



PARENT GUIDE

PUPIL PERSONNEL SERVICES

JURUPA UNIFIED SCHOOL DISTRICT

AUGUST 2020

JURUPA UNIFIED SCHOOL DISTRICT
EDUCATION CENTER
4850 PEDLEY ROAD
JURUPA VALLEY, CA 92509

LEARNING WITHOUT LIMITS

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AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY, MALE-FEMALE, DISABILITY EMPLOYER
Jurupa Unified School District does not discriminate based upon race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information in any of its programs, activities, or services.

Dear Parents: Thank you for sending your child to Jurupa Unified School District. This publication contains critical information about your rights and responsibilities as a parent/guardian and laws pertaining to your student. Please be sure your student understands the attendance and truancy policies, dress code, and our discipline procedures. We work hard so that our schools provide an inviting and safe place for student learning. We want your child to do his/her best; to come to school ready to learn, appropriately dressed, and willing to follow school rules. Your support as a parent is essential to your child's school success.

This guide contains Board policies, Education Code citations, and references to state or federal laws related to: (1) academic services, (2) school attendance, (3) child abuse prevention, (4) complaint procedures, (5) health, safety, and welfare, (6) special education, and (7) student behavior/discipline (*Education Code 48980 (a)*). The full text of the Education Code and Board policy is available at the Education Center, 4850 Pedley Road, Jurupa Valley, CA 92509, and online at www.jurupausd.org. Questions about the information in this guide can be answered by calling your child's school principal. In addition, you may call the Pupil Personnel Services office at (951) 360-4140.

Parents/Guardians are required by state law to sign an acknowledgment of the receipt of this information and return it to the school. Your signature does not indicate that your consent to participate in any program has either been given or withheld.

Parental support is critical to children's learning. The information in this publication will help you as a parent/guardian. We encourage you to be involved in your child's schooling.

Thank you for taking the time to read this publication and for the support of your child's school. We look forward to educating your child in the new school year.

Elliott Duchon
Superintendent

District Promise

At Jurupa Unified School District, we believe that with a positive mindset, every child can succeed. Our schools and programs are founded on proven educational strategies, supported by the latest research in neuroscience and are designed to promote the personal and academic growth of all students. We empower each child to unlock their potential to achieve in school, career, and life—wherever it takes them.

We call this learning without limits. Learning without limits means our district provides an array of opportunities for each child. Our wide ranging programs offered in and out of the classroom support and engage students from early childhood through high school. Students cultivate critical thinking and problem-solving skills, develop resiliency, and are challenged to think creatively — essential qualities for personal development, academic growth, and an individual's sense of achievement at every level.

Our approach is grounded in research and science but would not be possible without the dedication, commitment, and resolve of our compassionate team of educators and staff. Jurupa Unified School District encourages students to grow personally, achieve academically, and unlock their full potential as scholars and people, believing that with a positive mindset, every child can succeed.

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ACCEPTABLE USE OF TECHNOLOGY

Jurupa Unified School District recognizes that access to technology in school gives students greater opportunities to think critically, problem solve, research, create, communicate, and collaborate. Given the integration of these technologies with California State Standards instruction and state mandated annual testing, acceptance of these policies is no longer optional for students. Parents who are concerned about the use of these technologies or the application of these policies should contact the district or school administration to discuss whether reasonable adjustments may be required for a student's particular needs. This acceptable use policy outlines the guidelines and behaviors that users must follow when using school technologies or personally-owned devices on the school campus. School technologies may include internet access, desktop, virtual desktop or laptop computers, Chromebooks, iPads, video conferencing, online collaboration, email and message boards. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed. All activity over the network or using district technologies may be monitored and retained. No use of the district network or equipment is private. Users are expected to communicate with the same appropriate, safe, mindful courteous conduct online as offline. Users should be careful not to share personally-identifying information online or attempt to open files or follow links from an unknown or untrusted origin. A K-12 district Internet safety program, based on the Common Sense Media curriculum, has been implemented at each school. Teachers will reinforce the learned Common Sense Media concepts when appropriate to developing student information literacy skills through the core curriculum. The Common Sense Media curriculum focuses on cyber community citizenship in the primary grades; citizenship and safety, and cyber predator identification in the upper elementary grades; cyber bullying, negative networking, and predator identification, in the middle grades; and cyber harassment, cyber relationships, security – malicious codes, and social-networking risks at the high school level. Every student and teacher will have the opportunity to participate in the Common Sense Media curriculum. Common Sense Media provides free education for parents, students, and schools about online student safety. This quality education resource helps minors be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

As technology continues to revolutionize the way we live, it also changes the way we can educate our children. Teachers are receiving staff development to augment their ability to integrate computers and other technologies into their curricula in order to improve teaching and learning. They use a variety of electronic media and technologies including the Internet to obtain information. During the daily teaching your child may be required to use the Internet or other on-line services to review and/or retrieve information. Therefore, we are bound by federal law to provide guidelines to protect children who use the Internet.

