



PALM SPRINGS UNIFIED SCHOOL DISTRICT

PARENT
STUDENT
INFORMATION
BOOKLET

2020-2021

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PSUSD Mission

All members of Palm Springs Unified School District are united in our commitment to equity. We create deep, meaningful learning opportunities, build professionalism, and engage parents and community, to ensure success for all students. All students graduate with the skills, capacities and confidence needed to succeed in a rapidly changing world.

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

BOARD OF EDUCATION

John Gerardi, President
 Karen Cornett, Clerk
 Richard Clapp, Member
 Madonna Gerrell, Member
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 Tony Signoret, Ed.D., Assistant Superintendent, Human Resources
 Brian J. Murray, Ed.D., Assistant Superintendent, Business Services
 Michael Swize, Ed.D., Assistant Superintendent, Educational Services

DIRECTORY OF SCHOOLS

Early Childhood Programs	Principal
State Preschool, Head Start and Early Head Start	Myra Acosta

Elementary Schools (K-5)	Principal
Agua Caliente Elementary	Eric Antuna
Bella Vista Elementary	Lisa Arseo
Bubbling Wells Elementary	Jennifer Geyer
Cabot Yerxa Elementary	Amber Gascoigne
Cahuilla Elementary	Ryan Saunders, Ed.D.
Cathedral City Elementary	Jessica Whiteman
Cielo Vista Charter	Juanita Perezchica (K-8)
Della Lindley Elementary	Amy Zink
Julius Corsini Elementary	Jessica Morrow
Katherine Finchy Elementary	Matt Hammond
Landau Elementary	Wendy Meka
Rancho Mirage Elementary	Shane Hagar
Rio Vista Elementary	Aaron Tarzian
Sunny Sands Elementary	Pam Horton
Two Bunch Palms Elementary	Joseph Scudder
Vista Del Monte Elementary	Blanca Luna

Middle Schools (6-8)	Principal
Desert Springs Middle School	Omar Tinoco
James Workman Middle School	Brad Sauer
Nellie Coffman Middle School	Karen Dimick, Ed.D.
Painted Hills Middle School	Mark Acker
Raymond Cree Middle School	Bernie Marez

High Schools (9-12)	Principal
Cathedral City High School	Guillermo Chavez
Desert Hot Springs High School	Caroline Cota
Palm Springs High School	Brian Hendra
Rancho Mirage High School	Teresa Haga, Ed.D.

Alternative Education	Principal
Edward Wenzlaff Education Center	Brad Seiple
Mount San Jacinto Continuation	Brad Seiple
Desert Learning Academy	Michael Grainger, Ed.D.



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Drive Palm Springs, CA
92264 Phone 760-883-
2700
www.PSUSD.us

Sandra Lyon, Ed.D., *Superintendent of Schools*
Board of Education | John A. Gerardi,
President Karen Cornett, *Clerk* | Richard R.
Clapp, *Member* Madonna Gerrell, *Member* |
Timothy S. Wood, *Member*

August 2020

Dear Parents and Guardians:

While this year may be starting a little differently than in years past due to the COVID-19 virus and its impact on our daily lives, The Palm Springs Unified School District's dedication to serving our students remains unchanged. Our vision remains Lifelong Learning Starts Here! Whether instruction is delivered via distance learning or in-person instruction, our goal is to fully engage our students and ignite the love of learning in each of them. Our Governing Board and PSUSD staff are deeply committed to the principles of excellence through equity and ensuring that our students have an outstanding educational experience. We are extremely proud to have exceptional teachers, stellar programs, and committed staff members in every department and school who work tirelessly to ensure the very best for the students we serve, no matter the circumstances. We are also so fortunate to have supportive communities and community members who partner with us to help make that happen as well.

This year, as a result of COVID-19 and its impact on how we deliver instruction, we will be creating a Learning Continuity and Attendance Plan, in lieu of the Local Control Accountability Plan with which you may be familiar. The Learning Continuity and Attendance Plan will represent what we are doing as a district to ensure that we are meeting the academic and social emotional needs of our students during these challenging times. The plan will also require stakeholder input so we urge you to visit our website at psud.us or follow us on Facebook in the weeks ahead so that you can participate as it is developed. Once the template is released to us (which has not been done as of the writing of this letter) we will begin work on our plan, and we want to ensure we have the voices of our community involved.

Finally, this booklet has an abundance of 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.

We appreciate and understand the stress and pressure our students and families have felt these past months and want you to know we will continue to work with you as we learn how to adapt and shift based on the health needs of our community in order to best meet the needs of our students. On behalf of our Governing Board, administrators and staff, we are so happy to have you in our PSUSD family and look forward to partnering with you to provide an excellent and successful 2020-21 school year!

Sincerely,

Sandra Lyon, 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 21, 2020.

If you do not return this completed form by **August 21**, 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 2020-21 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: _____ Teacher: _____

Parent/Guardian Signature: _____

Date: _____

STUDENT BUS TRANSPORTATION

Transportation is provided for students in the Kindergarten through 8th grade and Palm Springs High School who live within the established service areas as outlined on the transportation maps for their school of residence. Students living within a service area will be assigned a designated bus stop by the Transportation Department in conjunction with First Student Bus Company. Notification 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. All requests to use a temporary alternative bus stop must be approved by the Transportation Department in conjunction with the school site administrator before the effective date.

If the student lives outside the designated service areas, transportation will not be provided. No school bus transportation will be provided to students in the 9th through 12th grade except for one General Education route for Palm Springs High School.

Service areas are posted at each school and on the District's Website at www.psusd.us. Questions should be directed to the Transportation Office at 760-325-8774 or First Student Transportation at 760- 320-8822.

To request service for Elementary Students and Middle School Students, parents must go to their respective school office to have a "Student Transportation Request Form" to be submitted to the Transportation Department for students who are enrolled after the first day of school. The student will be assigned a bus stop if determined eligible to receive service. Parents will be notified of the effective date and bus stop information by the school staff.

It is not a requirement for a parent or guardian to be present to receive their child at a bus stop for a student in grades levels 1-8 at their designated bus stop. If a student is not sure how to return home, or tells the driver that they are afraid or fearful to exit 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 in cases 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 Kindergarten students must be received by a designated parent/guardian or person authorized by the parent/guardian and on the students emergency information card. Kindergarten students may be released from the bus without an adult present only if they are accompanied on the bus by a sibling that is in grades 1-5 and assigned to the same designated stop.

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 child to attend school or get home from school. Parents may apply for the "Empty Seat Program" which will determine any space available on any of the routes to possibly find space for their child. This program is based on availability and must conform to the current bus routes if a student is approved to ride the bus under this program.

Safety Precautions

Prior to their first day on the school bus, parents should instruct their children on the following safety

Items:

- Be able to state their full name, school they attend and grade level.
- Be able to communicate either verbally or by documentation their address and phone number.
- When exiting the school bus, always use the handrail and follow the bus driver's instructions. If a child lives on the opposite side of the street, always cross in front of the school bus only after the driver instructs them to do so.
- 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 rear tires.
- Go directly home after getting off the bus. Do not talk to strangers and do not 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.
2. Since bus stops are located in residential areas, 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 upon entering the school bus. Use while on the bus is limited to purposes related to the health and safety of the pupil.
5. Follow the instructions of the bus driver. Bus drivers are authorized to assign seats, assign three pupils to a seat, and assign seat mates and other actions needed for the safe passage of pupils.
6. Find your assigned seat quickly, secure yourself in restraint system, face forward and remain secured in restraint system until bus comes to a complete stop at your designated bus stop or school.

