representatives visit our schools to photograph, film and/or interview students and staff during various activities. In addition, we often use photos of our students in Palm Springs Unified School District's publications or on our District website. For our protection and that of your child's privacy, we must know if you **do not** want your child to be photographed, filmed or interviewed by the news media or for District publication.

If you DO NOT want your child's image or words used by the news media or by Palm Springs Unified School District, please complete and return this form to your child's school by Friday, August 31, 2025.

If you do not return this completed form by August 31, 2025, we will assume that you have given your permission for your child to be photographed, filmed, or interviewed during school and classroom activities by members of the news media and for your child's photograph and/or words to be used in District publications or on our website. When we feature student photos on our Internet site, we do not include names. Please note, this form does not include classroom displays or yearbook photos. If you do not want your child in a yearbook, contact the school principal.

Media Release Refusal 2025-26 School Year

I DO NOT GIVE MY PERMISSION for my child to be photographed, filmed, or interviewed by the news media for any reason, nor do I give permission for Palm Springs Unified School District to use my child's photograph or words in District publications or on the district website.

Return this form to your child's school.

Student's Name: _____

Grade: _____ School: _____

Parent/Guardian Signature: _____ Date: _____

Transportation Services

Home-to-school transportation is provided for students in the Transitional Kindergarten through 8th grade and for Palm Springs and Desert Hot Springs High School students who live within the established service areas as outlined on the transportation maps for those schools. Students living within a service area will be assigned a designated bus stop by the Transportation department in conjunction with our transportation provider Zum Services. Notifications of bus stop assignment and times will be sent to parents approximately one week prior to the beginning of the school year. Students will only be allowed to use their assigned bus stop.

Service areas are posted on the district's website under the "Schools" tab. Any questions could be directed to Zum Services at 760- 841-0145 or to the Transportation Department at 760-325-8774.

Requesting Home-to-School Transportation:

Parents of eligible students (students residing within the approved Transportation Service Areas) will receive a letter and an email with instructions on how to sign up for home-to-school transportation prior to the school year starts. **It is the parents/guardians' responsibility to opt in or out of transportation services by following the instructions received.** All eligible students will be assigned to the closest existing bus stop if determined eligible to receive service.

To request transportation services for newly enrolled students or existing students who want to opt in after the school year has started, parents/guardians must contact their respective schools of attendance to have a transportation request form submitted to the Transportation Department. School personnel will share the bussing information with parents.

All Special Education transportation requests should be submitted to the Special Education Department by one of the IEP team members.

Absences:

If a special education student is returning to school after three or more consecutive days of absence, it is the parent/guardian's responsibility to notify Zum Services Dispatcher (760-841-0145) of the return date to place the student back on the active transportation list.

Release of Students:

Although it is not a requirement, parents/guardians of 3rd Grade general education students or older are strongly encouraged to be present to receive their children at their bus stop. If a student is not sure how to return home or tells the driver that they are afraid or fearful of exiting the bus, the driver will keep the student on the bus and return them to the school of attendance. It is strongly recommended that parents instruct their children what to do when there is not an adult to receive them at the bus stop or when they are not comfortable exiting the bus at their designated

stop. **All Pre- K through 2nd grade students must be received by a designated parent/guardian or person authorized by the parent/guardian who is listed on the student's emergency information card.** For safety reasons, all Pre-K through 2nd grade students shall remain seated on the bus until parents are present at the bus door to receive them. Students may be released from the bus without an adult present only if they are accompanied by a sibling that is in 3rd grade or older and assigned to the same designated bus stop. If no one is at the stop to receive a Pre-k to 2nd grade student, they will be returned to their school. Please be aware that recurring parent no-shows may result in further actions including but not limited to termination of bus privileges.

Unauthorized Use of Bus Services:

If a student that is not eligible to ride the bus and/or has not been assigned a bus stop by the transportation department and is discovered using the bus, the student will not be allowed to continue using the service effective the day of the discovery. Parents will be responsible for making other arrangements for their children to attend school and/or get home from school. If the "Empty Seat Program" becomes available, parents may reach out to their schools of attendance to add their child to the transportation list if a seat is available on any of the existing bus routes. This program is based on availability and must conform to the existing bus routes.

Safety Precautions

Parents/guardians are encouraged to review their children's walking route to the bus stop, advise about safety concerns, and chaperone them at the stop while waiting for the bus. Prior to the first day on the school bus, parents should instruct their children on the following safety items:

1. Be able to state their full name, school they attend, and their grade level.
2. Be able to communicate either verbally or by documentation their address and phone number.
3. Students must wear face masks and socially distance if there is a mask-mandate in place.
4. When exiting the school bus, always use the handrail and follow the bus driver's instructions.
5. If a child lives on the opposite side of the street, they must always cross in front of the school bus only after the driver instructs them to do so.
6. Understand and be aware of the "Danger Zones" surrounding the school bus. These zones include twelve (12) feet around the school bus with the most dangerous zones being directly in front of the bus and by the passenger side's rear tires.
7. Go directly home after getting off the bus. Do not talk to or accept rides from strangers.

Student Conduct and School Bus Safety Rules

Proper behavior on the bus and at bus stops is expected of each student. Disorderly conduct will result in disciplinary action according to Board Policy. Section 14263, Title 5, California Administrative Education Code, reads as follows: "Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street, highway, or road". ***Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation.***

Appropriate Conduct

The following are rules and appropriate conduct for students to follow at the bus stop and while on the bus:

1. Arrive at the bus stop at least five, but not more than ten minutes before the school bus is due to arrive.
2. Students should avoid standing on personal residential properties to avoid harm to the student or damage to the property
3. As the school bus arrives, form a line and stand at least six feet back from the curb. Do not move toward the school bus until it has come to a complete stop and the door is open.
4. All electronic signaling devices, including cell phones, shall be set to "silent" or "vibrate" modes upon entering the school bus. Their use while on the bus is limited to purposes related to the health and safety of the student.
5. Follow the instructions of the bus driver. Bus drivers are authorized to assign seats, assign three pupils to a seat, assign seatmates, and other actions needed for the safe passage of pupils.
6. Find your assigned seat quickly, face forward, and remain secured in your restraint system until the bus comes to a complete stop at your designated bus stop or school.

Inappropriate/Disorderly Conduct

At the Bus Stop:

The following are some examples of inappropriate and disorderly conduct at the bus stop:

- Fighting while waiting for, entering, or exiting the bus.
- Aggressive behavior towards others such as (slapping, hitting, pushing, spitting, pulling hair, etc.)
- Throwing any objects at the school bus, others, cars, property, or out of the bus window.
- Playing in streets or on neighboring properties.
- Trespassing, littering, or damaging property at or around bus stops.
- Continuous boisterous conduct, fighting, shouting, using profanity, obscene gestures, etc.
- Lighting matches or cigarettes, smoking, or vaping.
- Any other unauthorized or unsafe behavior.

On the Bus:

Students shall be seated prior to the school bus being put into motion and shall remain seated until after the bus has come to a complete stop. Students shall refrain from any action that could distract the driver while the bus is in motion.

The following are examples of disorderly conducts:

- Opening emergency doors
- Manipulating or disturbing any of the instruments in the driver's compartment.
- Operating door mechanism or interfering in any way with its operation.
- Exposing arms or body outside bus window
- Refusing to cross street as directed by bus driver
- Littering or throwing objects inside or out of the school bus window
- Continuous boisterous conduct, fighting, shouting, spitting, using profanity, obscene gestures, etc.
- Refusing to remain seated and/or having a restraint system on at all times.
- Lighting matches, smoking, or vaping.
- Consuming food or beverages
- Playing loud music on electronic devices unless they are attached to headphones or earbuds.
- Use of any type of spray (i.e., aerosol, deodorant, perfume)

Items Not Allowed on the Bus

- Glass jars are not permitted on the bus unless secured in a lunch box or comparable container.
- Live animals of any kind, except for service dogs fitted with a muzzle.
- Skateboards, roller skates, inline skates and any other item designed to transport a person on a rolling mechanism.
- Any noise maker or loud music that could distract the bus driver.
- Baseball bats, balls, or any other sports equipment which could endanger others.
- Plants
- Any items that could be used as a weapon or a simulation of a weapon.

Musical instruments

- Small musical instruments are permitted on the school bus only if the student can carry their instruments on and off the bus by themselves.
- Instruments must be placed on the student's lap or stored between the student's legs and the seat/barrier in front of the student.
- No students shall be allowed to place their instruments on the seat next to them or in the aisle.
- Large instruments such as drum kits, cellos, and basses will not be transported as they have the potential to distract or block the visibility of the driver. They can easily become projectiles, in case of an accident, and could injure others

Passenger Restraint Systems on School Buses

It is the **law** in California that all passengers in a school bus equipped with passenger restraint systems shall properly use the passenger restraint system. It is also the law in California that the school district, bus company providing the service, or the bus driver cannot be held responsible for any passenger who fails to use or improperly uses the restraint system. Any passenger found not using or improperly using the restraint system will face disciplinary action which may include the suspension of bus privileges or as deemed appropriate by the site administrator and/or the district Transportation Director.

Violation of the District Bus Code of Conduct

School Bus Behavior Reports shall be used to document inappropriate behavior or conduct to notify the school site administrator and the Director of Transportation. Possible disciplinary action/s may be implemented after the bus driver has made reasonable efforts to control the student's behavior. A denial of transportation will be issued after receiving **4 bus behavior reports or more** during a school year. Notification to parents is the responsibility of the school site administrator.

Types of disciplinary actions may include one or more of the following:

- Verbal reprimand of the student
- Seat assignment
- Elimination of specific campus privileges
- Written or oral communication with the student's parents
- Denial of bus riding privileges

Remember: *Bus transportation is a privilege – not a right.*

School bus vandalism:

Any damage to seats and/or any other parts of the school bus caused by malicious mischief or misbehavior of students shall be investigated by school authorities to determine responsibility. The parent or guardian will be held liable for all damage caused.

Unauthorized Entry of a School Bus:

Any person who enters a school bus or school pupil activity bus without prior authorization of the driver or other school official with intent to commit any crime and who refuses to disembark after being ordered to do so by the driver or other school official is guilty of a misdemeanor and is punishable by imprisonment in the county jail for not more than six months, be charged a fine of not more than one thousand dollars (\$1,000) or both. (Education Code 39842)

Nutrition Services

School Meal Programs

Breakfast, lunch, and supper are served free to all students enrolled in the district due to a new option the district has implemented called Community Eligibility Provision. The district will continue to offer this option as long as the district meets the requirements to do so.

Students wishing to purchase a la carte items can do so by paying cash at time of service, or parents can set up an account that the parents can manage via our online accounts.

Online Accounts

Online accounts can be set up and managed by parents. A fee of up to \$2.95 per deposit transaction is charged for online payments. A check or cash may be sent with your child to the cafeteria. Accounts will not be charged until your child purchases an a la carte item. The link to the online meal system can be found on the district website by clicking "Nutrition Services" under the "Pre-Payment Option" tab. Click on "LinqConnect".

Transfer of Pre-Paid Money

The student's account balance is transferred when the student transfers from one school site to another school site within the district.

Refund of Pre-Paid Money

Refund forms are available in each school cafeteria. Submit completed forms to the site kitchen lead to be processed and fulfilled at the district office. Refunds are provided by check from the district Nutrition Services office.

Balances left after a student has transferred out of the district or graduated will become district property after a period of 1 year from date of transfer or graduation.

No charging of any kind will be allowed — Payment must be received at time of service for all a la carte items.

Meal Service

Student ID numbers are used to identify students at time of service.

Elementary Schools: A classroom roster is used to record student participation. Students need to say their first and last name to the cashier when going through the meal service line.

Secondary Schools: Student ID cards are used to record student participation. Students scan their card through a card reader. If a student does not have a student ID card, they may manually enter their 10-digit student ID number.

Student meal account records can be viewed at no cost through the online prepayment system. The link is located on the district website click "Nutrition Services" under the "Pre-Payment Option" tab.

Click on the "Sign In" tab to view students' transaction history.

Medical Statement to Request Special Meals and/or Accommodations

A form is available on our department website, from the kitchen lead or the school nurse for children with special dietary needs. This form must be signed by a licensed medical professional. This completed form must be delivered to the site kitchen lead or school nurse.

Local Control Funding Formula (LCFF) –Income Range Form

LCFF is how the state of California funds schools. It is also how the state measures results and the services and support they receive to allow all students to succeed to greater potential.

Each year, we ask that parents complete at least one form for their household so that the Palm Springs Unified School District can receive the maximum dollar amount in funding for your child's school, classroom, curriculum, and technology to ensure the best educational opportunities for your child(ren).

Completion of the form is voluntary and the information on the form is confidential and is not part of the student's permanent record. We urge you to complete the form so that the district receives the maximum dollar amount for your child(ren)'s school. LCFF Alternate Income Forms are provided via QR or weblink to all enrolled students who are not directly certified prior to October 1st, each year. These forms are used to ensure the maximum funding possible to your student's classroom. An online version can be found on the Nutrition Services webpage. These forms are important to ensure that your student's classroom has the maximum funding possible.

Completing the LCFF Alternate Income Form

This form replaces the meal application form. It will be used to ensure the maximum amount of funding is received for your student's classroom, ensuring the best educational experience possible.

- Only one form per household is needed.
- If you receive CalFresh (Food Stamps), CalWORKs, SNAP, TANF or FDPIR and have received a letter verifying this from Nutrition Services for each of your children by September 30th, you do not need to complete the LCFF Alternate Income Form.
- Please list all students who live in the household.
- Please select the total number of people living in the household.
- Please select the box that best represents the range of household monthly income.

Any questions please contact Nutrition Services at (760) 322-4117 ext. 0.

Earned Income Tax Credit Information Act Communication

Parents who qualify for the National School Lunch Program may qualify for Earned Income Tax Credit.

Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance for Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

Parent and Student Technology Loan Agreement

Please review the student AUP for the use of technology agreement.



Palm Springs Unified School District

Student Acceptable Use Policy (AUP) and Technology Loan Agreement

Revised: 2025

Circle All That Apply

Chromebook - Hotspot

Student/Borrower: _____

Student Email: _____

Home Phone: _____ Grade: _____ Site: _____

Student ID: _____

The equipment & charger are being lent to the borrower and are in good working order. It is borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment. This equipment is and at all times remains the property of Palm Springs Unified School District and is on loan to the borrower for educational purposes only for the academic school year. The borrower may not deface or destroy this property in any way. Inappropriate use of the equipment may result in the borrower losing his/her right to use this equipment. The equipment must be returned to the school when requested or sooner; if the student withdraws from school prior to the end of the school year.

General Technology Use Guidelines

- Use district devices and networks safely, ethically, and legally.
- Access technology only for educational and academic purposes.
- Follow staff instructions and school rules at all times.
- Keep accounts and passwords confidential.
- Avoid unauthorized software or file modifications.
- Respect copyright and intellectual property laws.
- Cite AI-generated content and avoid submitting as original work.
- Do not engage in cyberbullying or online harassment.

Artificial Intelligence (AI) Guidelines

- Obtain teacher approval before using AI tools.
- Clearly cite and disclose AI use in any schoolwork.
- Do not generate or use misleading or harmful content.
- Never enter personal or confidential data into AI tools.

Device Handling Responsibilities

- Handle equipment with care and store it in a protective case.
- Charge the device nightly and bring it to school daily.
- Do not apply stickers or markings to the device.
- Back up files regularly.
- Report any loss, damage, or theft immediately.

Network Use and Security

- Use the district network only for academic purposes.
- Do not attempt to bypass or interfere with security settings.
- Usage may be monitored by the district.
- Report any misuse or security incidents.

Student Responsibilities

- Follow all applicable policies, codes of conduct, and laws.
- Do not lend the device to others.
- Keep all login credentials secure.
- Return equipment when requested or upon school withdrawal.

Parent/Guardian Responsibilities

- Supervise student use of the device at home.
- Discuss internet safety and monitor use.
- Ensure daily charging and return to school.
- Report problems and avoid unapproved software changes.
- Return device when requested or upon student withdrawal.

Liability & Legal Compliance

- Improper use may result in disciplinary or legal consequences.
- The district may seek reimbursement for lost or damaged equipment.
- Technology use is a privilege, not a right.

Acknowledgments

Student Agreement

I have read and understand this Acceptable Use Policy and Loan Agreement. I agree to follow the rules and expectations.

Student Name (Print): _____

Student Signature: _____

Date: _____



Parent/Guardian Agreement

I have reviewed this agreement with my child. I give permission for them to use school-issued technology under the terms outlined.