The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000, and released as Federal Communications Commission (FCC) Report and Order #01-120 on April 5, 2001. Passed as part of a major federal funding bill, H.R. 4577, the new law requires K-12 schools and libraries to implement filtering or blocking technology for all computers, and develop and implement an Internet Safety Policy. The Jurupa Unified School District has an Internet Safety Policy [Instruction: Policy 6163.5] that was approved by the Board on October 1, 2001.

We share your concerns about your child's safety and security while using the Internet, and we have installed special filtering equipment to limit access to inappropriate material. Please contact your child's principal or site administrator to discuss or

ACCIDENT INSURANCE/HEALTH INSURANCE FOR ATHLETES

EC 32221.5, BP 5143.1

The medical costs of pupil accidents are the responsibility of the parent or guardian. Pupil accident insurance helps pay for the medical costs if a child is injured while under jurisdiction of the school. The contract is made between the parent or guardian and the insurance company. At the beginning of each school year or upon registration, Jurupa Unified School District provides parents or guardians with application forms for school-time accident insurance. The principal of your child's school will provide you with further information. 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 Borrego Community Health Foundation at (951) 710-3970.

Under state law, school districts are required to ensure that all members of a school athletic team have accidental injury insurance that covers medical and hospital expenses. All students participating in C.I.F. athletics are responsible for their own athletic insurance as required by law and Board Policy. Please contact the Athletic Director at your high school for more information.

ADVANCED PLACEMENT EXAMINATION FEES

EC 52242 and 48980 (k)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact your child's school for information or Ms. Roberta Pace, Director of College and Career Readiness at (951) 360-4164.

ASBESTOS MANAGEMENT PLAN

40 CFR 763.93

The Jurupa Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Mr. Dana Toland, Director of Maintenance and Operations, at (951) 360-2761.

ATTENDANCE OPTIONS AVAILABLE

Residency Requirements- *EC 48200, 48204, and 48204.3*

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; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order.

Intradistrict Transfers/District Open Enrollment – *EC 35160.5 (b)*

A district program of open enrollment is available to pupils whose parents or guardians currently reside within district attendance boundaries and to pupils who have otherwise established residency pursuant to provision of EC 48204 (b). Open enrollment allows parents to select the school the child shall attend. Residents of the School District may apply to other schools within the District for their child to attend on a space availability basis. Information on each school within the District is provided on the District website. 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.

Informational materials on open enrollment are sent home with students in December. Application materials are available at the Parent Center and must be received by January 15th for the school year starting in August of the same year. Admission will be based on space availability, in a random, unbiased selection process.

For further information, please contact the Parent Center at (951) 416-1200.

Interdistrict Attendance – *EC 46600 et seq.*

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

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer.

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

A 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 interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement. For further information, please contact Genevieve Sanchez at Business Services at (951) 416-1200.

Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the district website according to board policies. The County appeals process will be offered with the final denial in writing by the school district. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process please call the district office at (951) 360-4157 or call the County Office at (951) 826-6448.

District of Choice – *EC 48300 et seq.*

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

AVAILABILITY OF PROSPECTUS

EC 49063 and, 49091.14

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact Cindy Vasquez Rodriguez in Education Services at the District Office at (951) 360-4164 for a copy of the prospectus. The prospectus can also be found at www.jurupausd.org/our-district/edserv/secondary.

AVOIDING ABSENCES

EC 46014, 48205 and BP 5113.1

A major goal of the Jurupa Unified School District is the improvement of attendance. While we cannot guarantee that learning will occur just because a child is in school, we know that learning tends not to take place if the child is absent. There is a strong correlation between attendance and learning. Jurupa Unified School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The district also asks that travel or other absences be avoided during the time school is in session. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Each person in California between the ages of 6 and 18 years, who is not legally exempt, is subject to compulsory school attendance. Each parent or guardian has the responsibility to send students to school for the full time of the school day as designated by the Board of Education. Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Tardiness

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. Repeated tardiness in excess of 30 minutes lead to the student being designated as truant

Truancy Definitions - *EC 48260, 48262, and 48263.6*

A pupil is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205. The text of *EC 48205* can be found on page 11 under the section titled EXCUSED ABSENCES

Arrest of Truants/School Attendance Review Boards (SARB) – EC 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 Review Board (SARB).

Chronic Absenteeism – EC 60901

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one year, from the date of enrollment to the current date. Chronic absenteeism includes all absences— excused and unexcused -- and is an important measure because excessive absences negatively impact academic achievement and student engagement.