Inappropriate/Disorderly Conduct

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

- Fighting while waiting for, entering or exiting the bus
- Aggressive behavior towards other students or the public such as (slapping, hitting, pushing or shoving, pulling hair)
- Using profane language or degrading gestures
- Throwing any objects at persons, cars or property

- Playing in streets or on neighboring property
- Trespassing or damaging property at or around bus stops
- Littering of any kind at or around bus stops
- Throwing objects at, inside or out of school bus window
- Spitting on other persons
- Continuous boisterous conduct, fighting, shouting, using profanity, obscene gestures, other boisterous conduct
- Refusing to remain seated and in passenger restraint system at all times
- Lighting matches or cigarettes, smoking
- Consuming food or beverages while on bus
- Any other unauthorized or unsafe behavior

On the Bus

Students shall be seated prior to any 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 conduct:

- Opening emergency doors
- Manipulating or disturbing any of the instruments in 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
- Throwing objects at, inside or out of school bus window
- Spitting on other persons
- Continuous boisterous conduct, fighting, shouting, using profanity, obscene gestures, other boisterous conduct
- Refusing to remain seated and in passenger restraint system at all times
- Lighting matches or cigarettes, smoking
- Consuming food or beverages while on bus
- Music playing on any electronic device must be attached to headphones or earplugs
- Use of any type of sprays (i.e. aerosol)

Items Not Allowed on the Bus

- Glass jars are not permitted on bus unless in a lunch box or comparable container
- Live animals of any kind, except for licensed guide dog for the blind, 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
- Plants
- Any type of item that would be a weapon or a simulation of a weapon

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 PSUSD or the bus company providing the service or the bus driver cannot be held responsible for any passenger that 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 service for a designated period of time as deemed appropriate by the site administrator or the district transportation administrator. Continued violations of this type may result in a child being suspended from using the school bus service for the remainder of the school year.

Penalties for Violations of District Bus Conduct Rules

“School Bus Behavior Reports” shall be used to document inappropriate behavior or conduct for the site Administrator for possible disciplinary action after the bus driver has exercised reasonable efforts to control student behavior. The number of reports does not determine the denial of transportation. When the principal/designee receives *the “School Bus Behavior Reports,”* some action shall be taken. Denial of transportation and notification to parent or guardian will be the responsibility of the school site administrator.

Incidents which require the student to be returned to the school will be reviewed by the site administrator and transportation services administrator. Continued incidents may lead to the suspension of transportation service for a designated period of time or the remainder of the school year.

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

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

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 damages caused.

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

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 and lunch 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 "Parents" tab. Click on eFunds for Schools.

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 manager to be processed and fulfilled at the District Office. Refunds are provided by check from the District Nutrition 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 "Parents" tab. Click on Transaction History & Balance Look-up. Enter the 10-digit student ID number and click "View Transaction History."

Medical Statement to Request Special Meals and/or Accommodations

A form is available on our department website, from the kitchen manager 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 manager.

Educational Benefit Forms

Educational Benefit Forms are mailed to all enrolled students prior to the school year. These forms are used to ensure the maximum funding possible to your student's classroom. An on-line version can be located on the Nutrition Services webpage. They are also available throughout the school year in the school office, the school kitchen, and at the Nutrition Services Office at 150 District Center Drive in Palm Springs. These forms are important to ensure that your student's classroom has the maximum funding possible.

Completing the Educational Benefit 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, Kin-GAP or FDPIR, please write the *Case number* in section 2 of the application.
- ┆ Please list all students who live in the household in section 1.
- ┆ Please check the box with the total number of people living in the household.
- ┆ Check the box that best represents the range of household monthly income.

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

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.

ELECTRONIC INFORMATION SERVICES RULES AND ACCEPTABLE USE CONTRACT FOR INTERNET ACCESS THROUGH PSUSD

The Palm Springs Unified School District (PSUSD) believes that the Internet is a valuable information source and communication tool. The District encourages the use of its electronic information services for educational purposes.

At PSUSD, we believe it is our responsibility to prepare students for the 21st century. Part of that responsibility is to provide our students with access to the tools they will be using as adults. We believe the District's Internet Electronic Information Services is one of these tools.

Internet Services provide our students with an opportunity to explore a wealth of information that will enhance their learning. Students will have access to other schools, colleges and universities, educational programs of study, libraries and subject matter experts around the world.

With this educational opportunity also comes responsibility. To use the District network, all users must be- have in an ethical and responsible manner. Users must follow the guidelines of etiquette on the networks as well as the letter of the law.

The rules and regulations for acceptable use of the PSUSD Internet Services are contained inside this pamphlet. These rules and regulations were developed to make the guidelines for acceptable use clear. Acceptable use rules and guidelines are necessary for the District to provide a relatively safe, secure and efficient network.

All users who access the District's Internet services must:

- Receive training on the Internet Electronic Information Services Acceptable Use Rules and Regulations,
• Sign the Internet Electronic Information Services Acceptable Use Responsibility Contract, and
• Follow the Internet Electronic Information Services Acceptable Use Rules and Regulations.

All users under the age of eighteen must have a parent or guardian sign the Responsibility Contract to receive access to the Internet. This signature will certify that the parent or guardian gives the student permission to use the Internet services and will not hold the District responsible for materials acquired by the student with the service.

* Palm Springs Unified School District
* (PSUSD) is pleased to announce the re-
* lease of ParentVue to all schools in the
* district.
*
* ParentVue is a web application that pro-
* vides parents with secure access to student
* data via the internet.
*
* Using a confidential PIN (Personal
* Identification Number) and password,
* parents are able to connect to PSUSD's
* student database and view their children's
* classroom attendance and food services
* accounts.
* Secondary students also show course
* assignments, progress reports, report
* cards, transcripts, and more.
*
* ParentVue allows parents to conveniently
* view from home or smart phone and see
* details on each of their children who are
* currently enrolled in a PSUSD school.
*
* If you would like to get a ParentVue ac-
* count for yourself, please directly contact
* the office of the school where your oldest
* child is enrolled.
*
* Palm Springs Unified School District
* utilizes the Google Apps Suite for
* educational purposes. Please review the
* G Suite for Education Notice and the G-
* Suite Permission Form that is required to
* allow your child to use Google Apps for
* Education.

ON-LINE/INTERNET SERVICES: USER OBLIGATIONS AND RESPONSIBILITIES

1. The student, in whose name an on-line services account is issued, is responsible for its proper use at all times. An account will be issued only after the student has signed an Acceptable Use Agreement. Students shall keep personal account numbers, home addresses and telephone numbers private. They shall use the system only under their own account number.
2. Students shall use the District's system responsibly for educational purposes.
3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs.
4. Students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.
5. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.
6. Copyrighted material shall not be placed on the system without the author's permission. Students may download copyrighted material for their own use only.
7. Students shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy District equipment or materials or manipulate the data of any other user, including so-called "hacking."
8. Students shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other users' mail.
9. Students shall report any security problem or misuse of the services to the teacher or principal.