Please select one of the following:

1. ☐ I give full permission for my child to use school-issued technology and access the internet under the rules of this agreement.
2. ☐ I give permission for my child to use school-issued technology, but only with restrictions applied per this agreement.

Education Code: 48904 allows the district to obtain to obtain reimbursement from, or on behalf of, the borrower for any damage to, loss of, or failure to return school property. Borrower acknowledges and agrees that Borrower's use of the equipment is a privilege and that by borrower's agreement to the terms hereof, borrower acknowledges borrower's responsibility to protect and safeguard the equipment and to return it in the same condition in which it was when originally borrowed.

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Date: _____



psusd etis

G Suite for Education Permission Form

To parents and guardians,

At Palm Springs Unified School District (PSUSD), we use G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world? At PSUSD, students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

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

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a G Suite for Education account for your child. Students who cannot use Google services may need to use other or non-technology related tools or third party software to complete assignments or collaborate with peers.

I give permission for PSUSD to create/maintain a G Suite for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.

Thank you,
William Carr, Director
Educational Technology and Information Services

Full name of student _____

Printed name of parent/guardian _____

Signature of parent/guardian _____ Date _____

Google Workspace for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following:

“Core Services” offered by Google (described at https://workspace.google.com/terms/user_features.html):

- Gmail, Currents, Calendar, Chrome Sync, Classroom, Could Search, Contacts, DOcs, Sheets, Slides, Forms, Drive, Groups, Google Hangouts, Google Chats, Google Meet, Google Talk, Jamboard.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html

When creating a student account, Palm Springs U.S.D. may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone numbers for account recovery or a profile photo added to the Google Workspace for Education account.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, and individuals outside of Google unless one of the following circumstances applies:

With parental or guardian consent. Google will share personal information with companies, organizations, or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through Google Workspace for Education schools.

With Palm Springs Unified School District. Google Workspace for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.

For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the Google Workspace for Education privacy notice and any other appropriate confidentiality and security measures.

For legal reasons. Google will share personal information with companies, organizations, or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:

- Meet any applicable law, regulation, legal process, or enforceable governmental request.
- Enforce applicable Terms of Service, including investigation of potential violations.
- Detect, prevent, or otherwise address fraud, security, or technical issues.
- Protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you do not provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by

contacting PSUSD. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services or delete your child's account entirely.

You and your child can also visit <https://myaccount.google.com> while signed into the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact [insert contact information for the school administrator]. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the following.

Google Workspace for Education Privacy Center at <https://www.google.com/edu/trust/>

[Google Workspace for Education Privacy Notice](#)

Guidelines on the Use of Artificial Intelligence (AI) in PSUSD

Dear Parents and Guardians,

As part of our ongoing commitment to safe, responsible, and innovative learning, Palm Springs Unified School District (PSUSD) has implemented a board-approved policy regarding the use of Artificial Intelligence (AI) by staff, students, and others within the school community.

We want to ensure that you, as our valued partners in education, are informed of how AI is being used to support learning and what safeguards are in place to protect student privacy and uphold educational integrity.

What is AI and Why is It Used?

Artificial Intelligence (AI) refers to technology that mimics human thought processes, such as learning, problem-solving, and recognizing patterns. When used properly, AI can:

- Enhance instruction and personalize learning
- Spark curiosity, creativity, and problem-solving skills
- Support teachers with additional educational tools

Key Points of the Policy

- **Supervised Use Only:** Students may only use AI platforms that have been reviewed and approved by PSUSD. Teachers will guide and monitor usage in class.
- **Parental Consent:** Some AI tools may require your permission before they are made available to students.
- **Privacy First:** Student data privacy is a priority. AI tools used in the classroom must comply with privacy laws like FERPA and COPPA.
- **No Misuse Allowed:** Students are prohibited from using AI to:
 - Plagiarize or submit AI-generated work as their own
 - Create or access inappropriate or harmful content
 - Share private or personal information about themselves or others
- **Integrity Matters:** All AI use must align with PSUSD's academic honesty policies. Students must cite AI like any other source.
- **Teacher Guidance Required:** Teachers must receive prior approval from administration before using AI to create or grade student work.

Internet Safety and Oversight

PSUSD uses safeguards on district devices to block access to inappropriate content and continuously reviews AI tools to ensure safety and accuracy. Our goal is to stay ahead of evolving technologies while protecting students.

If you would like to learn more or have any concerns, please don't hesitate to contact our school office or visit www.psusd.us for more information.

PESTICIDE NOTIFICATION

Dear Parent or Guardian,

The Healthy Schools Act of 2000 requires all California school districts to notify parents and guardians of reportable pesticides they expect to apply during the year. We intend to use the following pesticides in your school this year. The following table will give the days that applications will be made depending on weather conditions. If it is extremely windy or raining, certain applications will not be performed but canceled till the next scheduled time. Most applications are to be performed prior to or after school times.

NAME OF PESTICIDE/HERBICIDE	ACTIVE INGREDIENT	APPLICATORS
Amdro Pro	Hydramethllnon	School District
Barricade 4FL	Prodiamine	School District
Barricade 65WG	Prodiamine	School District
Delta Dust	Delthamethrin	School District
Fastrac	Bromethalin	School District
Florel	Ethephon	School District
Fusilade II / Zeneca	Fluazifop-P-butyl, Butyl Phenoxy	School District
Gopher Getter Type 2	Diphacinone	School District
Lifeline	Glufosinate-ammonium	School District
Monument	Pyridinesulfonamide	School District
MPEDE	Potassium Salts and Fatty Acids	School District
Ranger Pro Herbicide	Glyphosate,N-phosphonomet hyl Glycine	School District
Ronstar Flo	Oxadiazon	School District
Sedge Hammer	Halosulfuron-Methyl	School District
Speed Zone	Ethylhexyl Ester	School District
Tempo Ultra WP	Cyfluthrin	School District
Terro	Pyrethrins	School District
Wasp & Hornet	Permethrin Piperonyl Butoxide	School District
Weed Ho	Monosodium Acid Methanearsonate	School District
Wilco Squirrel Bait	Diphacinone	School District
NAME OF SCHOOL	SCHOOL DISTRICT SCHEDULE/WEEKLY	DEWEY PEST CONTROL SCHEDULE/MONTHLY
Agua Caliente Elementary	Tuesday, Wednesday	Second Wednesday
Bella Vista Elementary	Monday, Tuesday	Second Wednesday
Bubbling Wells Elementary	Wednesday, Thursday	First Wednesday
Cabot Yerxa Elementary	Tuesday, Wednesday	Second Wednesday

NAME OF PESTICIDE/HERBICIDE	ACTIVE INGREDIENT	APPLICATORS
Cahuilla Elementary	Wednesday, Thursday	Second Wednesday
Cathedral City Elementary	Thursday, Friday	First Wednesday
Cathedral City High School	Friday, Monday	Second & Fourth Monday
Cielo Vista Charter School	Tuesday, Wednesday	Third Wednesday
Della Lindley Elementary	Friday, Monday	Third Wednesday
Desert Hot Springs High School	Tuesday, Wednesday	First & Third Tuesday
Desert Springs Middle School	Wednesday, Thursday	First & Third Wednesday
Edward Wenzlaff Education Center	Tuesday, Wednesday	Fourth Thursday
James Workman Middle School	Thursday, Friday	First Wednesday
Julius Corsini Elementary	Monday, Tuesday	First Wednesday
Katherine Finchy Elementary	Wednesday, Thursday	Third Wednesday
Landau Elementary	Monday, Tuesday	Second Wednesday
Mt. San Jacinto Continuation High	Thursday, Friday	First Wednesday
Nellie Coffman Middle School	Thursday, Friday	Third Wednesday
Painted Hills Middle School	Monday, Tuesday	First Wednesday
Palm Springs High School	Tuesday, Wednesday	First Thursday
Desert Learning Academy	Tuesday, Wednesday	First Thursday
Rancho Mirage Elementary	Thursday, Friday	First Wednesday
Rancho Mirage High School	Friday, Monday	First Wednesday
Raymond Cree Middle School	Wednesday, Thursday	Second Wednesday
Rio Vista Elementary	Monday, Tuesday	Second Wednesday
Sunny Sands Elementary	Thursday, Friday	Fourth Wednesday
Two Bunch Palms Elementary	Wednesday, Thursday	Second Wednesday
Vista Del Monte Elementary	Monday, Tuesday	Third Wednesday

If you require additional notifications beyond this yearly schedule, please mail to Risk Management in writing the following information:

- Title Document: Request for Additional Notifications
- Name (Parent/Guardian) and Name (Student)
- Mailing Address, City, State, Zip Code
- School Name and Grade

Notifications will be by mail only. Postings of all chemical applications will be placed at the school site office for public viewing when entering onto any campus. If this information meets your concerns, no further response is needed. You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at <http://www.cdpr.ca.gov>. If you have any questions, please send your written correspondence to Risk Management, 150 District Center Drive, Palm Springs, CA, 92264.

Clayton Hill, Assistant Superintendent Human Resources

Human Resources

ELEMENTARY AND SECONDARY EDUCATION ACTION (ESEA) PARENTS RIGHT TO KNOW REQUIREMENT SECTION 1111 (h)(6)(a)

July 2025

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). This federal law requires that parents be notified of their right to know the professional qualifications of their child's classroom teacher(s) and if your child is provided with services by a paraprofessional and, if so, their qualifications. The qualifications that must be provided include the following:

1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or Mathematics, and others will have a multiple-subject credential, which allows them to teach a variety of subjects, as done in elementary schools.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees such as a master's or doctoral degree.

In addition to requesting the qualifications of the teacher, if a paraprofessional (teacher's aide) provides services to your child, you may request information about his or her qualifications. Many paraprofessionals have two years of college, and others have passed a test that verifies their qualifications.

If you would like this information, please contact your child's school principal.

Sincerely,



Clayton Hill,
Assistant Superintendent, Human Resources

Curriculum & Instruction

Palm Springs Unified School District (PSUSD) is committed to delivering a rigorous and inclusive instructional program that meets or exceeds the California State Standards. Instruction across all grade levels and content areas is designed to meet the diverse needs of our students and prepare them for college, career, and civic life.

Minimum and Staff Development Days

Parents and guardians of all pupils attending a school within the Palm Springs Unified School District shall be advised of the schedule of minimum days and pupil-free staff development days. [Ed Code 48980(c)]

2025/2026 Staff Development Minimum Days (2-1-2)	2025/2026 Staff Development - Full Days
<ul style="list-style-type: none">• Elementary and Middle schools - 2-1-2 days are every Wednesday, early release*• High Schools - 2-1-2 days are every Wednesday, late start* <p>*See bell schedules for times. (Subject to change)</p>	<p>October 13</p> <p>(Subject to change)</p>

School Accountability Report Card

A copy of School Accountability Report Cards will be provided upon request from your child's school site or through accessing the district web site at www.psusd.us [Ed Code 35256]

Instructional Materials and Curriculum

Course Prospectus

All instructional materials, including textbooks and supplemental resources, are available for parent review at each school site. A curriculum overview (prospectus) and high school course catalogs, featuring course titles, descriptions, and learning objectives, can be found on the district website at www.psusd.us. [Ed Code 49091.14; BP 6141]

Health Education and California Healthy Youth Act

PSUSD complies with the California Healthy Youth Act by providing comprehensive sexual health and HIV prevention education in grades 5, 7, and 9. Instruction is age-appropriate,

medically accurate, inclusive, and aligned with California Health Education Content Standards. Parents/guardians have the right to opt their children out of this instruction by submitting a written request to their school principal. [Ed Code 51930–51939; BP & AR 6142.8]

Alternatives to Using Preserved and Live Organisms in Science class

Students with a moral objection to participation in science laboratory instruction in which animals are used must be informed of the opportunity to be excused or provided with alternative activities. Students objecting to participation in a science laboratory in which animals will be used must have a note from their parents/legal guardians requesting an alternative assignment. This assignment must require a comparable time and effort investment by the student. [Ed Code 32255.1; BP & AR 5145.8]

Instructional Programs

Transitional Kindergarten

Transitional kindergarten (TK) classes are available at each elementary school. As part of the district's Universal Pre-kindergarten Plan, TK enrollment eligibility will be expanding over the next few years in conjunction with the state's Universal TK implementation timeline. Refer to the table below for the eligibility requirements based on the child's birthdate. Please note that PSUSD follow these eligibility requirements and does not provide early admittance to TK.

School Year	2022-2023	2023-2024	2024-2025	2025-2026
Eligibility	5th birthday between September 2 and February 2	5th birthday between September 2 and April 2	5th birthday between September 2 and June 2	4th birthday as of September 1

Please contact your local elementary school for more information regarding TK classes.

Physical Education

Students in grades 1–6 must receive at least 200 minutes of physical education every 10 school days; students in grades 7–8 must receive 400 minutes. High school students must complete two years of physical education to graduate. [Ed Code 51210, 51222, BP & AR 6142.7, BP 6143]

English Learner Programs

PSUSD provides English learners with instruction that supports English language development, access to core academic subjects, and preparation for college and career. Programs such as Structured English Immersion and dual-language immersion help students build language skills while meeting academic standards.

The Structured English Immersion (SEI) 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 offered a strong, structured, sequential English Language Development (ELD) program and access to grade level academic subject matter content. All students grades TK-12 in this program receive daily Integrated and Designated ELD. All students grades TK-12 in this program receive daily Integrated and Designated ELD.

English learners are identified through state assessments and monitored annually until reclassified. English Learners are identified by taking the initial ELPAC. We determine who needs to test initial ELPAC based on the responses given on the first Home Language Survey (HLS). Families are informed of available language programs and may choose the one that best meets their child's needs. [BP/AR 6174]

Dual Language Immersion (DLI)

The Dual Language Immersion Program brings together English-speaking students and students who speak another language at home, typically Spanish, to learn side by side. In this program, students receive instruction in both English and Spanish, helping them become fluent and confident in reading, writing, and speaking both languages. DLI supports students in developing strong academic skills while also promoting bilingualism, biliteracy, and an appreciation for different cultures.

Mathematics Course Placement

PSUSD offers math course sequences that prepare students for college and career, including pathways that meet UC/CSU admission requirements and opportunities to access advanced math in high school. Student placement is based on multiple academic measures and reviewed regularly [BP & AR 6152.1]

Alternative Education

California law allows school districts to offer alternative schools, unique learning environments designed to support student self-motivation, creativity, responsibility, and personal growth. These schools focus on student-driven learning, collaboration between parents, teachers, and students. [Ed Code 58500, 58501]

Assessments

Early Screening

Beginning in the 2025–2026 school year, PSUSD will administer the state approved and board adopted early reading screener, mCLASS DIBELS, for all students in kindergarten through second grade, as required by California Education Code §53008. This screener will be administered three times a year. In addition, PSUSD will also utilize mCLASS DIBELS to assess 3rd-5th grade students. Below are the 2025-2026 screening windows:

- August 20 - September 26, 2025

- January 12 - February 6, 2026 (2nd-5th grade) and January 12 - February 12 (K & 1st grade)
- April 27 - June 5, 2026

The screener is designed to identify students who may be at risk for reading difficulties so that appropriate, evidence-based interventions can be provided as early as possible. The assessment may be administered in a student's primary language when available. Per California Education Code §53008, parents or guardians will be notified of the results within 45 calendar days of administration and parents have the right to opt their child out of the screener by submitting a written request to the school site principal prior to the start of the screening window. The results of the screeners will not be used to determine eligibility for special education services or for high-stakes decisions, but will help guide instructional support to ensure that all students have the opportunity to become proficient readers.

Statewide Testing

Every year, PSUSD students participate in several statewide tests as required by *Education Code* Sections 313, 60604, 60640, and 60810. When combined with other measures such as grades, class work, and teacher observations, these tests give parents/legal guardians and teachers a more complete picture of student learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Under California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. There is no exemption for the ELPAC or Physical Fitness Test.

The CAASPP system includes five different testing programs:

- Smarter Balanced Summative Assessments for English Language Arts (ELA) and mathematics- computer-based tests administered to students in grades 3 through 8 and 11;
- California Alternate Assessment (CAA) for ELA and mathematics- computer-based tests administered to eligible students one-by-one by a test examiner familiar with the students in grades 3 through 8 and 11;
- California Science Tests (CAST)- computer-based tests for students in grades 5, 8, and once in high school;
- California Alternate Assessment (CAA) for science- computer-based tests administered to eligible students one-by-one by a test examiner familiar with the students in grades 5, 8, and once in high school;
- California Spanish Assessment (CSA)- computer-based tests for eligible students in grades 3 through 8 and once in high school.