Equipment/Software: Student Obligations and Responsibilities

1. Students shall not copy software owned by the District.
2. Students shall not download and/or install personal software on District equipment.
3. Students shall not connect personally owned peripheral devices to any District equipment without prior authorization by the Superintendent's designee.
4. Students shall not vandalize District equipment.

Students shall follow District procedures for checking out portable devices for educational purposes.

The District reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by District officials to ensure proper use of the system.

Inappropriate use shall result in a cancellation of the student's user privileges, disciplinary action and/or legal action in accordance with law and Board policy.



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

G Suite 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 G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail (including Inbox by Gmail)
- Calendar
- Classroom
- Contacts
- Drive
- Docs
- Forms
- Groups
- Keep
- Sheets
- Sites
- Slides
- Talk/Hangouts
- Vault

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html. You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, Palm Springs Unified 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 number for account recovery or a profile photo added to the G Suite for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;

- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In G Suite for Education **Core Services**, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.

Can my child share information with others using the G Suite for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly when approved by their teacher. When users share information publicly, it may be indexable by search engines, including Google.

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 G Suite for Education schools.
- **With [insert name of school/district].** G Suite 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 G Suite 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 don't provide your consent, we will not create a G Suite 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 G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting Palm Springs Unified. 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 in to the G Suite 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 G Suite for Education accounts or the choices available to you, please contact Palm Springs Unified. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [G Suite for Education Privacy Center](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [G Suite for Education Privacy Notice](https://gsuite.google.com/terms/education_privacy.html) (at https://gsuite.google.com/terms/education_privacy.html), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) (at <https://www.google.com/intl/en/policies/privacy/>).

The Core G Suite for Education services are provided to us under [Google's Apps for Education agreement](https://www.google.com/apps/intl/en/terms/education_terms.html) (at https://www.google.com/apps/intl/en/terms/education_terms.html) [if school/district has accepted the Data Processing Amendment (see <https://support.google.com/a/answer/2888485?hl=en>), insert: and the Data Processing Amendment (at https://www.google.com/intl/en/work/apps/terms/dpa_terms.html)].

To view these documents online, please visit <https://www.psusd.us/Page/techform>

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
Ranger Pro Herbicide	Glyphosate,N-phosphonomethyl Glycine	School District
Amdro Pro	Hydramethillnon	School District
Fusilade II / Zeneca	Fluazifop-P-butyl, Butyl Phenoxy	School District
Tempo Ultra WP	Cyfluthrin	School District
Gopher Getter Type 2	Diphacinone	School District
MPEDE	Potassium Salts and Fatty Acids	School District
Delta Dust	Delthamethrin	School District
Weed Ho	Monosodium Acid Methanearsonate	School District
Wasp & Hornet	Permethrin Piperonyl Butoxide	School District
Terro	Pyrethrins	School District
Wilco Squirrel Bait	Diphacinone	School District
Monument	Pyridinesulfonamide	School District
Sedge Hammer	Halosulfuron-Methyl	School District
Speed Zone	Ethylhexyl Ester	School District
Fastrac	Bromethalin	School District
Name of School	School District Schedule/Weekly	Dewey Pest Control Schedule/Monthly
Agua Caliente Elementary	Wednesday, Thursday	Second Wednesday
Bella Vista Elementary	Thursday, Friday	Second Wednesday
Bubbling Wells Elementary	Monday, Tuesday	First Wednesday
Cabot Yerxa Elementary	Tuesday, Wednesday	Second Wednesday
Cahuilla Elementary	Friday, Monday	Second Wednesday
Cathedral City Elementary	Friday, Monday	First Wednesday
Cathedral City High School	Friday, Monday	Second & Fourth Monday
Cielo Vista Charter School	Wednesday, Thursday	Fourth Wednesday
Della Lindley Elementary	Thursday, Friday	Third Wednesday
Desert Hot Springs High School	Wednesday, Thursday	First & Third Tuesday
Desert Springs Middle School	Monday, Tuesday	First & Third Wednesday
Edward Wenzlaff Education Center	Tuesday, Wednesday	Fourth Friday
James Workman Middle School	Tuesday, Wednesday	First Wednesday
Julius Corsini Elementary	Monday, Tuesday	First Wednesday
Katherine Finchy Elementary	Monday, Tuesday	Third Wednesday
Landau Elementary	Wednesday, Thursday	Second Wednesday
Mt. San Jacinto Continuation High	Thursday, Friday	First Wednesday
Nellie Coffman Middle School	Thursday, Friday	Third Wednesday
Painted Hills Middle School	Wednesday, Thursday	First Wednesday
Palm Springs High School	Wednesday, Thursday	First Wednesday
Desert Learning Academy	Wednesday, Thursday	First Thursday
Rancho Mirage Elementary	Thursday, Friday	First Wednesday
Rancho Mirage High School	Friday, Monday	First Wednesday
Raymond Cree Middle School	Monday, Tuesday	Second Wednesday
Rio Vista Elementary	Friday, Monday	Second Wednesday
Sunny Sands Elementary	Tuesday, Wednesday	Fourth Wednesday
Two Bunch Palms Elementary	Tuesday, Wednesday	Second Wednesday
Vista Del Monte Elementary	Friday, Monday	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

Educational Services

Michael Swize, Ed.D., *Assistant Superintendent*

Dear Parent/Guardians,

Palm Springs Unified School District (PSUSD) is pleased to provide a free resource designed to help your child learn about various colleges and careers. PSUSD is partnering with the California College Guidance Initiative (CCGI) to ensure all 6th -12th grade students receive systematic guidance and support as they plan and prepare for life after high school.

Some of the benefits to our students, as a result of this partnership, include:

- Receive customized guidance from middle school through high school in a web based dashboard environment.
- Explore colleges nationwide
- Monitor their progress toward ‘a-g’ requirements
- Access information and resources regarding FAFSA and financial aid
- Learn about various careers
- Develop and monitor their *Plan of Study*
- Build and store relevant documents they will need for college and/or career.

To see some of the resources available to you and your child, please log onto CaliforniaColleges.edu.

In order for your child to experience the benefits of the program, student grades, standardized test information (e.g., SAT, ACT, etc.) and coursework are automatically populated into their file. Please be assured the educational records will be stored securely, pursuant to the Family Educational Rights and Privacy Act (FERPA), in accordance to federal and state law, and only shared with CCGI.

For our elementary students, PSUSD has partnered with Xello. Xello is an engaging online program that helps students connect learning to their future aspirations. Students are able to explore career possibilities, based on their interests and skills.

If you do not want your child’s educational records be shared, you may submit a letter to your Principal indicating you do not want to participate. Please include your student’s name, student ID number, and grade level, along with your signature indicating you do not want your child’s information shared.

Thank you,

Deanna Keuilian, Ed.D.
Director, College and Career

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



July, 2020

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 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,

A handwritten signature in black ink, appearing to read "Tonatiuh Signoret".

Tonatiuh Signoret, Ed.D.
Assistant Superintendent Human Resources

INSTRUCTION

Minimum and Staff Development Days

E.C. 48980(c) - 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.