The ELPAC system includes four different testing programs:

- The Initial ELPAC- computer-based test administered to students in grades Kindergarten through 12, who have a home language survey that lists a language other than English, which identifies students as English learner students or as initially fluent in English.
- The Initial Alternate ELPAC- computer-based test administered to students in grades Kindergarten through 12, who have a home language survey that lists a language other than English, and whose IEP identifies the use of alternate assessments, which identifies students as English learner students or as initially fluent in English.
- The Summative ELPAC- computer-based test administered to English learner students in grades Kindergarten through 12 every year until they are reclassified as proficient in English.
- The Summative Alternate ELPAC- computer-based test administered to English learner students in grades Kindergarten through 12, and whose IEP identifies the use of alternate assessments, every year until they are reclassified as proficient in English.

The Physical Fitness Test includes five performance components:

- Students in grades 5, 7, and 9 will be tested on their aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility. Individual test results are reported to students verbally or in writing. To learn more about the PFT, visit the CDE Parent Guides to Understanding website at:
<https://www.cde.ca.gov/ta/tg/pf/index.asp>.

Except for the CAA for science, which is administered between September and May each year, all CAASPP, ELPAC, and PFT tests are administered in the Spring. Results for each CAASPP and Summative ELPAC test are available throughout the summer and into early fall of the same year. Parents/legal guardians can access their student's electronic Student Score Report (SSR) in the district's ParentVUE portal.

ParentVUE is a great resource for information about your child's progress at school. Depending on the grade level of the child, ParentVUE allows parents/legal guardians access to review state test scores, check their child's attendance, view course grades, and see other information provided by the teacher and school. Parents/legal guardians who do not have a ParentVUE account are highly encouraged to create one. Information about ParentVUE, including how to register, is located on the PSUSD website at www.psusd.us under the Parents tab.

CAASPP SSRs include an overall score (for ELA, math, and science), score history (for ELA and math only), performance area information (for ELA, math, and science), essay performance (for ELA only), Lexile and Quantile measures (for ELA and math only), and score comparisons (for ELA, math, and science). Summative ELPAC SSRs include an overall score, score history, and performance area (composites and domains) information.

For more information, please visit the Starting Smarter webpages for CAASPP at: <https://ca.startingsmarter.org/> and/or ELPAC at: <https://elpac.startingsmarter.org/>.

Graduation Requirements

To earn a high school diploma, students must complete required courses and earn a minimum number of credits during grades 9–12. Comprehensive High Schools - students must earn at least 225 credits to graduate. Continuation and Dropout Prevention Schools - students must earn at least 200 credits, with fewer elective credits required. Unless otherwise noted, each course listed below is a full-year course.

- English – 4 years (40 credits)
- Mathematics – 3 years (30 credits)
 - At least one math course must meet or exceed state standards for Algebra I or Integrated Math I. Completion of Algebra I/Integrated Math I before 9th grade meets the content requirement but not the total number of required math courses.
 - Students may earn credit for one math course by completing an approved computer science class that meets the 'c' (math) requirements for college admission.
- Science – 2 years (20 credits), including:
 - 1 year of life science (e.g., biology)
 - 1 year of physical science (e.g., chemistry or physics)
- Social Studies – 3 years (30 credits), including:
 - 1 year of World History, Cultures & Geography
 - 1 year of U.S. History & Geography
 - 1 semester of American Government & Civics
 - 1 semester of Economics
- Visual or Performing Arts, World Language (including American Sign Language), or Career Technical Education (CTE) – 1 year (10 credits)
 - CTE courses must align with California's CTE standards to count for graduation.
- Physical Education – 2 years (20 credits)
 - Students may be exempt in certain cases as allowed by law. [Ed Code 51241]

Additional Requirements include:

- Health Education – Completion of comprehensive sexual health units [Ed Code 51930-51939]
- Ethnic Studies - Beginning with the graduating class of 2029-30, a course meeting the state requirement for ethnic studies must be completed. [Ed Code 51225.3]
- Financial Literacy - Beginning with the graduating class of 2030-31, students must take one semester of Financial Literacy.

Alternative Diploma

Students with disabilities who started 9th grade in the 2022-23 school year or later may be eligible to receive a high school diploma by completing an alternative set of graduation requirements if their Individualized Education Program (IEP) states they are eligible for the state's alternate assessment and will complete state standards-aligned coursework that meets statewide graduation requirements. These students may be exempt from additional district graduation requirements, will receive a diploma, and may participate in graduation ceremonies and related activities. Participation in graduation does not end the district's responsibility to provide a Free Appropriate Public Education (FAPE) unless the IEP team, including the student and parent/guardian, determines the student has completed their high school experience. [BP 6146.4]

Graduation Exemption

Students in the foster care system, students experiencing homelessness, former juvenile court school students, students living in active-duty military households, currently migratory students, and students participating in newcomer programs may, after meeting additional criteria under the law, be exempt from local graduation requirements. [EC Sections 51225.1, 51225.2.]

Transition to Latin Honors System for Class of 2029

Beginning with the graduating class of 2029, Palm Springs Unified School District will implement the Latin Honors System to recognize academic excellence. This system replaces the valedictorian and salutatorian distinctions, aiming to celebrate a broader range of student achievements and foster a more inclusive academic environment. Under this system, students will be honored as follows:

- Summa Cum Laude: GPA of 4.0 and above
- Magna Cum Laude: GPA of 3.75–3.99
- Cum Laude: GPA of 3.5–3.74

This change aligns with PSUSD's commitment to equity and recognizes the diverse accomplishments of our student body. [BP 5127]

College & Career

College Admission Requirements

PSUSD students have a variety of higher education options after high school, including California community colleges, California State Universities (CSU), Universities of California (UC), and private colleges. Community colleges require either a high school diploma or that the student be 18 years old, and can serve as a pathway to transfer into CSU, UC, or private institutions. To enter a CSU or UC directly after high school, students must complete a series of college-preparatory 'a-g' courses. CSU requires a minimum 2.5 GPA for California residents, while UC requires at least a 3.0 GPA. Both systems may consider additional factors like extra courses, leadership, community service, and participation in programs

such as AVID or Upward Bound. Admission requirements may be higher for out-of-state applicants or at impacted campuses, and private colleges and universities may have their own separate admission criteria.

Additional Resources

For more information on college admission requirements, please refer to the following websites:

- <https://www.cccco.edu/>: This is the official website of the California Community College system. It offers links to all the California Community Colleges;
- <https://www.assist.org/>: This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC;
- <https://www.calstate.edu/apply>: This website provides information to students and their families on the CSU system, an online application, and links to all CSU campuses;
- <https://www.universityofcalifornia.edu/>: This website provides information regarding admissions, an online application, and links to all UC campuses;

California College Guidance Initiative

Palm Springs Unified School District is committed to supporting every student in preparing for success after high school. As part of this commitment, we partner with the California College Guidance Initiative (CCGI) and the Riverside County Office of Education to provide personalized college and career planning tools for students in grades 6–12 through *CaliforniaColleges.edu*, an official state-supported platform. This initiative ensures students receive the support needed to explore careers, monitor A–G eligibility, access financial aid information, and track their progress toward college and career goals.

In accordance with the Family Educational Rights and Privacy Act (FERPA) and California law, student academic data is securely transmitted to CCGI to support these services. Parents/guardians who wish to opt out may submit a written request to the school principal, including the student's name, ID number, and grade level. [Ed Code 60900.5, 51229]

College And Career Fairs

LEAs serving pupils in grades 9-12 are required to notify each community college district that has an overlapping jurisdiction with the LEA of planned college and career fairs. Notification can be via email or mail and reflect the planned date, time and location of the event. [Ed Code 52770]

Cal Grant GPA Submission Notification

All 12th-grade students in California are automatically considered Cal Grant applicants unless they choose to opt out, in accordance with Education Code Section 69432.9. Cal Grants provide free financial aid for college and may be used at eligible California universities, community colleges, and career or technical schools. To qualify, students must

meet eligibility requirements and complete either the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADA.)

To help determine Cal Grant eligibility and award financial aid, school districts are required to submit student information to the California Student Aid Commission (CSAC). This includes students' Grade Point Averages (GPAs), names, graduation dates, school codes, student ID numbers, gender, date of birth, and addresses. Without verified GPA data, CSAC cannot determine Cal Grant eligibility.

PSUSD informs all 11th-grade students and their parents/guardians (if the student is under 18) by January 1 each year that the student will be automatically considered a Cal Grant applicant. Unless an opt-out form is submitted by the end of October, the student's GPA will be submitted electronically to CSAC in the fall of their 12th-grade year. GPA data may also be submitted through CaliforniaColleges.edu as part of the District's partnership with the California College Guidance Initiative.

Only a parent or legal guardian may opt out a student under the age of 18. Once a student turns 18, only the student may opt in or out. To opt out, parents/guardians or eligible students must complete and return the Information Release Form by the deadline provided. [Ed Codes: 69432.9 and 49076(a)(2)(B)]

Extra and Co Curricular Activities

PSUSD encourages and supports students in participating in extra and co-curricular activities that promote collaboration, sportsmanship, and respectful behavior. To participate in extracurricular or co-curricular activities, students must maintain at least a 2.0 GPA and be on track to graduate. Eligibility is based on the most recent grading period, or the prior one if the student had excused absences. A one-time probation period may be granted for students who fall below requirements, but it cannot be used consecutively and is limited to three times in high school. [BP & AR 6145]

Eligibility requirements for High School Athletics include having an annual physical exam by a licensed California health care provider. Additional information and requirements will be provided by the principal or designee at the high school.

PSUSD adheres strictly to Title IX, which mandates equal athletic opportunities for all students, regardless of sex or gender identity (BP 0410). No student shall be denied access to athletic programs due to gender, race, orientation, religion, disability, or economic status.

RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION

California Education Code 51101 (*in part*)

The parents and guardians of pupils enrolled 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 following making the request, to observe the classroom or classrooms in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any intradistrict or interdistrict pupil attendance policies or programs.
- (2) Within a reasonable time of their request, to meet with their child's teacher or teachers and the principal of the school in which their child is enrolled.
- (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. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with 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 the school that their child attends on standardized statewide tests.
- (6) To request a particular school for their child, and to receive a response from the school district. This paragraph does not obligate the school district to grant the parent's request.
- (7) To have a school environment for their child that is safe and supportive of learning.
- (8) To examine the curriculum materials of the class or classes in which their child is enrolled.
- (9) To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- (10) To have access to the school records of their child.
- (11) To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- (12) To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Section 48980, 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, school site council,

or site-based management leadership team, in accordance with any rules and regulations governing membership in these organizations. In order to facilitate parental participation, school site councils are encouraged to schedule a biannual open forum for the purpose of informing parents about current school issues and activities and answering parents' questions. The meetings should be scheduled on weekends, and prior notice should be provided to parents.

- (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 pursuant to Section 48070.5 if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

Notices to Parents in Language Other Than English

E.C. 48985 - If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language.

Education of Homeless Youth:

42 USC 11432 – EC 48551, 48852.5, 48853, 48857, 51225.1, 51225.2

Requires every local education agency to administer a Student Housing Questionnaire (SHQ) for purposes of identifying homeless children and youths and unaccompanied youths in accordance with McKinney-Vento Homeless Assistance Act. The SHQ shall be provided on an annual basis and available every year in paper form in both English and the families' primary language.

Requires every local education agency to appoint a homeless liaison to ensure parents students experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children.

Unaccompanied youth, such as teen parents not living with their parent/guardian or students that have run away or have been pushed out of their homes, have access to these same rights. Contact Student Services at (760) 883-2703 Ext. 4805013 for more information.

Circumstances for eligibility: living in a shelter, a motel, hotel, a house or apartment with more than one family because of economic hardship or loss, in

an abandoned building, in a car, at a campground, or on the street, or with an adult who is not your parent or guardian, in substandard housing, or with friends or family because you are a runaway, unaccompanied, or migrant youth. Students experiencing homelessness have the following rights:

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 (e.g., to participate fully in all school activities and programs for which a student is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment). Unless there is a local child welfare agency agreement, or the school district will assume part or all of the transportation costs.
3. Right to be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with state or LEA requirements, if the student experiencing homelessness 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 the district to accept and issue partial credits for courses that have been satisfactorily completed by the student experiencing homelessness.

Notice of educational rights of students experiencing homelessness must be disseminated at places where children receive services, such as schools, shelters, and soup kitchens. In addition, the school, district, charter school, or County Office of Education shall provide contact information for Homeless Education liaisons, updated on a regular basis to remain accurate to current employment.

Education of Homeless Youth: Right to Apply for Financial Aid:

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

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district and charter school must appoint a homeless liaison to assist students and families. Please contact: Olivia Zarco-Sale (ozarco-sale@psusd.us) for more information on services and policies related to homeless education rights.

Education of Foster Youth

EC 48204, 48853, 48853.5, 51215.1, 51225.2, 47605, 47605.6, 48432.5, 48911, 48911.1, 48915.5, and 48918.1

Requires every local educational agency to designate a staff person as the educational liaison for foster children to: 1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster children; and 2) assist foster children when transferring from one school/district to another school/district in ensuring proper transfer of credits, records, and grades. AB 1055 (Ramos) definition of a foster child includes a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

The California Department of Education, in consultation with the California Foster Youth Education Task Force, has developed and posted on its Internet Web site a standardized notice of the educational rights of foster children that the educational liaisons for foster children can disseminate. The notice must include the following rights, as specified in EC 48850, 48911, 48915.5, 49069.5, 51225.1, and 51225.2:

1. Stable school placements in the least restrictive education programs, with access to the academic resources, services, and extracurricular activities that are available to all pupils. This includes the right to remain in the school of origin and the right to matriculate with his or her peers.
2. Immediate enrollment in the school of origin or school where the foster youth is currently residing, whether in a licensed children's institution, licensed foster home, or a family home, following a commitment or placement under the Welfare and Institutions Code.
3. Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
4. No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court ordered activity.
5. 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.
6. Not be required to retake a course the pupil has satisfactorily completed.
7. Notified of the possibility of graduating within four years with reduced

- state requirements and the ability to remain for a fifth year to graduate with state or LEA requirements, if the foster youth transferred after the second year of high school is credit deficient and will not be able to graduate on time with local district requirements.
8. Invitation extended to the foster youth's attorney and representative from the county child welfare agency and the child's tribal social worker, if applicable, to attend the extension of suspension meeting, the manifestation determination meeting (if applicable), and the expulsion hearing related to a disciplinary proceeding involving the foster youth.
 9. File a complaint of noncompliance with the local educational agency under the Uniform Complaint Procedures.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

English FY rights poster: <https://www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp>

Multi-languages poster:

<https://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=4849-4852,5021>

Children of Military Families

Enrollment and Residency. The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701) A child of a military family shall be deemed to meet district residency requirements if the parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3) (cf. 5111.1 - District Residency) When a child of a military family is transferring into the district, the Superintendent or designee shall enroll the student based on unofficial education records if official records are not yet available. Upon enrollment, the Superintendent or designee shall immediately request the student's official records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

Counseling and Mental Health Support

All students within Palm Springs USD are provided lessons to address their social-emotional needs. Sometimes, students are provided more intensive support from a school counselor. Parents may attend counseling sessions with their students if they wish. Additionally, Palm Springs USD provides mental health therapists if students need more support than a school counselor can provide. Students can be referred by their parents, or a school counselor may make the referral. An assessment can be requested through the PSUSD Mental Health Department at 760-416-1630 or online at:

psusd.us, Mental Health - Link: [Guardian Request for Mental Health Services](#)

Additionally, if a parent wants to contact a therapist not associated with Palm Springs USD, they can request services through Care Solace at <https://www.caresolace.org/>

Behavioral Health Services for Students

Palm Springs USD offers free mental health services and support to students and families. The State of California partners with schools and health plans to make sure that students can get mental health and emotional wellbeing support in schools across the state. Under the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule program, California's health plans and insurers are now required to reimburse public schools (including K-12 school districts, colleges, and universities) for covered mental health services provided to students under the age of 26. State law prohibits health plans and insurers from passing any of the cost of these services on to families. In order to obtain this funding from the health plans and insurers, including the Medi-Cal program, your child's school district must ask you for your health insurance information and/or may ask you to sign a consent form so we can bill the health plan. If your child is under 18, please sign the consent form and provide a copy of your child's insurance card and/or the name of your child's health insurance company, your child's policy number, and the name of the parent or guardian that carries the health insurance coverage. Agreeing to provide this information to your child's school WILL NOT result in any costs for services being passed onto you or your family. These services are completely free and receiving these services in school WILL NOT affect your child's coverage under the health plan or insurer.

Education if a Student Becomes Temporarily Disabled

Education Code 48206 -- 48208 - A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located.

A pupil with a temporary disability, who is in a hospital or other residential

health facility, excluding a state hospital, located outside of the school district in which the pupil's parent or guardian resides, shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

(Notwithstanding any other law, a school district or charter school may continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to a pupil who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent.

It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside of the pupil's presence in a qualifying hospital.

Parent Responsibility. Damage

E.C. 48904 – (a) Notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by or performing volunteer services for a school district or private school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district or private school, or personal property of any school employee, shall be liable for all damages so caused by the minor. The liability of the parent or guardian shall not exceed ten thousand dollars (\$10,000). The parent or guardian shall also be liable for the amount of any reward not exceeding ten thousand dollars (\$10,000) paid pursuant to Section 53069.5 of the Government Code. The parent or guardian of a minor shall be liable to a school district or private school for all property belonging to the school district or private school loaned to the minor and not returned upon demand of an employee of the district or private school authorized to make the demand. (b) Any school district or private school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a pupil and willfully not returned upon demand of an employee of the district or private school authorized to make the demand may, after affording the pupil his or her due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages thereto, as provided in subdivision (a).

Notice of Danger of Failing

E.C. 49067 – A written report shall be sent to, or a conference shall be held with, the student's parent/guardian in the event the student is in danger of failing the courses.

Promotion/Retention of Pupils

EC 48070 - The Governing Board of each school district and each county superintendent of schools shall adopt policies regarding pupil promotion and retention. A pupil shall be promoted or retained only as provided in the policies adopted pursuant to this article.

EC 48070.5:

(a) In addition to the policy adopted pursuant to Section 48070, the Governing Board of each school district and each county board of education shall, in those applicable grade levels, approve a policy regarding the promotion and retention of pupils between the following grades:

- (1) Between second grade and third grade.
- (2) Between third grade and fourth grade.
- (3) Between fourth and fifth grade.
- (4) Between the end of the intermediate grades and the beginning of middle school grades, which typically occurs between sixth grade and seventh grade but may vary depending upon the grade configuration of the school or school district.
- (5) Between the end of the middle school grades and the beginning of high school, which typically occurs between eighth grade and ninth grade but may vary depending upon the grade configuration of the school or school district.

(b) The policy shall provide for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of either of the following:

1. The results of the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648.

2. The pupil's grades and other indicators of academic achievement designated by the district.

The policy shall base the identification of pupils pursuant to subdivision (b) at the grade levels identified pursuant to paragraph (1) and (2) of subdivision (a) primarily on the basis of the pupil's level of proficiency in reading. The policy shall base the identification of pupils pursuant to subdivision (b) at the grade levels identified pursuant to paragraphs (3) through (5) of subdivision (a) on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics.

- (1) If either measure identified in paragraph (1) or (2) of subdivision (b) identifies that a pupil is performing below the minimum standard for promotion, the pupil shall be retained in his or her current grade level unless the pupil's regular

classroom teacher determines in writing that retention is not the appropriate intervention for the pupil's academic deficiencies. This written determination shall specify the reasons that retention is not appropriate for the pupil and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement. If the teacher's recommendation to promote is contingent upon the pupil's participation in a summer school or interim session remediation program, the pupil's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the pupil's parent or guardian and the school principal before any final determination of pupil retention or promotion.

(2) If the pupil does not have a single regular classroom teacher, the policy adopted by the school district shall specify the teacher or teachers responsible for the promotion or retention decision.

The policy shall provide for parental notification when a pupil is identified as being at risk of retention. This notice shall be provided as early in the school year as practicable. The policy shall provide a pupil's parent or guardian with the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil.

The policy shall provide a process whereby the decision of the teacher to retain or promote a pupil may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the teacher should be overruled.

The policy shall provide that pupils who are at-risk of being retained in their current grade be identified as early in the school year, and as early in their school careers, as practicable.

The policy shall indicate the manner in which opportunities for remedial instruction will be provided to pupils who are recommended for retention or who are identified as being at risk for retention.

The policy adopted pursuant to this section shall be adopted at a public meeting of the governing board of the school district.

Nothing in this section shall be construed to prohibit the retention of a pupil not included in grade levels identified pursuant to subdivision (a), or for reasons other than those specified in subdivision (b) if such retention is determined to be appropriate for that pupil. Nothing in this section shall be construed to prohibit a governing board from adopting promotion and retention policies that exceed the criteria established in this section.

Notice of State Funds to Cover AP Test Fees

E.C. 48980 (k) Palm Springs Unified School District must notify parents or guardians of the availability of state funds, in the form of student fee waivers, to pay most of the cost of the Advanced Placement (AP) examination fees pursuant to Education Code Section 52242, in order for students to qualify to receive fee waivers as provided in this *Code*, students must be identified as "economically disadvantaged high school pupils." An eligible "economically disadvantaged high school pupil" is defined as a student who is either from a family whose annual household income is below 200 percent of the federal poverty level or a pupil who is eligible for services through the Federal Free or Reduced-Price Meal Program. Should student(s) meet either of these criteria, and through providing appropriate supporting documentation to his/her school, the Palm Springs Unified School District will provide waivers to offset most of the cost of any and all AP exams to these students.

Communication with Parents

E.C. 51216 – The Governing Board believes that good communication between parents/ guardians and teachers is important in the educational process. Reporting contacts between parent/guardian and teacher should be varied and frequent, and all appropriate forms of communication should be utilized, including parent-teacher conferences, mail, telephone, and school visitation by parents.

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.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Under FERPA, a parent is defined as "a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian."

Regardless of a parent's marital status, schools are required to give full rights under FERPA to either parent, unless the school has been given evidence of a court order, statute or legally binding document that specifically revokes these rights. This means that if an individual meets FERPA's definition of a parent, another parent may not prevent school officials from providing education records to that individual without first providing a court order or other legal document to that effect.

An essential consideration whenever school staff work through a child custody dispute between parents is this: Ensure staff review and follow the most recent court order in the student's file. If one of the parents claims the order in the student's records is out of date, staff should politely ask the parent to provide the school with a copy of the most recent order.

Another common dispute relates to the involvement of stepparents or a parent's significant other. All too frequently, one parent will ask school officials to prevent a stepparent from reviewing education records or attending conferences. This request often goes beyond the parent's authority. For one, either parent may provide written permission (release of information) for a stepparent or any other party to review education records or attend a student conference. In other instances, stepparents have the same rights under FERPA as do natural parents, if the stepparent "is present on a day-to-day basis with the natural parent and child and the other parent is absent from that home."

The same standard would apply for other adults, such as a parent's significant other, or grandparents living in the student's home. Source: cde.ca.gov (data privacy)

Prospectus of Curriculum

A prospectus of curriculum, including titles, descriptions, and instructional aims of every course offered by each Palm Springs Unified School District school, is available at the school site for parent review upon request.

Child Abuse Prevention Training Program WIC 18976.5 – Parents have a right to refuse to allow their children to participate in a child abuse primary prevention program. Parents are to notify school site principals.

Materials Containing Questions about Beliefs or Practices in Sex, Family Life, Morality, and Religion: Requirements

E.C. 51513 – No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality and religion, or any questions about his parents', or guardians' beliefs and practices therein, shall be administered to any pupil in kindergarten or grades 1 through 12, inclusive, unless the parent or guardian of the pupil is notified, in writing, that such test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take such test, questionnaire, survey or examination (Stats.1976, Ch. 1010).

Early Childhood Education

The Palm Springs Unified School District (PSUSD) offers a wide array of Early Childhood Education (ECE) programs designed to support families within the district. The district encompasses communities such as Palm Springs, Palm Desert, Desert Hot Springs, Cathedral City, Rancho Mirage, Thousand Palms, and the unincorporated area of Sky Valley.

The ECE Program thrives due to the approval and support of the Palm Springs Unified School District's Board Members and Administrators. It collaborates with the Riverside County Office of Education and the California State Department of Education to provide comprehensive support for children in the PSUSD.

Early Head Start Center Base

The Early Head Start program is a vital initiative designed to enhance the development of infants and toddlers from low-income families. By providing comprehensive services that focus on early childhood education, health, nutrition, and parent involvement, Early Head Start helps families build strong foundations for their children's future success. The program targets toddlers up to the age of three, ensuring early detection of developmental delays and providing support at a critical stage of a child's growth. Benefits include fostering cognitive and social-emotional development, improving family dynamics through parental education, and promoting healthy prenatal outcomes. Through regular home visits and engaging group activities, Early Head Start equips families with the skills and knowledge necessary to create a nurturing home environment, thereby playing a crucial role in preparing children for lifelong learning and academic achievement.

The Early Head Start Center Base option provides direct services at designated sites. Services include prenatal and postnatal care, early literacy development, health and nutrition education, positive parent-child activities, social services, and parent education. The Early Head Start Full Day program operates from 7:45 AM to 3:15 PM at:

- Desert Highland
- Coyote Run
- Arroyo De Paz

Head Start - Preschool

The Head Start program is a comprehensive early childhood education initiative aimed at promoting school readiness for young children from low-income families. Targeting children aged three to five, Head Start provides a rich blend of educational, nutritional, health, and social services that lay the groundwork for academic and life success. By addressing the diverse needs of young learners, Head Start supports cognitive development, language skills, and socio-emotional growth, ensuring children are well-prepared for the transition to kindergarten. In addition, nurturing children's learning, the program actively involves parents, empowering them to be their child's first and most important teacher. Through individualized learning experiences and a community-focused approach, Head Start fosters holistic development and equity in education, helping to break the cycle of poverty and create opportunities for lifelong achievement.

This federally funded program offers a comprehensive preschool program throughout the school year for children aged three and five. Qualifying families must meet the federal poverty income level. The program offers full-day classes over 135 days per school year, running from 8:00 AM to 3:00 PM. Full Day Head Start sites include:

- Agua Caliente Elementary
- Arroyo De Paz Apartments
- Bubbling Wells Elementary
- Cahuilla Elementary
- Cathedral City Elementary
- Cielo Vista Elementary
- Coyote Run Apartments
- Della S. Lindley Elementary
- Desert Highland
- Edward Wenzlaff
- Julius Corsini Elementary
- Katherine Finchy Elementary
- Rio Vista Elementary
- Two Bunch Palms Elementary

State Preschool

State Preschool programs are crucial state-sponsored initiatives aimed at providing quality early childhood education to two and five-year-old children from low to moderate-income families. These programs offer a nurturing and enriching environment that emphasizes hands-on learning experiences, encouraging the development of critical thinking, problem-solving skills, and social-emotional growth. By incorporating a play-based curriculum, State Preschools foster creativity and collaboration among young learners, equipping them with the foundational skills necessary for a smooth transition to kindergarten. In addition to the educational benefits for children, these programs also support families by offering resources such as parental education, health screenings, and nutritious meals, contributing to the overall well-being and readiness of the child. State Preschools play a pivotal role in leveling the educational playing field, ensuring that all children, regardless of their economic background, have access to high-quality early learning experiences that set the stage for future academic and personal success.

Part-day preschool programs are designed to provide young children with early education experiences in a setting that is both enriching and supportive. These programs typically operate for 3 hours each day, in the morning from 8:00-11:00AM and early afternoon from 11:45-2:45PM, allowing children to engage in structured learning activities without committing themselves to a full day. By incorporating inclusive practices, the program also offers significant benefits by creating a diverse learning environment where children of all abilities can learn and grow together. Inclusion practices foster acceptance, empathy, and understanding among children. They also provide an opportunity for children with different needs to receive tailored support while participating equally in all activities. This inclusive approach not only enhances social and communication skills but also prepares children for a more diverse world. Part-day preschools aim to promote social, emotional, cognitive, and physical development by offering a mix of play-based learning and

age-appropriate educational activities, making them ideal for families who want to introduce their children to a school environment while accommodating various family schedules and commitments.

- Bubbling Wells – (Inclusion)
- Della Lindley – (Inclusion)
- Sunny Sands – (Inclusion)
- Two Bunch Palms – (Inclusion)
- Sunrise – Relocation to Demuth Center
- Cabot Yerxa – Will open in December 2025
- Landau – Closed for 2025/2026 due to modernization

Transitional Kindergarten

MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000): A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has their fifth birthday, respectively, on or before September 1. For the 2025-26 school year, and in each school year thereafter, any child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age five after September 1, but before the end of the applicable school year, may be admitted to transitional kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000. A school district may place a child who will have their fourth birthday on or before December 1 and is enrolled in a California state preschool program into a transitional kindergarten program classroom in accordance with EC §48000.

Toilet Training

Students may require diapering or help toileting due to developmental level or health, physical, or cognitive disabilities. Students cannot be denied entry into or removed from any educational program if they have not mastered this skill. Under Section 504 regulations, at 34 C.F.R. §104.4(a) and (b), no qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance. Parents are responsible for supplying diapers, wipes, a change of clothing, and any other necessary supplies for their child.

The age at which children reach toileting independence is highly variable. The definition of full independent for toilet training is that a student can perform the following steps without prompting or physical assistance:

- Can arrive at school in undergarments (not pull-ups)
- Can communicate when they need to use the bathroom
- Can independently take care of toileting (pull down underpants, sit on toilet or stand at urinal, and empty the bowel or bladder)

Can independently manage related hygiene (can access toilet paper, wipe themselves effectively, place used toilet paper in toilet bowl, flush, pull up underpants without assistance, and wash and dry hands.

SPECIAL EDUCATION

All children with disabilities residing in the state of California, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services as required by [Section 1412\(a\)\(3\) and \(10\)\(A\)\(ii\) of Title 20 of the United States Code](#). A student shall be referred for an evaluation to determine whether or not the student is eligible for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

Within 15 days of a referral for assessment, unless the parent/guardian agrees in writing to an extension, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session and term or days of school vacation in excess of five school days from the date of receipt of the referral. Education Code 56043, 56321)

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public.
2. Be provided in the primary language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible.
3. Explain the types of assessment to be conducted.
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent. (cf. 6159 - Individualized Education Program)

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as informed parental consent is received by the district. The district shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) Informed parental consent means that the parent/guardian: (34 CFR 300.500)

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication.
2. Understands and agrees in writing to the assessment.
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time. (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Eligibility of students with disabilities for special education shall be determined by the IEP team according to specific criteria for each of the eligibility categories. No student shall be determined to be eligible for special education by any eligibility category other than those identified by these guidelines.

GUIDELINES FOR DETERMINING IF A STUDENT HAS A DISABILITY

The Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education and related services to students who are eligible. But not every child who struggles in school qualifies. A student cannot be determined to be a student with a disability if the primary determining factor is a lack of attendance or appropriate instruction in reading, including the essential components of reading instruction, lack of instruction in math, or limited English proficiency. Essential components of reading instruction mean explicit and systemic instruction in:

- Phonemic awareness
- Phonics
- Vocabulary development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

A child's school performance must be "adversely affected" by a disability in one of the 13 categories below:

Autism	Multiple Disabilities
Deafness	Orthopedic Impairment
Deaf-Blindness	Other Health Impairment
Emotional Disturbance	Specific Learning Disability
Established Medical Disability (3-5 yrs.)	Speech or Language Impairment
Hard of Hearing	Intellectual Disability
Traumatic Brain Injury	Visual Impairment

It is the IEP team's responsibility to determine if a student has a disability. If the student has more than one disability, the team must determine the primary disability that impacts learning.

Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall meet as a team. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

If the parent/guardian disagrees with an assessment obtained by the district, the parent/guardian has the right to request, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR 300.502.

The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian still has the right for an independent educational assessment but not at public expense.

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the district with respect to the provision of free, appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student.

If the child is eligible to receive special education and related services, an Individualized Education Plan (IEP) will need to be developed.

HEALTH SERVICES

E.C. 46010.5, 124100, 124105, Health & Safety Code 323.5, B.P. 5141.3, 5141.31, and 5141.32-, and Health & Safety Code 120325-120375. The law requires that prior to enrollment a pupil must be immunized against Poliomyelitis, Diphtheria, Pertussis, Tetanus, Measles, Mumps and Rubella, Hepatitis B, and Varicella, for all entering kindergarten students and any student new to a Riverside County School. This must be verified as completed or in process. Students who are not in compliance will not be allowed to register. In addition, all entering kindergarten students must show documentation of a physical assessment (including vision and hearing screening, blood test for anemia, and urinalysis) completed within six (6) months of school entry. It is the responsibility of the parent or guardian to bring documentation of immunization and physical assessment documents to school before enrollment will be permitted. Pupils not fulfilling these requirements will not be allowed to register until all requirements are met. If exemption (medical) of these requirements is requested a medical exemption statement from an M.D. shall be delivered to the building principal. Parent cooperation in fulfilling this mandate will be appreciated.