2020/21 Staff Development Minimum Days (2-1-2)	2020/21 Staff Development—Full Days
-Elementary and middle schools – 2-1-2 days are every Wednesday, early release* -High schools – 2-1-2 days are every Wednesday, late start* *See bell schedules for times <i>(Subject to change)</i>	October 12 <i>(Subject to change)</i>

School Accountability Report Card

E.C. 35256 - 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.

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.

Homeless Youth Education

42 US 11432, EC51225.1 and 51225.2

Requires school district homeless liaisons to ensure parents of homeless pupils 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 parents/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.

E.C. 48204, 48645.5, 48853 AND 48853.5, WIC 317 and 16010

Information on student rights for foster children, Agreement for Foster Youth Placement (AB490) and Foster Youth exempt from local Graduation Requirements (AB167) may be requested through the District Educational Liaison by calling the Student Services office at (760) 883-2703 Ext. 4805103.

For more information, please see Foster Youth

FAQs: <https://www.cde.ca.gov/ls/pf/fy/fosteryouthedrights.asp>

Students who are identified as homeless or foster children have a right to receive priority enrollment. To request priority enrollment in After School Enrichment and Support Program (ASES grades K-8), call 760-883-2703, ext. 4805103. No current participant in a before or after school program shall be dis-enrolled in order to allow enrollment of a student with priority enrollment.

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)

School Counseling

Pupils in grades TK-12 periodically receive counseling from school personnel regarding alternatives for careers, courses of study and social emotional issues. Parents of these pupils may participate in such counseling sessions and decisions. Contact your school counselor for details.

Achievement Tests

E.C. 60604/60615/60640 – Standardized tests are administered to 3rd - 11th grade students annually as part of participation in the CAASPP assessment system. Test scores are sent to parents with a written explanation and teachers are available to review student performance upon request. A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60615 for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. An LEA and its employees may discuss the CAASPP assessment system with parents and may inform parents of the availability of exemptions under Education Code section 60615. The school district and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.

California Assessment of Student Progress

E.C. 60640 – Commencing with the 2013-14 school year, the California Assessment of Student Performance and Progress will be composed of all of the following:

- (1) (A) A consortium summative assessment in English language arts and mathematics for grades 3 to 8, inclusive, and grade 11 that measures content standards adopted by the state board.
- (2) (A) Science grade level assessments in grades 5, 8, and 10 that measure content standards adopted pursuant to Section 60605, until a successor assessment is implemented pursuant to subparagraph (B).
(B) For science assessments, the Superintendent shall make a recommendation to the state board as soon as is feasible after the adoption of science content standards pursuant to Section 60605.85 regarding the assessment of the newly adopted standards. Before making recommendations, the Superintendent shall consult with stakeholders, including, but not necessarily limited to, California science teachers, individuals with expertise in assessing English learners and pupils with disabilities, parents, and measurement experts, regarding the grade level and type of assessment. The recommendations shall include cost estimates and a plan for implementation of at least one assessment in each of the following grade spans:
 - (i) Grades 3 to 5, inclusive.
 - (ii) Grades 6 to 9, inclusive.
 - (iii) Grades 10 to 12, inclusive.
- (3) The California Alternate Performance Assessment in grades 2 to 11, inclusive, in English language arts and mathematics and science in grades 5, 8, and 10, which measures content standards adopted pursuant to Section 60605 until a successor assessment is implemented. The successor assessment shall be limited to the grades and subject areas assessed pursuant to paragraph (1) and subparagraph (B) of paragraph (2).

Home Language Survey

E.C. 52164.1 – Parents are requested to complete a home language survey upon enrolling students. This information is required so that schools may determine the language spoken in the home by each student in order to provide meaningful instruction for all students.

Animals. Harmful Use. Pupil Rights

E.C. 32255.1 – Except as otherwise provided in Section 32255.6, any pupil with a moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, shall notify his or her teacher regarding this objection, upon notification by the school of his or her rights pursuant to Section 32255.4

Animals. Harmful Use. Teacher Role

E.C. 32255.4 – Each teacher teaching a course that utilizes live or dead animals or animal parts shall also inform the pupils of their rights pursuant to this chapter. (Added Stats. 1988, Ch. 65)

Temporary Disability

E.C. 48206.3 – (a) Except for those pupils receiving individual instruction provided pursuant to Section 48206.5, a pupil with a temporary disability which makes attendance in the regular day classes or alternative education program which the pupil is enrolled impossible or inadvisable shall receive individual instruction provided by the district in which the pupil is deemed to reside.

Residency: Hospital Stay

E.C. 48207 – Notwithstanding Section 48200, a pupil with a temporary disability who is in a hospital or other residential health facility excluding a state hospital, which is 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. (Added Stats. 1986, Ch. 97)

Hospital Stay: Notification

E.C. 48208 – (a) 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 pursuant to Section 48207 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).

Records and Grades

When a student who is transferring into the district has had his/her grades, diploma, and/or transcripts withheld by the previous district, the Superintendent or designee shall continue to withhold the student's grades, diploma, and/or transcripts until notified by the previous district that the decision to withhold has been rescinded. (Education Code 48904.3)

Upon receiving notice that a student whose grades, diploma, and/or transcripts have been withheld by this district has transferred to another district in California, the Superintendent or designee shall provide the student's records to the new district and notify the new district that the student's grades, diploma, and/or transcripts are being withheld from the student and parents/guardians pursuant to Education Code 48904. The Superintendent or designee shall also notify the student's parents/guardians in writing that the decision to withhold the student's grades, diploma, and/or transcripts will be enforced by the new district. (Education Code 48904.3)

Grade Reduction/Loss of Credit

E.C. 48980(k) – No pupil may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to Section 48205, when missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

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.

(c) 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.

(d) (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.

(e) 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 the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil.

(f) 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.

(g) 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.

(h) 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.

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

(j) 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 teacher 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.

Health Education

Required Health Education is provided using age appropriate and medically accurate materials at the following grade levels:

- Grades 5 Puberty and maturation
- Grade 7 and 9 Healthy Relationships and Sexuality/Puberty/Preventing Unwanted Pregnancies/STD's and HIV/AIDS

Parents have the right to opt their children out of these lessons by contacting the school office.

Information on Graduation Requirements

E.C. 51225.3 – Requirements for graduation and alternative modes for completing the prescribed courses of study are available to pupils, parents, and the public through contact with local school sites.

Physical Education (PE) Notification

E.C. 51210 – Requires students in grades 1-6 to be provided 200 minutes of physical education each ten days, exclusive of recesses and lunch period. In grades 7-8, all pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend courses of physical education for a total period of time of not less than 400 minutes each 10 school days. Students in high school are required to have two years of physical education to graduate. If a parent feels there are concerns about physical education not being adequately addressed at the school site, contact Dr. Simone Kovats, Director of Elementary Curriculum and Instruction at 760-883-2703.

Religious Beliefs

E.C. 51240 – Whenever any part of the instruction in “health”, family life, or sex education conflicts with religious training and beliefs or personal moral convictions of the parent or guardian, the student, on written request of the parent or guardian, shall be excused from that part of the instruction

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.