Confidential Medical Services

E.C. 46010.1 - Parents must be notified that a pupil may be excused from school for the purpose of obtaining confidential medical services without the consent of the parent or guardian. The California State Attorney General has opined that school districts must excuse pupils to obtain such confidential medical services without notifying or requiring permission from the parent or guardian.

Student Access to Health Services

E.C. § 49426, 49407, 49472, 49480, and Title 5, California Code of Regulations (CCR) § 3021 – Health records– Palm Springs Unified School District is committed to supporting the health and well-being of all students. Each school site has access to trained health services personnel, including school nurses, licensed vocational nurses (LVNs), and/or School Medical Assistants.

Students may visit the health office during the school day if they are feeling ill, are injured, or require routine medical support. Health staff are available to provide basic care, respond to reported symptoms, and follow district protocols to notify parents or seek emergency services if needed.

Student visits to the health office are documented in the student's confidential health log. Parents/guardians will be contacted in the event of a head injury, symptoms of contagious illness, or a situation requiring medical follow-up.

7th Grade Tdap and Varicella

AB 354 – All students entering 7th grade effective July 1, 2010, are required to have Tdap (1 dose) and Varicella (2 doses) immunizations.

Habits and Disease

E.C. 48211 – The governing body of any school district may exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases.

Notice to Parents

E.C. 48213 – Prior to excluding a child from attendance pursuant to Section 48211 or Section 48212, the governing board shall send a notice to the parent or guardian of the child. The notice shall contain each of the following:

- a) A statement of the facts leading to a decision to propose exclusion of the child.
- b) A statement that the parent or guardian of the child has a right to meet with the governing board to discuss the proposed exclusion.
- c) A statement that at any meeting with the governing board held to discuss such proposed exclusion, the parent or guardian shall have an opportunity to inspect all documents which the governing board relied on in its decision to propose exclusion of the child; to challenge any evidence on the child's behalf, including witnesses. The statement shall also include notice that the parent or guardian may designate one or more representatives to be present with the parent or guardian at the meeting.

Entrance Health Screening

HSC 124085, 124100, 124105, State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded for up to 5 days from school for failing to comply or not provide a waiver. Free health screening is available through the local health department.

Pupil Health, Oral Health Assessment

E.C. 49452.8—Requires a pupil, while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, to no later than May 31st of the school year present proof of having received an oral health assessment that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil.

Vision and Hearing Tests

E.C. 49452 and 49455 – During the school year pupils in grades TK, K, 2, 5, and 8, will have screening tests for vision and hearing. 10th grade will have screening for hearing. In addition, any pupil new to the district or referred by a teacher in another grade level will be screened. If the parent or guardian prefers that this evaluation be waived, they may present to their school principal a certificate from a physician or surgeon or optometrist setting forth the results of the testing of the ears and eyes; they may write a statement to be filed with the school principal that they adhere to a healing-by-prayer religion or denomination.

Scoliosis

E.C. 49452.5 – During the second semester of school, middle school students may receive education and awareness about Scoliosis.

Vision, Hearing, and Information to Parents

E.C. 49456 – For those pupils for whom neither of the two above waiver procedures are on file, required grade levels for state-mandated screening of vision and hearing and education about scoliosis will be completed with follow-up information given to the parents of students with any reportable vision, hearing concerns, and or concerns noted.

Diabetes Type 1

E.C. 49452.6-Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

Description

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

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

Type 1 diabetes affects insulin production:

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

Risk Factors Associated with Type 1 Diabetes

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

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

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

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

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating

- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

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

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

Types of Diabetes Screening Tests That are Available:

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.
- Type 1 Diabetes Treatments

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

Contact your student's school nurse, school administrator, or health care provider if you have questions.

Diabetes Type 2

E.C. 49452.7 (a) On and after July 1, 2010, the school district shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade pupils.

Description:

Type 2 diabetes is the most common form of diabetes in adults. Until a few years ago, type 2 diabetes was rare in children, but is becoming more common, especially for overweight teens.

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 effect of insulin, and blood glucose levels rise. Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes:

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

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

Warning Signs and Symptoms Associated with Type 2 Diabetes:

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

- Increased hunger, even after eating.

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

Type 2 Diabetes Prevention Methods and Treatments

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

- Eat healthy foods.
- Make wise 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 testing 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). There are four tests that a physician may order:

- Glycated hemoglobin (A1C) test
- Random (non-fasting) blood sugar test
- Fasting blood sugar test
- Oral glucose tolerance test

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. Contact your student's school nurse or health care provider for more information or if you have questions.

Immunizations

HSC 120325, 120335, 120338, 120365, 120370, and 120375

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.

Beginning January 1, 2021, medical exemption forms will be collected electronically by the state. Under SB 276 and SB 714, medical exemptions will be reviewed when 1) The schools immunization rate falls below 95% or 2) A doctor writes more than 5 medical exemptions per year beginning January 1, 2020, or 3) A school fails to provide reports of vaccination rates to CDPH. In addition, a medical exemption that does not meet the above criteria may be reviewed if CDPH determines it is necessary to protect public health. Until January 1, 2021, parents will continue to submit a medical exemption to a school using a form or letter prepared by their medical provider. Beginning January 1, 2021, all medical exemptions will be submitted electronically directly to the California Immunization Registry (CAIR) utilizing a standard form. Parents of students with existing medical exemptions will need to submit a new exemption when the student begins a new grade span. Grade spans are defined as birth to preschool, kindergarten (including transitional kindergarten), and grades 1-6, and grades 7-12.

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.

Immunizations: HPV: Cancer Prevention Act

Students who are 26 years of age or younger are advised to adhere to current immunization guidelines, as recommended, regarding full HPV immunization before first-time enrollment at an institution of the California State University, the University of California, or the California Community Colleges. Requires, upon a pupil's admission or advancement to the 6th grade level, the governing authority to submit to the pupil and their parent or guardian a notification containing a statement about the state's public policy on HPV and advising that the pupil adhere to current HPV guidelines. Specifies that the notification provisions do not apply to a pupil in a home-based private school.

[EC 48980.4, 1367.66, HSC 120390, 120336, 120390.6, IC 10123.8]

Emergency and Individual Health Care Plans (IHPs)

E.C. § 49423.5, 49414, 49414.7, 49475, 49423.1, HSC § 120440, 5 CCR § 3051.12– Students with chronic health conditions such as asthma, diabetes, seizures, or severe allergies may require an Individualized Health Care Plan (IHP). These plans are developed in collaboration with the parent/guardian, school nurse, and/or physician to ensure appropriate care and emergency response while the student is at school.

Parents of students who have a health condition that could impact your child at school should contact the School Nurse as soon as possible. This includes students who require emergency medications (e.g., EpiPens, inhalers, seizure medication), special dietary accommodations, or physical activity modifications.

Immunization and Health Requirements for Enrollment

E.C. 46010.5, 124100, 124105; Health & Safety Code 323.5, 120325-120375; B.P. 5141.3, 5141.31, 5141.32-California law requires that, prior to enrollment, a student must be immunized against the following diseases: Poliomyelitis, Diphtheria, Pertussis, Tetanus, Measles, Mumps, Rubella, Hepatitis B, and Varicella. This requirement applies to all kindergarten entrants and any student new to a Riverside County school. Proof of completed immunizations, or documentation that they are in process, must be provided before enrollment. Students not in compliance will not be allowed to register.

It is the responsibility of the parent or guardian to provide documentation of required immunizations to the school before enrollment. Medical exemptions must be documented by a physician (M.D. or D.O.) and submitted to the school principal. Parent cooperation with these legal mandates is appreciated.

Physical Examination (Health Screening) Recommendations

HSC 124085, 124100, 124105-As of July 1, 2024, the state no longer requires that students have a physical exam prior to school entry. The physical examination is now optional but strongly recommended to ensure your child's readiness for school.

While families may still use the PM 171 A (Report of Health Examination for School Entry) or PM 171 B (Waiver of Health Examination) forms as helpful resources, they are no longer mandatory. Schools will not exclude students for not providing a health screening, but we encourage families to consider a physical exam for their child's well-being.

Physical Examination Exemption

E.C. 49451; B.P. 5141.3(a)-A parent or guardian may exempt their child from any routine physical examination by submitting a written statement to the school principal. However, if a child is suspected of having a recognized contagious or infectious disease, the school may exclude the child from attendance for the protection of others.

Administration of Prescribed Medication for Pupils – EC 49423 and 49423.1

Any pupil 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 or 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 guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

Pupil Health: Emergency Medical Care: Epinephrine Auto-Injectors

This law requires school districts, county offices of education, and charter schools to store emergency epinephrine auto-injectors in an accessible location for emergency use and the specified location must be included in their annual notifications. An Activity Supervisor Clearance Certificate is needed to administer epinephrine auto-injectors. [EC 48985.5]

Administration of Epilepsy Medication – EC 49414.7

If a pupil with epilepsy has been prescribed an emergency anti-seizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency anti-seizure medication in the event that the pupil suffers a seizure when a nurse is not available.

Medical Insurance

E.C. 32221.5, 49470, 49473 – 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 pupils 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 888-747-1222, Healthy Families Program or 760-770- 2300, Medi-Cal.

E.C. 49471, 49472 – The governing board does NOT provide medical or hospital services for pupil injuries. Parents interested in such coverage may obtain information on a voluntary insurance program from the building principal.

Health Care Coverage

EC 49452.9 – Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage and enrollment assistance, visit the California Health Benefit Exchange at

<https://www.ca.gov/service/?item=Apply-for-Medical-Insurance> or go to www.CoveredCA.com.

Heat Illness Prevention-Students

Heat-induced illness is preventable. During times of high heat, the following precautions shall be taken for all outdoor physical activity including but not limited to recess, physical education, classes, field trips, and outdoor fine art and athletic practices and competitions. Drinking water will be easily accessible during periods of outdoor activity. When the Heat Index reaches Category II or higher, activity limitations will be communicated by the District Office to the Principal or designee. Each school site shall determine a Heat Advisory Protocol for the site. Students participating in athletics are managed using California Interscholastic Federation (CIF) guidelines in relation to Heat Illness Prevention.

Interscholastic Athletic Programs: Emergency Action Plans: Heat Illness: Guidelines

The law requires the written emergency action plan now must include the location and procedures to be followed in the event of heat illness related to the athletic program's activities or events. In addition, the California Interscholastic Federation, in consultation with the California Department of Education, to develop guidelines, procedures, and safety standards for the prevention and management of exertional heat illness by July 1, 2024. [EC 35179.4 and 35179.8]

Pupil Health: Opioid Overdose Prevention and Treatment: Melanie's Law

Requires school safety plans, including charter schools, serving students in grades seven (7) to twelve (12) to include a protocol for responding in the event a pupil is suffering, or is reasonably believed to be suffering, from an opioid overdose. The CDE is required to curate and post informational materials and resources on its website on opioid overdose prevention.

[EC 32282, 47605, 47605.6, 49414.4 and 49428.16]

Pupil Safety: Parental Notification: Synthetic Drugs

Requires LEAs to annually inform parents or guardians of the dangers associated with using synthetic drugs and post this information on their respective internet websites. [EC 48985.5]

Controlled Substances-Opioids (EC 49476)

EC 49476 Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your healthcare provider to make sure you are getting the safest, most effective care.

WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death.

The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance – meaning you might need to take more medication for the same pain relief.

- Physical dependence – meaning you have symptoms of withdrawal when a medication is stopped.
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

RISKS ARE GREATER WITH:

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

Avoid alcohol while taking prescription opioids. In addition, unless specifically advised by your healthcare provider, medications to avoid include:

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

KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that do not involve prescription opioids. Some of these options may actually work better and have fewer risks and side effects.

Options may include:

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

IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider.
- Work together to create a plan on how to manage your pain.
- Talk about ways to help manage your pain that don't involve prescription opioids.
- Talk about all concerns and side effects.
- Help prevent misuse and abuse.
- Never sell or share prescription opioids.
- Never use another person's prescription opioids.
- Store prescription opioids in a secure place and out of reach of others including visitors, children, friends, and family.

- Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, follow guidance from the Food and Drug Administration www.fda.gov/Drugs/ResourcesForYou

Visit www.cdc.gov/drugoverdose to learn about the risks of opioid abuse and overdose.

If you believe you may be struggling with addiction, tell your healthcare provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

BE INFORMED

Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects. For more information, visit:

www.cdc.gov/drugoverdose/prescribing/guideline.html

Parents and student athletes must sign acknowledgement of receipt of the document annually.

Sudden Cardiac Arrest (EC 33479)

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 pupil 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 pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participating if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil 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 acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil 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.

Wellness Policy (EC 49432)

This policy supports the mission of the Palm Springs Unified School District by providing the environment that cultivates maximum student potential. Nutrition and physical activity influence a child's development, health, well-being, and potential for learning. To afford students the opportunity to fully participate in the education process, students must attend school ready to take advantage of their learning environment. This wellness policy encourages all members of the school community to create an environment that supports lifelong healthy habits. Decisions made in all school programming reflect and encourage positive nutrition messages and healthy food choices. It shall be the mission of the district to give all students the knowledge and skills necessary to make nutritious food choices and healthy activity choices for a lifetime. Using a coordinated health system, the district will support health literacy through health education,

physical education and activity, health services, nutrition services, psychological and counseling services, safe and healthy school environment, and parent/guardian and community involvement.

Menstrual products: Menstrual Equity for All Act of 2021

Expands the requirement that schools serving students in grades 6 through 12 stock specified restrooms with menstrual products to include schools serving students in grades 3 to 5. [EC 35292.6]

Notice Regarding the District's Participation in the LEA Medi-Cal Billing Program

The district, in cooperation with California Departments of Health Care Services and Education, participates in a program that allows the district to be reimbursed with federal Medicaid dollars for select health services provided to Medi-Cal enrolled students at school. The money received through the program is directly reinvested into expanding and improving health and social services for all students. In accordance with state and federal rules and guidelines, we are notifying you that some information may be released from your student's records to our reimbursement recovery vendor and to the Department of Health Care Services (DHCS) for claiming purposes only. This information is only released if we have received your consent to do so. Your consent may have been provided to the district when you registered your student for school, as part of your back-to-school paperwork, or during the IEP/IFSP development and review process (if applicable). All information that is shared is encrypted and transmitted securely to both our vendor and to DHCS. The educational records that may be shared as a result of our participation in this program can include Student name, date of birth, and health-related evaluation, intervention, and referral information related to services received at school. You have the right to withdraw your consent to disclose your student's information at any time. Please note that students will not be denied services they require to attend school, and parents will never be billed by the school district for services provided as a result of your consent or non-consent. Further, while Medi-CAL is reimbursing the district for select health services, your child's Medi-CAL benefits should not be impacted in any way. The district participates in this program in an effort to obtain funding for the Medi-CAL reimbursable health services already being performed at school and then use this funding to expand services that are already available to all students.

Confidentiality & Privacy

The district's reimbursement recovery vendor is bound by a contract that contains specific provisions to keep student records confidential, ensuring information is not used or disclosed inappropriately; further, our vendor is HIPAA compliant. In addition, the district and DHCS are bound by agreements that include specific provisions about the use of the information shared in this program, and governing security protocols.

Third Party Liability

If your student is enrolled in Medi-Cal and is also covered by a third-party insurer, DHCS may attempt to recover third party liability if they pay a school-based claim submitted by us. This occurs due to the assignment of third-party liability rights that was provided when your application to Medi-Cal was approved.

Special Pupil Medication

E.C. 49480 – The text of this section is to require parents to inform the school if a child is on a CONTINUING PROGRAM OF MEDICATION as follows: The parent or legal guardian of any public- school pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent

of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdoses.

Tobacco Free District

The Board of Education recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083) This prohibition applies to all employees, students and visitors at any instructional program, activity, or athletic event.

HSC 104495 - Provides that smoking or use of any tobacco-related products and disposal of any tobacco-related waste within 25 feet of a school playground, except on a public sidewalk located within 25 feet of the playground is prohibited.

Mental Health Services

Students who seek mental health services can receive help in any one of the following

ways: PSUSD Mental Health Services	760-416-2360
Jewish Family Services	760-325-4088 or
info@jfsdesert.org Riverside County Mental Health	760 863-8650 or
951-358-6858	
National Suicide Prevention	1-800-273-8255
Safehouse of the Desert	What's Up Safehouse (free app)
Care Solace	http://caresolace.com/psusdfamilies

Minors: Consent to Mental Health Services

Aligns provisions of state law so that minors covered by Medi-Cal have the same right to consent to mental health services as minors who do not rely upon Medi-Cal. [FC 6924]

SAFETY

Asbestos Management Plan

Title 40 (40 CFR) §763.93 - Code of Federal Regulations. An updated Asbestos Management Plan is available for review at the Maintenance and Operations facility, located at 150 District Center Drive, Palm Springs.

Bicycle Helmets Law

V.C. 21212 - No person under 18 years of age shall operate a bicycle, a non-motorized scooter, or a skateboard or ride as a passenger, unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

School Safety: Bullying

EC 234.4, 22589, and 32283.5 - The Palm Springs Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media platforms. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. If you or your child should experience any bullying on campus, at school events or on the way to or from school, please contact your child's school site or report it online via <https://www.psusd.us/antibullying>

School Buses: Passenger Safety

E.C. 39831.5 - Upon registration, parents or guardians of pupils not previously transported in a school bus, shall receive written information on school bus safety as specified. This provision applies to pre- kindergarten, kindergarten, and grades 1 to 6.

Concussion and Head Injuries

E.C. 49475 –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.

Existing law requires a school district, charter school, or private school, if it offers an athletic program, to immediately remove an athlete from an athletic activity for the remainder of the day if the athlete is suspected of sustaining a concussion or head injury, and prohibits the athlete from returning to the athletic activity until the athlete is evaluated by a licensed health care provider, trained in the management of concussions and acting within the scope of his or her practice, and the athlete receives written clearance from the licensed health care provider to return to the athletic activity. Existing law also requires, on a yearly basis, a concussion, and head injury information sheet to be signed and returned by the athlete and athlete's parent or guardian before the athlete initiates practice or competition.

In accordance with AB 2127, Palm Springs Unified School District will prohibit an athlete suspected of sustaining a concussion or head injury from returning to the athletic activity until the athlete is evaluated by a licensed health care provider, as defined to mean a licensed health care provider trained in the management of concussions and acting within the scope of his or her practice, and the athlete receives written clearance from a licensed healthcare provider. If a licensed health care provider determines that the athlete sustained a concussion

or a head injury, the athlete is required to complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed healthcare provider.

PSUSD follows all guidelines as set forth in California Code of Regulations Title 5, Section 3051.21 and Education Code 49475.

Use of Cannabis Near Schools

Health and Safety Code 11362.3 - It is illegal to smoke or vaporize cannabis within 1,000 feet of a school, day care center, or youth center while children are present except upon grounds of a private residence only if such smoking is not detectable by others on the grounds of the school.

Student Searches

As necessary to protect the health, safety 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 and prohibited items. The Board of Education requires that discretion, good judgment, common sense and reasonable suspicion shall be exercised in all cases of search and seizure.

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. Students shall not be subjected to searches in mass groups.

Comprehensive School Safety Plan: Annual Notice

E.C. 45294.6(a), E.C. 32288(a),(c) – Each school shall review, update, and adopt its comprehensive school safety plan by March 1st of each year. Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Section 33126 and 35256. Each school shall invite, in writing, specified persons and entities of their right to review Safe School Plans per this code. Each school district is required to annually notify the State Department of Education by October 15th of any school that has not complied with the development or adoption of a Comprehensive School Safety Plan.

Comprehensive School Safety Plans: Individualized Safety Plans

Requires that comprehensive school safety plans address accommodations and adaptations required under federal disability laws, including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. The school safety plan must be reviewed and updated annually to ensure appropriate accommodations for pupils with disabilities. Parents, guardians, pupils, or school staff may raise concerns about an individual pupil's ability to access safety procedures; if the principal finds merit, the plan must be modified to address those concerns.

PUPIL RECORDS

PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49069.7, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act):

Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called “eligible students”); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver’s Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanations and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

This district is participating with the California Longitudinal Pupil Achievement Data System (CALPADS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CALPADS program is in compliance with federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CALPADS. The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073, 34 CFR 99.37):

The district also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, the height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument. Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of receipt of this notification. (See Parent Notification form.) Additionally, Directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.

**RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA
OR COURT ORDER (EC §§49076 and 49077):**

Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

**RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND
EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)):**

Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

Cal Grant opt Out - EC 69432.9

In order to be considered for a Cal Grant, California public high schools and charter schools are required to submit a high school Grade Point Average (GPA) to the California Student Aid Commission by September 1st each year for all graduating seniors, unless the student or parent has opted out. Parents (or students the age of 18) must sign the opt Out form by March 1st of each year. The forms are available from their school counselor. Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award.

Social Security Numbers – EC 49076.7 and 56601

E.C. 49076.7 and 56601– Prohibits a local educational agency from collecting or soliciting social security numbers or the last four digits of social security numbers from students or their parents.

Court Orders

E.C. 49077 – Information concerning a student shall be furnished in compliance with a court order. The school district shall make a reasonable effort to notify the parent and the pupil in advance of such compliance if lawfully possible within the requirements of the judicial order. (Amended Stats. 1077, Ch. 36.)

School Facilities: All-Gender Restrooms

Requires LEAs maintaining any combination of classes from kindergarten to grade 12 to provide at least one all-gender restroom for pupil use at each of its school sites, signage for its location and certain requirements for LEAs that apply for state funding pursuant to the Greene Act for a school modernization project. [EC 35292.5 and 17585]

DISCIPLINE AND ATTENDANCE

The Board of Education believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 48216, 48205)

Inasmuch as school attendance and class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

Site Discipline Rules

E.C. 35291 – Rules pertaining to student discipline are available upon request from the office of the building principal.

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807):

Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

DUTIES OF PUPILS (5 CCR §300):

Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7):

If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

Hazing

E.C. 32051/48900(q) – No student, or other person in attendance at any public or private educational institution shall engage or attempt to engage in hazing.

Authority to Gather Information from Social Media

E.C. 49073.6 The District has the authority to gather and maintain information from social media that relates directly to school safety or pupil safety.

Imitation Firearms

PC 12550, 12556 - Adds to E.C. 12550 to include BB devices within definition of imitation firearms. Adds E.C. 12556 to make it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school. Changes effective September 2009. (Amended by AB 352)

Assaults on Employees, Reporting

E.C. 44014 – (a) Whenever any employee of a school district or of the office of a county superintendent of schools is attacked, assaulted, or menaced by any pupil, it shall be the duty of such employee, and the duty of any person under whose direction or supervision such employee is employed in the public school system who has knowledge of such incident, to promptly report the same to the appropriate law enforcement authorities of the county or city in which the same occurred. Failure to make such a report shall be a misdemeanor punishable by a fine of not more than two hundred dollars (\$200).

Notification of Parent or Guardian; Retention of Object by School Personnel; Release

E.C. 49332 – The parent or guardian of a pupil from whom an injurious object has been taken pursuant to this section may be notified by school personnel of the taking. School personnel may retain protective possession of any injurious object taken pursuant to this section until the risk of its use as a weapon has dissipated, unless prior to dissipation of the risk, the parent or guardian requests that the school personnel retain the object in which case, the school personnel shall retain the object until the parent or guardian or another adult with the written consent of the parent or guardian appears personally to take possession of the injurious object from the school personnel.

Involuntary Transfer

E.C. 48432.5 – The governing board of each high school or unified school district which assigns pupils to continuation schools shall adopt rules and regulations governing procedures for the involuntary transfer of pupils to continuation schools. Such rules and regulations shall provide that written notice be given to the pupil and the pupil's parent or guardian informing them of the opportunity to request a meeting with a designee of the district superintendent prior to the transfer.

At the meeting, the pupil or the pupil's parent or guardian shall be informed of the specific facts and reasons for the proposed transfer and shall have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented and present evidence on the pupil's behalf. The pupil may designate one or more representatives and witnesses to be present with

him or her at the meeting. A decision to transfer the pupil involuntarily shall be based on finding that the pupil (a) committed an act enumerated in Section 48900, or (b) has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend or the pupil's parent or guardian shall be informed of the specific facts and reasons for the proposed transfer and shall have the opportunity to inspect all documents relied upon, question any evidence and witnesses presented and present evidence on the pupil's behalf. The pupil may designate one or more representatives and witnesses to be present with him or her at the meeting. A decision to transfer the pupil involuntarily shall be based on finding that the pupil (a) committed an act enumerated in Section 48900, or (b) has been habitually truant or irregular in attendance from instruction upon which he or she is lawfully required to attend.

Notification to Teachers

E.C. 49079 – The principal or designee is required to notify each teacher who has a student enrolled in their class who has caused or attempted to cause serious bodily injury to another person. The student's name and a brief summary of the applicable conduct is provided to the teacher. The information regarding the student is developed through district disciplinary records or a report from a local law enforcement agency. This information is for the teacher's exclusive use only and is confidential and may not be disseminated.

Notification of Law Enforcement

E.C. 48902 – (a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may be violate of Section 245 of the Penal Code. (Deadly Weapon-Assault)

- (b) The principal of a school or the principal's designee shall, within one school day after suspension or expulsion of any pupil notify the appropriate law enforcement authority of the county or the school district in which the school is situated of any acts of the students which may violate subdivision (c) or (d) of Section 48900 of the Education Code.
(Possession, use or sale of alcohol or drugs)
- (c) The principal or designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Penal Code Section 626.9 or 626.10.
- (d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of any report authorized by this article unless it can be proven that a false report was made and that the per- son knew the report was false or the report was made with reckless disregard for the truth or falsity of the report. (Amend. Stats. 1988, Ch. 1254)

Interview with Police or Juvenile Officers/Other Law Enforcement Officials

Law enforcement officials may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Such interviews and interrogations are discouraged during class time, except when law enforcement officials have a warrant or other court order or when an emergency or other exigent circumstance exists. It is the responsibility of the principal or designee to take

reasonable steps to prevent disruption of school operations while at the same time cooperating with law enforcement efforts.

When law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the school principal or designee will be present, and the interview will be conducted in private.

The principal will verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school.

The principal will make efforts to notify the student's parents/guardians unless the interviewer raises a valid objection to the notification. The validity of the objections will be based on factors such as:

1. Notification of parents/guardians will impede in the investigation; or
2. Notification of parents/guardians will jeopardize the safety and wellbeing of the student or others.

Release of Pupil to Police

E.C. 48906 – When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim or suspected child abuse, as defined in Section 11165 of the Penal Code, or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian. The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he or she is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours. The officer shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court shall review any decision not to disclose the place where the minor is being held at a subsequent detention hearing. (Amended Stats. 1984, Ch. 1712.)

Chronic Absenteeism

E.C. 60901— 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 – excessive absences negatively impact academic achievement and student engagement.

Absences

E.C. 46010.1, B.P. 5113 (a) – Students should not be absent from school without the parent/guardian's knowledge or consent. The governing board requires that students who are absent present a satisfactory explanation from their parent/guardian upon the student's return to school.

EXCUSED ABSENCES (EC §48205)

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.

(2) Due to quarantine under the direction of a county/city health officer.

(3) For purposes of having medical, dental, optometrical, or chiropractic services rendered.

(4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

(5) For purposes of jury duty in the manner provided by law.

(6) Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For purposes of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections Code.

(9) For purposes of spending time with a member of the pupil's immediate family, who is an active-duty member of the uniformed services, as defined in section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For purposes of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For purposes of participating in a cultural ceremony or event.

(12)(A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(12)(B)(i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(12)(B)(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in

subdivision (c) of Section 48260.

(13)(A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Due to the pupil's participation in military entrance processing.

(15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

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

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

Pupil Attendance: Excused Absences: Religious Retreats

This law extends the excused absence provision for a student to attend a religious retreat from four hours or a half-day to up to one school day per semester. [EC 48205]

Pupil Attendance: Excused Absences: Grieving Services

This law extends the time permitted for an excused absence for attending a funeral to no more than five days for each incident, and expands the authorization from a funeral of an immediate

family member to include a person determined by the student's parent to be considered immediate family, In addition, a student seeking grief support, victim services, and safety planning can be excused for up to three days, with any additional time based upon the discretion of the school administrator; and removed reference to a person having been killed due to an act of force as a condition of accessing grief support or victim services. [EC 48205]

Pregnant and Parenting Teens

The governing board of the Palm Springs Unified School District will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. 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 postpartum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting pupils 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 study packets as provided to all regular students from school districts or charter schools.

Parental leave for eight weeks for the preparation of the birth of an infant, post-partum for the 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. Additional leave may occur if deemed medically necessary, as prescribed by a physician or nurse practitioner. 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 in 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 leaving. If needed, a 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 pupil shall not incur any academic penalties due to using these available accommodations.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. 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 this reasonable accommodation and shall be provided with 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. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.

2. Access to a power source for a breast pump or any other equipment used to express breast milk.
3. Access to a place to store expressed breast milk safely.
4. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.

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

Complaints:

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600- 4670)

Truant Consequences – EC 48260.5, 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 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.

Parents will be notified if their child is identified as truant. Continued unexcused absences may lead to a referral to the School Attendance Review Team (SART), and ultimately to the School Attendance Review Board (SARB) if attendance does not improve. Parents are legally responsible for ensuring their child attends school regularly.

District staff will offer to meet with parents to discuss potential solutions and explore alternative educational options to address the truancy. Additionally, school personnel are available to work with both the student and their family to develop strategies that support consistent school attendance and connect them with available mental health and support services

Student Attendance and Truancy Notification (Updated per SB 691)

Regular school attendance is essential to student success. Under California Education Code Section 48260.5, students who are absent without a valid excuse for three full days or more, or who are tardy or leave early for more than 30 minutes on three occasions, are considered truant.

If a student is identified as truant, the school will notify the parent/guardian. In accordance with SB 691, the initial truancy notification will include the following:

- An invitation to meet with school staff to collaboratively develop strategies to support the students' attendance and engagement.
- Information about available mental health services, counseling, and other supportive resources.
- Options for alternative educational programs offered by the school district.
- Data on how chronic absence (missing 10% or more of the school year) can negatively impact academic achievement, including:
- Early reading proficiency by 3rd grade.
- Graduation readiness by middle and high school.

This approach is part of our district's commitment to partnering with families to promote student well-being, learning, and long-term success. We are here to support your child's success. If you receive a truancy notice, please contact your school administrator, counselor, or attendance team—we are eager to work with you to ensure your child feels welcome and supported at school.

Arrest of Truants/School Attendance Review Boards

E.C. 48263 and 48264 - 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 valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

School Attendance Review Boards – EC 48263, BP 5113.1 Chronic Absence and Truancy

The School Attendance Review Board (SARB) is a multidisciplinary panel comprised of school staff, agency partners, and community-based organizations that work collaboratively to address student attendance and behavioral issues. SARB's goal is to resolve school-related problems by leveraging available school and community resources. The SARB panel may include, but is not limited to, parents, district staff, child welfare and attendance personnel, school counselors, representatives from the county office of education, probation and welfare departments, law enforcement agencies, youth service organizations, health and mental health professionals, and members of the district attorney's and public defender's offices. Failure to appear before SARB or comply with its directives may result in referral to the District Attorney's Office for truancy mediation and/or legal action.

Closed Campus

In order to keep students in a supervised, safe, and orderly environment, the Board of Education establishes a closed campus at all district schools. Parents are not allowed on campus when dropping off their children in the morning, or at dismissal. Staff will be available to supervise students being brought to campus to make sure they are escorted safely to their classrooms. Parents who come to campus during the day must sign in at the office and will be asked for identification.

In addition, students who are seniors who meet eligibility requirements may use lunch passes to leave campus during the lunch hour. The Board views this program as a way to improve and reward student academic achievement and attendance. Eligibility requirements are based upon academic performance and attendance standards. The open campus privilege may be revoked for seniors who do not meet the eligibility standards.

Students shall not leave the school grounds at any time during the school day without express permission of school authorities. Students who leave school without authorization shall be considered to have an unexcused absence and be subject to disciplinary action.

Firearms Safety Memorandum

To: Parents and Guardians of Students in the Palm Springs Unified School District
From: Dr. Marcus Funchess, Superintendent of Schools

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Palm Springs Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.¹

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Funchess', with a long, sweeping horizontal line extending to the right.

Marcus Funchess, Ed.D.,
Superintendent of Schools

Date published: 7/1/24

California Department of Education

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

PALM SPRINGS UNIFIED SCHOOL DISTRICT

RELEASE FORM FOR DIRECTORY INFORMATION

(Applicable Only for the Current School Year)

PARENT NOTIFICATION

If you do NOT want your student's directory information released to any outside agency, including the military, please complete this form.

PARENTS: *PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN TO YOUR STUDENT'S SCHOOL OF ATTENDANCE*

Student Name: _____ Date of Birth: _____

Address: _____

City: _____ Zip Code: _____

Telephone No.: _____ Grade: _____ School: _____

The primary purpose of directory information is to allow Palm Springs Unified School District to include this type of information from your child's education records in certain school publications. Directory information includes the pupil's name, address, telephone number, date of birth, email address, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the pupil, information that is generally not considered harmful or an invasion of privacy released.