English Learner

E.C. 305/306/310/311 - Parents/Guardians will be notified by mail and/or in person of the results of the English Language Proficiency Assessment for California (ELPAC), their child's language designation and program placement as well as other ELL program options which include, Structured English Immersion and Dual-Language Immersion. Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]) Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact Mark Arnold, Director of State and Federal Programs at 760-883-2703 to ask about the process. Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

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).

SPECIAL EDUCATION

A student shall be referred 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)

If the student is a ward of the state and is not residing with his/her parents/guardians, the district shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC 1414(a) (1))

The district shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if either of the following situations exists: (20 USC 1414(a) (1))

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.

3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

As part of the assessment plan, the parent/guardian shall receive written notice that: (Education Code 56329; 34 CFR 300.502)

1. 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 be scheduled pursuant to Education Code 56341. 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.
2. If the parent/guardian disagrees with an assessment obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR 300.502.

If the district observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. 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 district observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the district, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, observe the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (cf. 5145.6 - Parental Notifications)

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions, terms, or days of school vacation in

excess of five school days, from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees in writing to an extension. (Education Code 56043)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Education Code 56445)

HEALTH ISSUES

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 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 pupils 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.

7th grade Tdap

AB 354 – All students entering 7th grade effective July 1, 2010, are required to have Tdap immunization.

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 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 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 is 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 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.

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.

Emergency Treatment for Anaphylaxis – EC 49414

Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise.

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.

Physical Examination Exemption

E.C. 49451, B.P. 5141.3(a) - A child may be exempt from physical examination whenever the parents file a written statement with the school principal stating that they will not consent to routine physical examination of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious or infectious disease, the child will be excluded from school attendance.

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, contact Borrego Health at www.borregomedical.org 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.

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

The District, in cooperation with the 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 enrolled Medi-Cal students at school. The money received through this 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 re-leased from your student's records to our reimbursement recovery vendor, Paradigm Healthcare Services, LLC and to the Department of Health Care Services (DHCS) for claiming purposes only (and your child's Medi-Cal benefits may be accessed). 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 education records that may be shared as a result of our participation in this program include: Student name, date of birth, and health-related evaluation, intervention, and referral information (for services received at school)

Practitioners' notes related to these health services and select data from child's IEP/IFSP (if applicable)

You have the right to withdraw your consent to disclose your student's information at any time—feel free to visit your school's front desk to discuss this program. **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. We participate in this program in an effort to obtain federal funding for the Medi-Cal reimbursable health services already being performed at school, and then use this funding to expand services that are available to all students.

Additional notes:

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	caresolace.com/psusdfamilies

SAFETY

Title 40 (40 CFR) 763.93 Code of Fed. Regs. An updated Asbestos Management Plan is available for review at the Maintenance and Operations facility, 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 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. 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 health care 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 health care provider. PSUSD will follow the guidelines set forth in AR 6145.21.

Use of Cannabis Near Schools

Health and Safety Code 11362.3 It is illegal to smoke cannabis within 1000 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.

Random Wand Metal Detection

BP (AR 5131.7 (c) - Random wand metal detection is conducted on unannounced days at the beginning of school at each of the middle and high school campuses throughout the year.

E.C. 48901.5 - Permits school board to regulate the possession or use of any electronic signaling device including all phones and pagers.

Metal Detector/ K-9 Drug Detention Dog Programs

Possession of a weapon or drugs by students on school property, on the way to and/or from school, or at a school-sponsored event, is in violation of California Education and Penal Codes, resulting in immediate referral for disciplinary and police action, as well as recommendation for expulsion from Palm Springs Unified School District. To ensure safety; students may be required to submit to a search by the use of a metal detector or a classroom submit to a search by the use of a K-9 drug detection dog, either intermittently or on a regular basis, depending on administrative judgment on campus or at school-sponsored events.

Use of Metal Detectors

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 and common sense 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. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff. Students shall not be subjected searches in mass groups.

Use of K-9 Drug Detection Dogs

In an effort to keep the schools free of drugs, the district may use specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, backpacks, or vehicles on district property or at district-sponsored events as long as they are not allowed to sniff within the close proximity of any students.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

Comprehensive School Safety Plan: Annual Notice

E.C. 45294.6, E.C. 32286/32288/32288(c) – Each school shall adopt its comprehensive school safety plan by March 1, 2000 and shall review and update its plan by March 1st, every year thereafter. 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. In addition, schools 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 Dept. of Education by October 5th of any school that has not complied with the development of a Comprehensive School Safety Plan.

PUPIL RECORDS

Notification of Privacy Rights of Parents and students

E.C. 49063/49069/49070/49073 – Federal and states laws grant certain rights of privacy and rights 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 age 17 and younger,
- (2) Parents of students age 18 and older if the student is a dependent for tax purposes,
- (3) Students age 16 and older, or students who are enrolled in an institution of post-secondary instruction (called "eligible students").

Parents, or an eligible student, may review individual records by making a request to the principal or designee. The principal will see that explanations and interpretations are provided if requested. Information which 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 retained, persons responsible for records, directory information, and access by other persons, review, and to the challenge of records are available through the principal in each school. When a student moves to a new district, records will be forwarded upon the request of the new school district. 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 Secretary of Health, Education and Welfare. 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.

Parents have the right to inspect student information maintained by the CALPADS program. Contact Data Systems in Technology and Information Services to initiate this procedure (760-883-2703, Option 1). 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, email address, telephone number, major course of study, participation in school activities, dates of attendance, awards, and previous school attendance may be released to the specified agencies. In addition, height and weight of athletes will be made available. Appropriate directory information may be provided to any agency, including the military, except private, profit-making organizations other than employers, potential employers, or news media. Names and addresses of senior or terminating students may be given to public or private schools and colleges. In addition, student's voluntary response to district approved surveys of test data for educational research in which students will not be identified by name may be released. 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 post-secondary instruction and makes a written request, the pupil's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. (See Parent Notification form).

Cal Grant Opt Out

E.C. 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.)

DISCIPLINE AND ATTENDANCE

Site Discipline Rules

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

E.C. 44807– Every teacher in public school shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

(5CCR) 300 – Requires pupils to conform to school regulations: obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

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 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 person 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 exist. 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

E.C. 46014 and 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

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

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

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

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

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

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

(e) "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Pregnant and Parenting Teens

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets.

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has

been dissolved.

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. School placement and instructional strategies for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child. Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary.

If required for students with any other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. A student deemed temporarily disabled under this policy will be provided independent study or home and hospital instruction. A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician.

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave.

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave, although independent study can be provided.

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and re-enrollment in courses.

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015) Accommodations When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program. 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 these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:

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

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)

Truancy Definitions

E.C. 48260, 48262 and 48263.6 - A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within E.C.48205.

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).

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 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.

ALTERNATIVE EDUCATION

E.C. 58500/58501- Notice of Alternative Schools. California State law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

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

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 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 8, 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, wireless telephone or other wireless communication device, computer, or pager. Of a communication, including, but not limited to any of the following:
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (I) 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.

EC 48915—Circumstances for Recommending Expulsion

(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 are 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.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, 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,

(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 at www.psusd.us, 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 click 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 inter-district 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 inter-district 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.