The Family Education Rights and Privacy Act (FERPA) and Education Code 49073 permits School Districts to disclose appropriately designated "***directory information***" without written consent, unless you have advised the district that you do not want your student's directory information disclosed without your prior written consent. The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

Signature of Parent/Guardian

Date

Signature of Student (if student is 18 or older)

Date

**RELEASE FORM FOR DIRECTORY INFORMATION
FOR
HOMELESS CHILD OR YOUTH**

(Applicable Only for the Current School Year)

PARENTS: *Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or student of 18 or older, has provided written consent that directory information may be released. (Education Code 49073)*

Student Name: _____ Date of Birth: _____

Address: _____ City: _____

Zip Code: _____ Telephone No.: _____ Grade: _____

School: _____

Signature of Parent/Guardian (or Student if 18 or older)

Date

Note: *By signing this document you are giving the school permission to release directory information.*

**DIVULGACIÓN DE INFORMACIÓN DEL DIRECTORIO
PARA**

UN NIÑO O JOVEN SIN UN HOGAR

(Aplicable Sólo Para el Año Escolar Actual)

PADRES: *El directorio de información con relación a un estudiante identificado como un niño o un joven sin un hogar no podrá ser divulgado a menos que el padre, o un estudiante de 18 años or mayor, haya proporcionado un consentimiento por escrito para que el directorio de información pueda ser divulgado. (Código Educativo 49073)*

Nombre del Estudiante: _____ Fecha de Nacimiento: _____

Dirección: _____

Ciudad: _____ Código Postal: _____

Número de Teléfono: _____ Grado _____

Escuela: _____

Firma del Padre/Tutor (o, un Estudiante de 18 o mayor)

Fecha

Nota: Al firmar este documento, usted está dando a la escuela permiso para divulgar información del directorio.

SUSPENSION AND EXPULSION LAWS

California Education Codes (EC) 48900 *et seq.*

The school principal/designee may suspend a student for a period of up to five days. In cases of this type, an informal administrative conference between the principal/designee, student and other appropriate persons will be conducted if possible. After the conference, the principal/designee will attempt to notify parents by telephone when an action to suspend is taken. A written notice will be sent to parents or guardians.

The school principal has the right to recommend to the district superintendent that a student should be expelled. In cases of this type, a hearing will be conducted.

When the school principal recommends to the district superintendent that a student should be expelled, the hearing will be conducted before the Board of Education, a hearing officer, or a hearing panel.

If a student has violated a school rule and is subject to a suspension or transfer to Continuation /Opportunity school or expulsion, the student and his/her parents/guardian will be notified in written form. The notification process shall include instructions regarding the due process procedure.

EC 48900—Grounds for Suspension and Expulsion

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

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person;
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil 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, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an 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 an 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 intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen 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 section does not prohibit use or possession by a pupil of his or her 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 drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) 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.

(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 pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- (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 as 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, 288a, or 289 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 pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. 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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her 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, wire- less 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, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (l) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (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 pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless that act is related to 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 pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or 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 pupil who aids 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 pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, 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 pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Teacher Authority to Suspend Student

E.C. 48900.1 – A teacher may require parents or guardians of pupils suspended by the teacher to attend a portion of the school day in his or her child's classroom.

(d) A statement that the decision to exclude the child is subject to periodic review and a statement of the procedures set by the governing board for such periodic review.

Records of Expulsions and Suspensions

E.C. 48900.8 – All offenses set forth in E.C. 48900 (a-r), 48900.2, 48900.3, 48900.4 and 48900.7 shall be properly identified in all appropriate records of pupil.

EC 48900.2—Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil 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 pupils enrolled in kindergarten and grades 1 to 3, inclusive.

EC 48900.3—Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil 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 pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

EC 48900.4—Harassment, Threats, or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled 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 pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, 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 pupils by creating an intimidating or hostile educational environment.

EC 48900.5 -Limitations on Imposing Suspension

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 pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, 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 offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

EC 48900.7—Terroristic Threats

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil 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 or his or her immediate family.

Circumstances for Recommending Expulsion - EC 48915

(a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2.

(Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one 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 pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction is not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or

(f) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this sub-division, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an un-guarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Other Means of Correction - A principal may not suspend for acts committed under E.C. 4800 F-T without attempting other means of correction. Other means of correction include but are not limited to:

Transfer to Continuation/Opportunity School

A proposed involuntary transfer notice may be sent to the parent/guardian to initiate the transfer for the student to receive special behavioral and educational services.

Parents/students have an opportunity to appeal per Board Policy.

Conference

A school official will meet with the student and try to reach an agreement regarding how the student will behave.

Meeting

A meeting is held with the student and one or more school officials and may include/require parent participation.

Detention

Students may be detained in school for disciplinary or other reasons before and after the school day, not to exceed 1 hour per day. Transportation is not provided.

Saturday School

Students may be assigned to school on Saturdays in lieu of more serious disciplinary action. Transportation is not provided.

Opportunity to Learn

The student is removed from one or more classes but remains at school during these class periods and receives instruction on correcting the behaviors and counseling.

School Alternative Program

A student temporarily assigned to an alternative program by the principal or designee for violations of school rules (includes teacher suspension).

Community Service

A student may be assigned to complete community services hours on or off campus as part of a disciplinary action or expulsion readmit requirement.

YOUR RIGHTS – DUE PROCESS

When certain rule violations occur, all students are entitled to due process. This means that there are definite procedures designated to protect the rights of the individual that school officials must follow when disciplinary action becomes necessary. There are also procedures which students must follow when they do not agree with the actions of the school.

When a student becomes involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a detailed description of the due process procedures.

The following summary is only to acquaint students and parents that such procedures exist.

SUSPENSION AND EXPULSIONS

Appeal

The student or the student's parents/guardians have the right to appeal an expulsion. Expulsion appeals are heard by the Riverside County Board of Education. Information on appeal procedures is provided in a student's expulsion letter from the Palm Springs Unified School District.

ATTENDANCE OPTIONS

Legal Authority: Education Code (EC) Section 48980(h)

The Palm Springs Unified School District currently provides comprehensive educational programs for school age children enrolled in kindergarten and grades one through twelve. These programs are available on a limited basis through statutory attendance options, to students who reside outside district boundaries.

Additional attendance options as described below are available on a limited basis to pupils whose parents or guardians currently reside within the district's attendance boundaries and to pupils who have established residency pursuant to provisions of E.C. 48204(f).

Current statutory attendance options, and local attendance options available are as follows:

E.C. 35160.5 (b) Intra-district Open Enrollment: Residents of the School District may apply to other schools within the district for their child to attend on a space available basis. Information on each school within the district is provided on the district website or contact Student Services at (760) 883-2703 for transfer information. Students residing within the boundaries of Palm Springs Unified School District (Intra District) or outside the district boundaries (Inter District) may apply for a transfer online by going to www.psusd.us and clicking on the PARENTS tab then Student Transfer Request Form. Parents of high school athletes should check on CIF sports eligibility rules before pursuing open enrollment. Transportation to any other school is the responsibility of the parent.

E.C. 46600 et seq. Inter-district Attendance: The parent or legal guardian of a pupil may seek release from the home district to attend a school in any other school district. School districts may enter into agreements for the inter-district transfer of one or more pupils 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 pupil will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which he/she is enrolled. A pupil who has been determined by personnel of either the home or receiving district 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 inter-district 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 Attendance

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.

An appeal for a denial of an interdistrict transfer may be filed with the Riverside County office of Education. 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.

Residency

E.C. 48200 and 48204 - A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or 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 Code; a pupil who is a foster child who remains in his or her school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; or a pupil residing in a state hospital located within the boundaries of the school district.

A school district may also deem a pupil as having complied with the residency requirements for school attendance in the school district if one or both the parents or legal guardians of the pupil are physically employed within the boundaries of the school district for a minimum of 10 hours during the school week.

E.C. 48204 (b) Parent Employment Related Transfers: Provides that school districts may admit any pupil to its schools whose parent(s) or guardian is employed within the boundaries of the district. Information regarding application and procedures is available from the Student Services office at (760) 883-2703. Parent employment related transfers do not guarantee placement in a requested school.

Parent/Student Reunification:

PSUSD is constantly working to make sure that your children are safe when they are at school. To that end, there are many plans and systems in place to protect your children in any case of emergency. One of these mentioned plans is our parent/student reunification plan.

Our parent/student reunification plan is used if it becomes necessary to relocate the entire school population to one of our alternate sites. Such a move will take place when it is determined by the school and/or district administration that keeping students in the school would be hazardous to them and staff. When you are notified of the activation of our parent/student reunification plan, you will be told where the students have been transported. **(NOTE: Out of concern for the safety of operations, and the security of your student(s), the alternate locations will remain confidential until such a time disclosure is needed).**

If it becomes necessary to activate our parent reunification plan, parents will receive a text message, email, and phone call with information and directions. It is critically important that your respective

school's office staff have all current phone numbers and email addresses so that we are able to contact you at any time during the school day in the event of an emergency.

When you arrive at the alternative site to pick up your child, there will be five stations: A-C, D-G, H-L, M-R, and S-Z. Please report to the station that has the first letter of your student's last name. Give the station worker your child's name and present a **picture I.D.** that is a match to a name on the emergency contact list. ***Once you have been identified, your child will be brought to you at the reunification station. ***

All individuals picking up students **must provide valid identification** and be **positively identified by our staff**. Unless a person's name is on our emergency contact list as having your permission to pick up your child, we will not release your child to them. Student safety is the primary concern for the Palm Springs Unified School District. We appreciate your support and assistance in this important matter.



STUDENT SERVICES

150 District Center Drive
Palm Springs, CA 92264

Phone: (760) 883-2703 / FAX: (760) 325-8723

Intra-District Transfer Request Process

Palm Springs Unified School District is an “**Open Enrollment District.**” You may apply for an Intra- District Transfer permit for your child/children to a school other than his/her regular attendance area. Transfers are **not** guaranteed and are based upon space availability. Transfer window deadlines will be posted on the district webpage.

The process is as follows:

- Parents must complete an **Intra-District Transfer** permit through our transfer website: https://app.k12transfers.com/transfer_direction/new or through our “PSUSD Computer Kiosk Stations” at Student Services office between 7:30 a.m. – 4:30 p.m. (one transfer per child)
- **Students must have an active Student ID Number.** If you do not know your students ID number, please contact your school of attendance.
- If a student is new to PSUSD, student **must** be enrolled in *their* school of residence while pending a transfer approval. If you are unsure as to your “***school of residence***”, you may use our district website www.psusd.us “Find My School.”
- Only a parent or legal guardian on record may apply for a Transfer permit.
- Please be aware of any “***deadlines***” for submitting your application.
- Transfer requests are approved through a ***lottery*** system.
- If a student is in **Special Ed**, the transfer request must be reviewed by the Special Ed Department prior to transfer approval. This is due to program availability concerns.

If a transfer is approved, it is agreed that the parent/guardian will provide transportation for the pupil, with the exception of students qualifying under NCLB.

Once a transfer is approved:

You must register your child within the first 5 days of school, or your space will no longer be available. If you no longer are interested in the transfer, you have been approved for, please contact Student Services immediately at 760-883-2703.

All permits are subject to review at any time should class overloads occur. Permits may be cancelled if continuance would lead to an enrollment overload as defined by District staffing level or California law. A continued approval for a transfer is dependent on good attendance. If your child’s attendance drops into the chronic absence range (10%) of the enrolled days, the transfer will be revoked, and your child will be returned to your school of residence with no chance for a second transfer approval.

PLEASE NOTE: Transfers are subject to California Interscholastic Federation (CIF) regulations. Please contact the athletic director at the school you are requesting to learn how this transfer will affect your child’s athletic eligibility.

STUDENTS

Safe Place to Learn Act

District programs and activities shall be free from discrimination, including harassment, intimidation, and bullying targeted at any student with respect to a student's actual or perceived sex, gender, gender identity, gender expression, ethnic group identification, ethnicity, race, nationality, national origin, immigration status, religion, color, physical or mental disability, age, sexual orientation, ancestry, pregnancy, parental status, marital status or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring in the district, and to acts occurring off campus or outside of school-related or school-sponsored activities but which may have an impact at school such as creating a hostile environment at school.

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

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

The Board of Education also prohibits any form of retaliation against any individual who participates in the reporting of unlawful discrimination or participates in the investigation of a complaint alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance, and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policies and the availability of complaint procedures.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination ("Coordinator") to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

For questions or complaints, contact:
Equity and Compliance Officer
Title IX Coordinator
Dr. Antonia Hunt, Director – Title IX and Compliance
760-883-2703 Ext: 4805026
ahunt@psusd.us

Section 504 Coordinator
Lisa Todd, Director – Student Services
760-883-2703 Ext: 4805102
ltodd@psusd.us

All are located at:
150 District Center Dr.
Palm Springs, CA 92264

Any student who feels that they are being harassed should immediately contact the coordinator, the principal, or any other staff member. Any student who observes an incident of discrimination or harassment should report the incident to a school employee, whether or not the complainant files a complaint.

Employees who become aware of an act of discrimination or harassment shall immediately report the incident to the coordinator. Upon receiving a complaint of discrimination or harassment, the coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment and AR 1312.3 - Uniform Complaint Procedures. Where the Coordinator finds that harassment has occurred, they shall take prompt, appropriate action to end the harassment and address its effects on the complainant.

The coordinator shall also advise the complainant of any other remedies that may be available. The coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

The Palm Springs 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 or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the equity and compliance officer.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying Administrative Regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

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

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the title ix coordinator within one workday.

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

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the District has begun grievance procedures or offered an informal

resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The Superintendent or designee shall ensure that all District staff are trained regarding the District's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-based Harassment. (34 CFR 106.8)

Instruction/Information

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

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

Disciplinary Actions

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

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based harassment or sexual violence toward, any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Title IX Coordinator/Compliance Officer

The District designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Antonia Hunt, Title IX Coordinator and Equity Compliance Officer
150 District Center Drive
Palm Springs, CA 92264
(760) 883-2703
ahunt@psusd.us

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a District program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the District's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the District's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the title ix coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

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

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-based Harassment Complaint Procedures.

Dress Code

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

When applying the following guidelines for all regular school activities, administrators shall consider whether the clothing presents a health or safety hazard or causes a substantial disruption to the educational program:

1. Shoes must be worn at all times.
2. Clothing, jewelry, and personal items shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive, which promote the use of drug, alcohol or tobacco or other illegal activity, or which advocate racial, ethnic or religious prejudice.
3. See-through clothing and bare abdomens are prohibited.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstances deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities. A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

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.

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted. The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Gang Symbols/Street Gang Prevention

1. Definition: A street gang is defined as a group having three or more members who socialize on a continuous basis, who have a name and claim a territory or neighborhood and whose members engage in criminal activities. (Source – Riverside County District Attorney's Office)
2. Students shall be encouraged by staff to avoid affiliations or involvement in all street gangs.
3. Articles of attire, or the display of symbols, emblems, or signs related to gang affiliation are strictly prohibited on all campuses of the Palm Springs Unified School District.
4. Local school rules shall include a statement that gang symbols, signs, and attire which may cause rival gang members to be openly hostile to each other or create an atmosphere of intimidation, encourage the commission of illegal acts, or disrupt the

educational process are prohibited.

5. School officials may take articles related to gang affiliations from students and retain the article to be given to the parent/guardian or to a police officer if the article is illegal for the student to possess or if the article is known to be evidence in a criminal act.
6. The principal/designee shall notify the parent/guardian of taking of the article from the student, the disposition of the article, and if the article is not illegal for the student to possess or evidence in a crime shall request the parent/guardian to retrieve the article and remove it from the school.
7. Students whose attire is inappropriate shall be sent home to change into appropriate clothing if necessary.
8. Parents/guardians may be requested to take the student home to be prepared for school, if necessary, by the school principal/designee.
9. Continued acts of defiance and disruption of the educational process may result in disciplinary action, including suspension and/or expulsion.

Nondiscrimination

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

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above.

Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 – Discipline, Board Policy and Administrative Regulation 5144.1 – Suspension and Expulsion/due Process, and Administrative Regulation 5144.2 – Suspension and Expulsion/due Process (students with disabilities).

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's Nondiscrimination Policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the District's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the District's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying Administrative Regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

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

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

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

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in District programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures, when required by law. However, complaint alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex-based Harassment Complaint Procedures.

The District designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the District's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the District's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 – Sex Discrimination and Sex-based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Dr. Antonia Hunt, Title IX Coordinator and Equity and Compliance Officer
150 District Center Drive
Palm Springs, CA 92264
760-883-2703
ahunt@psusd.us

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 pupils and employees, as well as transgender pupils and pupils 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 sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX, contact:

Dr. Antonia Hunt, Title IX Coordinator and Equity and Compliance Officer
150 District Center Drive
Palm Springs, CA 92264
760-883-2703
ahunt@psusd.us

UNIFORM COMPLAINT PROCEDURES

Palm Springs Unified School District

2025-2026 School Year

NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties.

The Palm Springs Unified School District annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local control and Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement

- School site Councils
- State Preschool
- State preschool Health and Safety issues in LEA's Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Contact Information

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

NAME/TITLE:	Antonia Hunt Ed. D., Director, Title IX and Compliance
OFFICE:	Educational Services Department
ADDRESS:	150 District Center Drive, Palm Springs, California 92264
TELEPHONE:	760-883-2703
EMAIL ADDRESS:	ahunt@psusd.us

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Palm Springs Unified School District. Responsibilities of the Palm Springs Unified School District

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the California Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Palm Springs Unified School District.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California *Health and Safety Code (HSC)*

In order to identify appropriate subjects of state preschool health and safety issues pursuant to section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.

The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Sex Equity: Title IX Notifications – EC 221.61
Palm Springs Unified School District
2025-2026

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

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Contact Information

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

Dr. Antonia Hunt, Director – Title IX and Compliance
760-883-2703 Ext: 4805026
ahunt@psusd.us

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Palm Springs Unified School District.

Sex Equity: Title IX Notifications – EC 221.61
Palm Springs Unified School District
2025-2026

Policy against Discrimination based on Sex

The Palm Springs Unified School District is committed to providing educational programs that are free from unlawful discrimination based on legally protected characteristics, including sex and gender as required by Title IX of the Education Amendments of 1972. The district's general nondiscrimination/harassment policy is found in BP 5145.3

The District's Title IX Coordinator

Antonia Hunt, Director – Title IX and Compliance 150
District Center Drive
Palm Springs, CA 92264
(760) 883-2703
ahunt@psusd.us

Summary of Student Rights (Education Code section 221.8)

- You have the right to fair and equitable treatment and to be free from discrimination based on your sex.
- You have the right to an equitable opportunity to participate in all academic extracurricular activities including athletics.
- You have the right to ask the athletic director of your school about the athletic opportunities offered by the school.
- You have the right to apply for athletic scholarships.
- You have the right to equitable treatment and benefits in:
 - o Equipment and supplies
 - o Scheduling of games and practices
 - o Transportation and daily allowances
 - o Access to tutoring
 - o Coaching
 - o Locker rooms
 - o Practice and competitive facilities and services
 - o Medical and training facilities and services
 - o Publicity
- You have access to a gender equity coordinator to answer questions about gender equity laws.
- You have the right to contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws.
- You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the basis of your sex.
- You have the right to pursue civil remedies if you have been discriminated against.
- You have the right to be protected from retaliation if you file a discrimination complaint.

The School's Responsibilities

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in programs and activities of federally funded institutions. School district programs and activities must be operated free from discrimination. Key areas addressed by Title IX include athletics, sexual misconduct, including sexual harassment and sexual violence; pregnant and parenting students; off-campus activities; recruitment and admission; and employment. Schools must protect against discrimination in these areas. Schools must also prohibit retaliation against any person for opposing an unlawful practice or policy, or filing, testifying about, or participation in any complaint under Title IX.

How to File a Title IX Complaint

Individuals who believe they have been discriminated against in violation of Title IX may file a complaint with the District or the Office of Civil Rights (OCR). If a crime is involved, such as sexual assault, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Below is a summary of each process.

District Complaint

Title IX complaints may be filed using the district's uniform complaint procedure found within Board Policy 1312.3.

Time Requirement

A complaint with the district must be filed within six months of the discrimination occurring or your awareness of the discrimination (5 CCR 4630(b)). If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

Investigation Procedure:

Upon receipt of any complaint related to a potential Title IX violation, the district will ensure every allegation is investigated promptly, adequately, and impartially. The district will also take steps to protect complainants from retaliation and ensure all parties are treated fairly throughout the district's investigation process. As part of its Title IX obligations, the district also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The district's procedures for investigating a Title IX complaint can be found within Board Policy 1312.3.

Please contact the Title IX Coordinator if you have any questions.

More information regarding Title IX can be found on the district web page at: <https://www.psusd.us/Page/6652>

Exhibit 5145.71: Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 10/08/2024 | Last Revised Date: 10/08/2024 | Last Reviewed Date: 10/08/2024

NOTICE OF TITLE IX NONDISCRIMINATION

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels, and their parents/guardians or other authorized legal representative:

The district does not discriminate on the basis of sex and prohibits sex discrimination, including sex- based harassment, in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

The district is required, as specified in Title IX, to take prompt and equitable action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee(s) as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sex- based harassment:

Antonia Hunt, Title IX Coordinator 150
District Center Drive
Palm Springs, CA 92264
760-883-2700
ahunt@psusd.us

Any individual may report sex discrimination, including sex-based harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sex harassment, including sex-based harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sex discrimination, including sex-based harassment, including the grievance process that complies with 34 CFR 106.45, please see Board Policy/Administrative Regulations 5145.7 – Sex Discrimination and Sex-Based Harassment and Administrative Regulation 5145.71 – Title IX Sex Discrimination and Sex- Based Harassment Complaint Procedures on the district's website at <https://www.psusd.us/>

To inspect or obtain a copy of the district's sex discrimination and sex-based harassment policies and administrative regulations, please contact: Antonia Hunt, Title IX Coordinator located at Palm Springs Unified School District 150 District Center Dr., Palm Springs, CA 92264, by phone at 760-883-2703 or by email ahunt@psusd.us

Materials used to train employees; the Title IX Coordinator, investigator(s), decisionmakers(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person(s) who facilitates an informal resolution process, are available at the district office upon request.

**PLEASE DO NOT REMOVE
FROM THE CLASSROOM**

**WILLIAMS UNIFORM COMPLAINT PROCEDURES
NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS
COMPLAINT RIGHTS**

Parents/Guardians, Pupils, and Teachers:

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. A complaint form may be obtained at the school office, district office, or downloaded from the school district's Web site at <http://www.psusd.us>. You may also download a copy of the California Department of Education complaint form in English and in other languages from the following Web site: <http://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

**Palm Springs Unified School District
Parent and Family Engagement Policy
2025-2026**

It is the PSUSD Family Engagement Department's fundamental belief that families and community members are essential partners within a school district. All families are valued and encouraged to act as advocates, leaders, and stakeholders to support their child's academic success. To access district family engagement services, please contact a Family Center representative via phone (760) 416-1374, email: familycenter@psusd.us or on social media @psusdfamily. You can also find information and resources online at www.familycenter.psusd.us

Purpose:

This Parent and Family Engagement Policy describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to Every Student Succeeds Act (ESSA) Section 1116. Palm Springs Unified School District has developed this policy, jointly with parents and staff members, that establishes the district's expectations and objectives for meaningful family engagement. This policy outlines PSUSD's commitment to engage families in the education of their children and to build the capacity of its schools to implement family engagement strategies and activities designed to achieve the district's and student's academic achievement goals.

Family Engagement District Overview:

Palm Springs Unified School District supports successful parent and family engagement and interactions.

- PSUSD has established a Family Engagement Department that includes two district wide family centers.
- PSUSD employs Community Liaisons including Attendance, English Learner, Homeless and Foster Youth, Family Center Community Liaisons, Diversity and Racial Equity Specialists and one Special Education Family and Community Engagement Specialist.
- Eight Desert Hot Springs schools have a Family and Community Engagement Specialist (FACES).
- District wide conferences, parent courses and workshops and family nights are offered by the PSUSD Family Engagement Department.
- Parent/Family Advisory Committees and Stakeholder groups are welcomed as partners with PSUSD including:
 - LCAP Parent Ambassadors: Stakeholders that provide input regarding LCAP goals and budget.
 - African American Parent Advisory Council (AAPAC)
 - District English Learner Advisory Council (DELAC)/ English Learner Advisory Committee (ELAC)
 - Native American Parent Advisory Council (NAPAC)
 - Latino Parent Advisory Council (LPAC)
 - Special Education Parent Advisory Council (SEPAC)
 - Parents In Action (PIA): Forum for all PTA/PTG/PTO members
 - LGBTQ+ PAC: Lesbian, Gay, Bisexual, Transgender, Queer, Questioning Parent Advisory Council

- Family Engagement District Advisory Council (FEDAC): Reviews District Family Engagement Policy
- Family Engagement Teacher Advisory Council (FETAC): Receives training to support school site family engagement policy and assessment of school site family engagement climate.
- Superintendent's Parent Advisory: PSUSD Superintendent meets quarterly with parent representatives from each school site to discuss the state of the district, data, LCAP and family engagement.
- Anti-Racist Coalition: Coalition of parents, PSUSD staff, and students that are working to actively work against racism and build anti-racist systems in our community.

Strengthening our Schools:

PSUSD collaborates with school staff, including teachers, principals, and leaders, to offer aid and guidance on family involvement initiatives, events, courses, parent groups, and policy creation. PSUSD's Family Center website shares advice on effective family engagement practices. PSUSD's Family Engagement team provides valuable input and support to ensure successful school family engagement plans. The PSUSD Family Engagement Coordinator meets with all principals and FACE specialists to review school site family engagement plans and activities.

PSUSD with the assistance of its schools and parents, educates its teachers, support personnel, principals, school leaders, and other staff, in how to reach out to, communicate with, and work with parents as equal partners through various professional development opportunities. The objectives of PSUSD's trainings are to assist our staff with family and community connections, build their capacity to work with diverse families, and encourage the belief that partnering with parents and community is essential. PSUSD is committed to working with parents in training them on the use of all communication tools to foster the ties between parents/ families and the school. Expectations are set by teachers and schools to collaborate with parents and families as equal partners.

In addition, the Family Engagement Teacher Advisory Council (FETAC), which consists of representatives from every school site, receives training and works collaboratively around issues of family and community engagement. The teacher representatives share responsibility in working with principals, community members and community liaisons (where available).

The following expectations support the PSUSD Family Engagement Policy:

- Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- Respond to parent concerns and requests promptly on time through applications such as: ParentSquare, ParentVue and Google Classroom.
- Provide information about parent involvement opportunities through the district, school, and/or class newsletters, the district's website, and social media platforms.
- Develop mechanisms to encourage parent/guardian input on district and school issues.
- Strengthen two-way communication with parents, including parents who have limited English proficiency by providing communication applications training to parents.
- Integrate parent engagement policies into school academic goals and plans.

- Coordinate efforts with PSUSD departments and individuals that can further support parent and family needs including the Special Education Department, the Early Childhood Education Department, District Specialists and Teachers on Special Assignment, School Community Liaisons, the Mental Health Department, the English Learner Department, Supplemental Services Department, and the PSUSD Family Engagement Department.

Teachers participating in the Family Engagement Teacher Advisory Council (FETAC) disseminate information gained to their peers including knowledge of the National PTA Standards for Family-School Partnerships, The Family Engagement Framework, and Epstein's 6 Types of Parent Involvement Framework.

Building Parent Capacity:

PSUSD staff will provide opportunities for parents to be involved in developing their school's improvement plans which include participating in a school site council, parent advisory groups, parent leader groups (PTA/PTG/PTO), attending LCAP discussion sessions and by attending district advisory meetings.

Every PSUSD school site will hold annual Title 1 meetings, have established systems for parent input, meet regularly with parent leader groups including school site council and ELAC, and utilize information gained to develop school improvement plans.

PSUSD offers parents/guardians training and workshops to help improve student achievement including Technology, and Internet Safety, which are a part of the Parent Academy, and English as a Second Language. Parent engagement activities encourage literacy and technology proficiency are offered at several school sites or virtually. Courses, workshops, and events provide information and materials for parents that can assist them in helping their children improve academically. Throughout the year, various parent/guardian meetings are held, in a variety of locations (virtually and in person), to inform families about the programs and services available to all PSUSD families.

PSUSD's Special Education Department in collaboration with the Family Engagement Center, provides workshops, training, and resources to foster their children's development and success in education and at home. Family Meetings are hosted throughout the school year to encourage families to participate in their student's academic journey by providing support, information and resources that will empower them to collaborate in providing a meaningful learning experience for students with exceptional needs. Parents have opportunities to learn about assistive technology services, audiological services, behavioral services, health services, occupational and physical therapy, preschool programs, psychological services, speech-language services, vision services, workability, and educationally related mental health services.

PSUSD's English Learner Department provides ongoing family meetings, training, and tutoring. Students and parents are offered opportunities to continue to learn during school breaks including winter, spring, and summer breaks.

PSUSD's Expanded Learning Program ensures equity and access for all students to programs beyond the regular school day that will enhance their lives and excite them about learning.

To assist families in understanding state academic standards and assessments, PSUSD offers the following resources: resources for effective communication during parent/teacher conferences, and assistance to parents and families to monitor their child's progress. Family Center staff provides ParentVue training and other communication platform tutorials such as Gmail, Seesaw for Families, and ParentSquare. School

Handbooks and Family Policies or Compacts are available as a resource that helps families understand the assessments and standards as well as how they can support their children in partnership with teachers, their school and PSUSD.

When planning parent and family engagement activities at the school and district level, local, state, and federal programs are considered. Opportunities for PSUSD community programs to collaborate with the school district are made public using multiple communication tools.

PSUSD ensures that other reasonable support to encourage parental involvement in activities is provided when needed to build the capacity of our parents. This includes availability of bilingual staff, childcare, rotating of district wide meetings and events to school sites in different cities that are a part of PSUSD, translation services, assistance with service referrals and form completion.

PSUSD and its school sites will provide translators for parents upon request so they may fully participate in meetings, school events and activities. Parent input is gathered regularly and from all stakeholders and is utilized to enhance our parent and family engagement activities and resources.

PSUSD provides the following technical assistance to support parents and families as needed:

- Family Center staff available to answer questions or to direct parents and families to appropriate departments.
- Reasonable expenses associated with parent involvement activities, including transportation and childcare costs are paid to enable parents/guardians to participate in school-related meetings and training sessions.
- Make referrals to community agencies and organizations to improve the conditions of parents/guardians and families.
- Provide a master calendar of district activities and district meetings.
- Provide information about opportunities for parent involvement through the district newsletter, web site, phone applications and social media accounts.
- Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- Provide translation services at school sites and at meetings involving parents/guardians as needed.
- Provide training and information to members of district and school site councils, parent leader groups and advisory committees to help them fulfill their functions.
- Provide a family friendly document and workshop that outlines “Ten Things Every PSUSD Parent Should Know”.

PSUSD will ensure that parents frequently receive information related to school and parent programs, meetings, and other activities and in languages that families can understand. Information will be shared in multiple modes including hard copy flyers, digital flyers, emails, text messages, phone calls, marquees, local media, and social media. Through the digital communication tool ParentSquare, emails, phone messages, and text messages will be sent to parents in their home language. Many of these tools allow for two-way communication between families and schools. Attendance, English Learner, and Family Center Community liaisons are used for personal communication with families as needed and for strategic and targeted outreach to underrepresented families.

Reservation of Funds:

Section 1116 of Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. 1% of the Title I, Part A LEA allocation minus the nonprofit private school equitable services proportional share amount is reserved for parent and family engagement opportunities. Each school's School Site Council aids in the allocation of these funds. PSUSD's FETAC site representatives can advise the School Site Council in developing parent and family engagement budgets. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. In addition to the 1% Title I Parent and Family Engagement, reservation additional Title I funds are allocated. Title I funds are allocated to support the Supplemental Intervention Department in their parent engagement activities. Additional requests for parent engagement funds can be requested and are reviewed for possible additional funding. 90% of the 1% Parent and Family Engagement reservation is distributed to school sites as parent involvement funds. School sites must clearly specify in their School Plans for Student Achievement how the Title Parent Involvement funds will be used in a purposeful way to increase parent engagement.

Policy Assessment and Accessibility:

The Family Engagement District Advisory Council (FEDAC), which is composed of parents, teachers, and district staff, has the role of creating, assessing, and updating this policy. FEDAC's assessment of this policy will be used to design and/or revise strategies to improve the District's Family and Community Engagement Policy and will be incorporated in the school/district wide improvement plan. This document will be reviewed by the Family Engagement District Advisory Council and updated annually to meet the needs of families and schools.

PSUSD will distribute this policy that has been written in a format and language that all parents can understand, in print to all parents and guardians as part of our Annual Notice to parents at the beginning of each new school year. PSUSD will post this policy on the district's website in Spanish and English.

Adoption

This policy was adopted by the Palm Springs Unified School District February 2023.