Parent Engagement

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 including adult education, 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 familycenter.psusd.us.

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 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 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 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.

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 ext.4805103***

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.*

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.

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:

Assistant Superintendent of Educational Services and/or designee
Palm Springs Unified School District
150 District Center Drive
Palm Springs, CA 92264
(760) 883-2700

Any student who feels that he/she is 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 victim 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, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim 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.

Sexual Harassment

The Board of Education is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Board strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at school-sponsored or school-related activities or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. The Board is committed to complying with Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. 1681 et seq. and its implementing regulations, which prohibit discrimination on the basis of sex in education programs or activities operated by federal financial assistance recipients. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX. The Coordinator or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable
7. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim

measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within one school day of receiving the complaint, report it to the principal or the District Coordinator.

Any school employee who observes any incident of sexual harassment involving a student shall take immediate steps to intervene when safe to do so and report this observation to the Coordinator, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Superintendent.

District Coordinator:

Asst. Supt. of Educational Services or Designee
150 District Center Drive
Palm Springs, CA 92264
760-883-2703, ext. 4805002

Regardless of whether the student files a complaint, the Coordinator or designee shall contact the student (or parent, depending on the student's age) and explain that the district is responsible for investigating the allegation of sexual harassment and taking corrective action, and explain the informal and formal procedures for filing a complaint, including how the procedures work.

Upon receiving the complaint, the Coordinator or designee shall immediately initiate the complaint investigation procedures in accordance with AR 1312.3 - Uniform Complaint Procedures. Where the Coordinator or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate, effective action to end the harassment and address its effects on the victim. The Coordinator or designee shall also advise the victim of any other remedies that may be available and take steps to prevent further harassment. The Coordinator or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the Coordinator, shall determine whether interim measures are necessary pending the results of the investigation. Such measures shall be those necessary to stop the harassment, if still ongoing, and to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation. To the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. The Coordinator or designee will discuss confidentiality standards with the student when the complaint is initiated.

Dress Code

E.C. 35183/35183.5 - All pupils have the responsibility to themselves and to other members of the student body to attend school appropriately dressed. Each student shall dress in accordance with the good standards of health and safety, and any students not meeting these standards may be sent home to prepare themselves before re-entering school. Students should come to school properly prepared for participation in the education process.

1. No student on or about school property shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items which are potentially disruptive to the learning environment and a positive school climate.
2. Shoes must be worn at all times.
3. 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.
4. 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 circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

All of these rules apply not only to school, but to school-related functions as well. Violation of the above dress code may warrant students being sent home and parents or guardians notified.

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

District programs and activities shall be free from discrimination based on gender, race, color, sex, religion, ancestry, national origin, ethnic groups, marital or parental status, physical or mental disability, gender identity, gender expression, sexual orientation or the perception of one or more of such characteristics. The District programs and activities shall also be free from discrimination against persons associated with persons or groups with one or more of these actual or perceived characteristics.

The Governing 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 Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsible 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 counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal. No person shall on the basis of sex, race, national origin, or non-limiting handicapped conditions be excluded from participation in or be denied the benefits of or be subjected to discrimination under any educational program offered by the Palm Springs Unified School District. Programs offered by the District include a variety of Career and Technical Education (CTE) courses, pathways and academies. Courses are offered in the areas of Business, Health, Arts, Media, Entertainment, Hospitality, and Manufacturing. There are no special admission requirements for these programs except to progress sequentially from level to level. Lack of English language skills will not be a barrier to admission and participation in CTE programs.

Any student who feels that he/she is being harassed should immediately contact the principal or designee. If a situation involving harassment is not expeditiously resolved by the principal or designee, a complaint can be filed in accordance with Uniform Complaint Procedures (Board Policy 1312.3 and Administrative Regulations 1312.3 (a-b)).

No discrimination between the sexes shall be permitted in opportunities for admission, participation in curricular and co-curricular activities including intramural and interscholastic sports, privileges and other advantages. In certain special cases, as provided by law and District policy and regulation, separate provisions may be made for students according to sex with respect to such matters as protection of modesty in shower rooms and in sex instruction, grading standards in physical education and athletic competition, choral groups, drill teams, cheerleaders and the like.

The faculty must be especially sensitive in guarding against unconscious sex discrimination and stereotyping in all school operations.

Students and parents/guardians shall be notified at the beginning of each school year that district educational programs and activities do not discriminate on the basis of sex. (cf. 1312.3 Uniform Complaint Procedures)

UNIFORM COMPLAINT PROCEDURES
Palm Springs Unified School District

2020-2021 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 its 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 Palm Springs Unified School District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP in: Accommodations for Pregnant and Parenting Pupils, Adult Education, After School Education and Safety, Agricultural Career Technical Education, Career Technical and Technical Education; Career Technical; Technical Training (State), Career Technical Education (Federal), Child Care and Development, Compensatory Education, Course Periods without Educational Content, Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and Pupils of Military Families, Every Student Succeeds Act, Local Control and Accountability Plans (LCAP), 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 Safety Plans, School Site Councils, State Preschool, State Preschool Health and Safety Issues in PSUSD's Exempt from Licensing.

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.

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

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in EC Sections 48853, 48853.5, 49069.5, 49701., 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

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

UNIFORM COMPLAINT PROCEDURES
Palm Springs Unified School District

2020-2021 School Year

NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

Contact Information

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

NAME/TITLE:	Dr. Michael Swize, Assistant Superintendent
OFFICE:	Educational Services Department
ADDRESS:	150 District Center Drive, Palm Springs, California 92264
TELEPHONE:	760-883-2703
EMAIL ADDRESS:	info@psusd.us

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

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

Copies of our Uniform Complaint Procedures process shall be available free of charge.

Sex Equity: Title IX Notifications – EC 221.61
Palm Springs Unified School District
2020-2021 School Year

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

Mr. Mark Arnold – Director, State & Federal Programs
Educational Services Department
150 District Center Drive
Palm Springs, CA 92264
(760) 883-2703
marnold@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:
 - Equipment and supplies
 - Scheduling of games and practices
 - Transportation and daily allowances
 - Access to tutoring
 - Coaching
 - Locker rooms
 - Practice and competitive facilities and services
 - Medical and training facilities and services.
 - 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 base 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.pusd.us/Page/6652>

**WILLIAMS UNIFORM COMPLAINT PROCEDURES
NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS
COMPLAINT RIGHTS
2020-2021**

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 <https://www.psusd.us/Page/4522>. You may also download a copy of the California Department of Education 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
Title I, Part A LEA-Level Parent and Family Engagement Policy**

This Parent and Family Engagement Policy describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

The purpose of this policy is to outline the meaningful and intentional collaboration that Palm Springs Unified School District carries out with our community, staff, parents and families to ensure that ALL children meet challenging state academic standards. This policy reflects PSUSD's belief that all parents regardless of income, cultural background or education level, want their children to succeed and do well in school. PSUSD recognizes that parents are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement.

How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

The fundamental belief that parents are our partners is the foundation for the District's overarching policy on parent engagement and is reinforced through its Title I Parent Engagement Policy and school-level parent engagement policies. 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. Members of FEDAC are representative of the families and staff in PSUSD including our diverse linguistic, cultural and demographic areas. 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.

How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

PSUSD will work with school sites to review, develop and implement their family engagement policies which intentionally provide opportunities for involving parents and family members. Some opportunities for parents to be involved in developing their school's improvement plans include participating in school site council, a parent advisory group, a parent leader group (PTA/PTG/PTO), attending an LCAP discussion session, or attending a district advisory meeting.

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. At the Title 1 meetings, parents and families are provided with copies of the school site's written family engagement policy. Meetings are held at times that are convenient for families and all parents are invited and encouraged to attend. To help eliminate barriers that prevent parent involvement in this meeting, schools may provide services such as child-care, interpreters and additional staff support.

Another utilized resource for PSUSD school sites to receive parent and family input for their school improvement plans is through the Family Engagement Teacher Advisory Council (FETAC) program which is comprised of representatives from every school site. Participating teachers receive training and work collaboratively around issues of family and community engagement. FETAC site representatives hold two school site meetings with the school principal and parents to solicit feedback on the school improvement plan. The teacher representatives share responsibility in working with principals, community members and community liaisons (where available) to ensure school development plans are built in accordance to this policy. Evaluations and input are strongly encouraged and built into discussions with our parents and families.

How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?

PSUSD's Family Engagement staff will work collaboratively with school site administrators and members of the Family Engagement Teacher Advisory Council (FETAC) and the Family Engagement District Advisory Council (FEDAC) to plan and implement family engagement activities. Family Engagement Department staff will coordinate and provide ongoing guidance and professional development to school site representatives on effective parent and family engagement activities throughout the school year.

Meetings are scheduled between PSUSD representatives and local community organizations to create common goals that focus on student needs. Schools, parents and families are provided with opportunities to gain resources, skills, training and consultations from various community agencies that build their capacity and ability to effectively support their child's academic achievement and school performance. Individual family supports are provided as needed.

How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

PSUSD coordinates with programs sharing Parent and Family Engagement programs such as the Local Plan for Special Education, Child Care and Development, Preschool/Early Childhood Education, Education for English Learners, Migrant Education Program and Career and Technical Education through continuous professional development, stakeholder meetings, services to address the needs of all student populations and annual updates to district policies.

Parents have various opportunities to provide input regarding family engagement programs and budget allocation for family engagement activities at both their school site and at the district level. Notifications for these meetings will be made available to encourage attendance from staff and parents, and documentation including agendas and minutes will be retained.

How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the findings to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

The Family Engagement District Advisory Council (FEDAC) will meet twice a year to conduct, with meaningful involvement of parents, an annual evaluation of the content and effectiveness of this policy. PSUSD representatives including the District Family Engagement staff, will continuously research best practices to engage parents and families and have this information available to FEDAC members. FEDAC members will be invited to participate in trainings and conferences to learn about best practices in Family Engagement. In collaboration with FEDAC, PSUSD utilizes evidence based strategies to assess program effectiveness.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

Palm Springs Unified School District currently serves approximately 23,103 students. Of these students 77.8% are Hispanic, 11.5% Caucasian, 5.0% African American, 2.3% Filipino, 0.8% Asian, 0.5% American Indian, 0.1% Pacific Islander and 2.0% Two or More Races. Approximately 32.2% of our students are classified as English Language Learners. In 2017- 2018, 87.9% of the students served in the Palm Springs Unified School District were socioeconomically disadvantaged. Ninety-eight foster children have been identified as students in our schools, who are monitored by district staff to ensure they have the greatest opportunity for success.

Barriers to parent involvement include but are not limited to: high levels of poverty and economic hardship, transportation needs, scheduling conflicts with work, language barriers, and limited understanding of or access to technology. PSUSD staff will work in collaboration to ensure full opportunities for participation of all parents and guardians.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

All PSUSD stakeholders including parents are asked to complete an annual LCAP survey as well as participate in advisory and community forums that provide feedback regarding parent and family needs. Based on survey completion and parent advisory feedback, in order to assist with the learning of their children, PSUSD parent needs include: bilingual communication at school sites and school district, clarity regarding academic standards addressed and current teaching methods, availability of supplemental support including tutoring and mental health services, and opportunities for flexible communication with educators and school staff.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

1. PSUSD has established a Family Engagement Department that includes two district wide family centers, a Family Engagement Coordinator, a Family Engagement Teacher on Special Assignment and a Family Center Community Liaison. The Family Engagement Department offers information and resources at both centers and online via a website and social media. The PSUSD Family Center is committed to 1) Expanding community and stakeholder input, 2) Increasing opportunities for family and community engagement, 3) Increasing opportunities for adult/parent education, 4) Fostering partnerships between schools, parent leadership, advocacy groups and community organizations.
2. PSUSD employs Community Liaisons including; Attendance Community Liaisons, English Learner Community Liaisons and Family Center Community Liaisons.
3. There are six school sites that have established site level family centers including: Cathedral City Elementary School, Cathedral City High School, Desert Hot Springs High School, Desert Springs Middle School, Sunny Sands Elementary and Raymond Cree Middle School.
4. Professional Development for parents is offered 24/7 through an online learning portal called SHAPE. SHAPE allows individuals to complete short, incremental activities that support engagement, growth and learning. Our five focus areas align with the family center goals to promote parenting, health, safety, attendance, academics, lifelong learning and leadership.
5. There are many events, workshops and trainings offered by the PSUSD Family Engagement Department including: District wide conferences, monthly Family Nights, after school family activities, Technology 101, Internet Safety, Computer Science Nights, ESL courses, parenting courses and the 7 Habits of Successful Families Course.
6. PSUSD utilizes a variety of methods, such as focus groups, surveys, and workshops, to evaluate district programs and policies. Data is collected and monitored regarding the number of parents/guardians participating in district activities, the types of activities in which they are engaged, and the value placed on these activities by participants and attendees.
7. Parent/Family Advisory Committees and Stakeholder groups are welcomed as partners with PSUSD. Advisory groups include the following:
 - a. African American Parent Advisory Council (AAPAC)
 - b. District English Learner Advisory Council (DELAC)
 - c. Special Education Parent Advisory Council (SEPAC)
 - d. PTA Council/Parents In Action: Parent Teacher Association Council and Forum for all PTA/PTG/PTO members
 - e. PTA Latino: Sub-Committee Stakeholder group that is part of the Palm Springs Council of PTAs
 - f. LGBTQ+ PAC: Lesbian, Gay, Bisexual, Transgender, Queer, Questioning Parent Advisory Council
 - g. School Site Councils
 - h. LCAP Parent Ambassadors: Stakeholders that provide input regarding LCAP goals and budget
 - i. Family Engagement District Advisory Council (FEDAC): Reviews District Family Engagement Policy bi-annually
 - j. Family Engagement Teacher Advisory Council (FETAC): Receives training to support school site family engagement policy and assessment of school site family engagement climate
 - k. Coordinated Early Intervention Support (CEIS): Addresses issues of inequity and disproportionate data
 - l. Desert Hot Springs Alliance: Collaboration between One Future Coachella Valley, PSUSD, city politicians and community businesses and non-profit leaders to address the issue of chronic absenteeism in DHS

- m. 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
- n. PAC President & Superintendent Forum: meeting between PSUSD Superintendent and Parent Advisory Council Presidents on a quarterly basis

LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

In addition to direct outreach to our parents and families, PSUSD works with school sites including teachers, principals and other school leaders to provide assistance and support with family engagement activities, events, courses, school connected parent groups and policy development. Information regarding best practices for family engagement is provided via the PSUSD Family Center Handbook. The PSUSD Family Engagement Coordinator meets with all principals to review school site family engagement plans and activities. Input and support is provided by the PSUSD Family Engagement Department.

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

- Reasonable expenses associated with parent involvement activities, including transportation and child care 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 that outlines “Ten Things Every PSUSD Parent Should Know”.

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

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 aide in the allocation of these funds. PSUSD’s FETAC site representatives can advise 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.

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

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 request for parent engagement funds can be requested and are reviewed for possible additional funding.

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

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.

How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child’s progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

PSUSD works with parents to help them understand the state’s content standards, state and local assessments, and Title I requirements. In an effort to assist families in understanding state academic standards and assessments, PSUSD offers the following resources; CAASP information sessions, resources and training for effective communication during parent/teacher conferences, the LCAP Parent Ambassadors Academy Program, individual LCAP training for every school site council team, the Family Pathways Course, ParentVue training, and PSUSD website and phone application.

School and Family Policies or Compacts are available to provide parents with a resource that helps them understand the assessments and standards as well as how they can support their children in partnership with teachers, their school and PSUSD. These policies may include the following components:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.
- b. Ways in which parents/guardians will be responsible for supporting their children's learning in decisions related to their children's education and the positive use of extracurricular time.
- c. The importance of communication between teachers and parents/guardians on an ongoing basis.
- d. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
- e. Encourage parents/guardians to monitor their children's school attendance, homework completion, internet use and television viewing.

How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

Families are surveyed for input regarding needs and asked about the best time for meetings to be held. PSUSD’s Superintendent, Board Members, District Administrators and teachers meet with families to explain their roles and how to access all of PSUSD’s departments and programs. Through courses, workshops and events, material is provided to parents that can assist them in helping their children with academic achievement.

Various parent engagement activities, events and workshops are offered by the PSUSD’s family centers including; Family Literacy Nights, Family Math Nights, Family Paint Night, Family Science Camp, and Family Computer Science Nights.

Parents are provided with opportunities to attend trainings such as Technology, Internet Safety, English as a Second Language, and various workshops related to personal development.

School sites offer parents materials and resources covering content curriculum that will support extended learning at home. This includes homework guides and suggested learning activities for the family.

PSUSD has partnered with a local community college and adult continuation schools to help our parents enroll in school and continue to earn credits and certifications in classes including high school completion and citizenship classes.

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

PSUSD's Supplemental Services program provides year long tutoring at school sites, family neighborhoods and the school district. Families see their children's growth through tutoring programs that assess and monitor students' academic improvement outside of the classroom.

PSUSD uses technology and several multimedia sources to connect to families such as videos, video conferences, brochures, printed and digital calendars, social media, email, Peachjar, Blackboard text and auto dialer.

How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

PSUSD, with the assistance of its schools and parents, educates its teachers, instructional support staff, principals, school leaders and other staff, in how to reach out to, communicate with, and work with parents as equal partners. The objectives of PSUSD's trainings are to assist with our staff family and community connections, build their capacity to work with diverse families, and encourage the belief that partnering with parents and community are essential. Families are invited to provide input in the professional development resources that are made available to teachers regarding home-school communications and parent and family involvement plans.

Expectations are set of teachers and schools to collaborate with parents and families as equal partners. The following expectations support the PSUSD Family Engagement Policy:

- a. 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 in a timely manner.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications.
- d. Provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on district and school issues.
- f. Strengthen two-way communication with parents, including parents who have limited English proficiency.
- g. Integrate parent engagement policies into school academic goals and plans.
- h. 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.
- i. 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.

How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

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 a variety of communication tools.

PSUSD family engagement activities and services will often be offered in collaboration and coordination with the six school site parent centers, Riverside County Office of Education, OneFuture Coachella Valley, Desert Regional Medical Center, LGBTQ

Center, IEHP, Smile Factory, Borrego Community Health Clinic, Desert Hot Springs Community Health and Wellness Center, Cathedral City Library, Desert Hot Springs Resource Center, Martha's Village and Kitchen, Tolerance Education Center, Catholic Charities, National Charity League, Betty Ford Center, SunLine transportation, College of the Desert, Cal State San Bernardino, Safe House of the Desert, Palm Springs Black History Committee, Digicom Foundation, Salvation Army, Blu Foundation, Foundation for PSUSD, The Mexican Consulate, Riverside Behavioral Health Center, Find Food Bank, Jewish Family Services of the Desert, Riverside County Family Resource Centers, Loma Linda Medical University, Coachella Valley Adult Education, Cesar Chavez FIELD Foundation, CTE Academies, Big Brothers Big Sisters, PTA Council and PTA District, HOPE Collaborative, Flying Doctors, El Sol Neighborhood Community Group, Eisenhower Medical Hospital, AL-ANON in the Desert, NAMI Coachella Valley, The Well in the Desert, Rotary International Clubs, local churches, neighboring districts and City Councils to plan and implement effective parent and family involvement activities.

PSUSD will coordinate with Riverside Office of Education and California Department of Education to offer Early Childhood Education classes. ECE programs include Head Start, Early Head Start, and California State Preschool Program.

How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

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. A variety of methods are to be used to share information including hard copy flyers, digital flyers, emails, text messages, phone calls, marquees, local media, and social media. Utilizing the digital communication tool Blackboard, 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. PSUSD intentionally makes information accessible to all families and attention is paid to reach families who have limited English proficiency, parents of children who are struggling academically or behaviorally, parents of children with disabilities, and homeless and foster youth. Community liaisons are used for personal communication with families as needed and for strategic outreach to underrepresented families.

How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

PSUSD ensures that other reasonable support to encourage parental involvement in activities under this section is provided when needed to build the capacity of our parents.

Reasonable support includes availability of bilingual staff, child care, 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 it's school sites will provide translators for parents upon request for parents 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.

How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for the parents and families to understand (ESSA Section 1116[f])?

PSUSD will distribute this policy, that has been written in a format and language that all parents can understand, in print annually to all parents and guardians as part of our Annual Notice to parents at the beginning of each new school year. PSUSD will post the Parent and Family Engagement Policy on the Family Center website in Spanish and English. The PSUSD Parent and Family Engagement Policy will be developed jointly with, and agreed upon with parents of children participating in Title I, Part A programs, teachers, staff, and PSUSD Family Engagement Department staff. This document will be reviewed by the Family Engagement District Advisory Council and updated annually to meet the needs of families and schools.

This Policy was adopted by the **Palm Springs Unified School District** on February 25, 2020 and will be in effect for the period of **(enter time period this Policy is in effect here)**.

The LEA will distribute this Policy to all parents and families of students participating in the Title I, Part A program on, or before: **May 2020**.

Signature Page

Ruby Rivera

Signature of Authorized Official

February 25, 2020

Date

California Department of Education