BEFORE AND AFTER SCHOOL PROGRAM

EC 8482.6, 8483(e), and 8483.1

Students who are identified as homeless or foster children have a right to receive priority enrollment. To request priority enrollment, please contact Monty Owens, Director, Pupil Personnel Services for Jurupa Unified School District at (951) 360-4140 or harold_owens@jUSD.k12.ca.us. No current participant in a before or after school program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

CAL GRANT PROGRAM

EC 69432.9

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

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

CALIFORNIA HEALTHY YOUTH ACT

EC 51938

The California Healthy Youth Act requires school districts to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and unintended body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education.
3. Request a copy of *EC 51930 through 51939*, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants.

5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, to be informed of:
 - a. The date of the instruction.
 - b. The name of the organization or affiliation of each guest speaker.

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

CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM (CHSPE)

5 CCR 11523

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

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

CAREER COUNSELING AND COURSE SELECTION

EC 221.5 (d)

Commencing in grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the child and not on the pupil's gender. Parents or legal guardians may participate in such counseling sessions and decisions. You may contact your site principal for further details.

CAREER TECHNICAL EDUCATION COURSE

EC 48980(m)

Information about the high school graduation requirements of the Jurupa Unified School District and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California can be found on page 36 of this publication.

A complete list of career technical education courses offered by the Jurupa Unified School District that satisfy subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy can be found on page 38 of the publication.

CHILD ABUSE AND NEGLECT REPORTING

PC 11164 et seq.

The Jurupa Unified School District is committed to protecting all students in its care. All employees of the district are mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. Staff members may not investigate to confirm the suspicion. District employees may not investigate to confirm the suspicion.

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

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the District of an incident by contacting Educational Services at (951) 360-4164.

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

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

CHILD FIND SYSTEM

EC 56301; Individuals with Disabilities Education Act, PL 105-17, Section 504 of the Rehabilitation Act of 1973, EC Sections 56000 et seq., Title II of the Americans with Disabilities Act, 1990

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (*42 USC 12101 et seq.*) prohibit discrimination on the basis of disability. The Jurupa Unified School District actively ensures that all children with disabilities have available to them a free appropriate public education which includes special education and related services, such as adaptive PE, speech, language and hearing, or as provided in accordance with an individualized education program. A full range of regular or special education and/or related aids and services is provided in all programs for all students. The Jurupa Unified School District actively seeks to locate and to identify infants and toddlers with disabilities who may be eligible for early intervention services. If you have, or know of, a child you feel may need special education services, or if you wish to obtain further information regarding such services, contact the Karina Becerra-Murillo, Director of Special Education, at (951) 360-4144. A complete listing of all Special Education student and parent rights is available upon request from the Special Education Department at (951) 360-4144.

CIVILITY ON SCHOOL GROUNDS

CC 1708.9, EC 32210

Any person who willfully disturbs a public school or a public school meeting is guilty of a misdemeanor, and may be punished by a fine of not more than five hundred dollars (\$500.00).

It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent obstruction with any person attempting to enter or exit any public or private school grounds.

COLLEGE AND CAREER TECHNICAL EDUCATION

EC 51229

The Jurupa Unified School District is committed to preparing all students to become college and career ready. Please refer to page 36 for information on College and Career Technical Education. You may also visit www.jurupausd.org/our-district/edserv/secondary for information on college admissions and career technical education.

CONCUSSION AND HEAD INJURIES

EC 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. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

CONFIDENTIAL MEDICAL SERVICES

EC 46010.1

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

CONTROLLED SUBSTANCES: Opioids

EC 49476

School authorities must provide facts regarding the risks and side effects of opioid use each year to student athletes. Parents and students must sign acknowledgement of receipt of the document annually.

COURSEWORK AND GRADUATION REQUIREMENTS: CHILDREN OF MILITARY FAMILIES

EC 51225.1 and 51225.2

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

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.

DANGEROUS OBJECTS

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

DIRECTORY INFORMATION

EC 49073 and BP 5125.1

Periodically, the Jurupa Unified School District releases directory information on Jurupa Unified School District pupils to nonprofit organizations such as the PTA (Parent-Teacher Association), whose purpose is to enhance the educational goals of the District, or organizations and institutions offering career opportunities to graduates or which would benefit the child. "Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. "Directory Information" does not include citizenship status, immigration status, place of birth, or any other information indicating national origin. Furthermore, such information shall not be released without parental consent or a court order.

No information may be released to private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

DRESS CODE

EC 35183, 35183.5, and 32282 (a)(2)(f)

In July 2006, the Board of Education adopted a district-wide dress code, which every student is to follow. In addition, each individual school in the district may adopt a reasonable dress code policy that prohibits pupils from wearing "gang-related apparel." "Gang-related apparel" has been defined to include apparel that "reasonably could be determined to threaten the

health and safety of the school environment.” A copy of the Board adopted dress code is mailed home each year and included in student handbooks. A copy of the district-wide dress code is available online at: www.jurupausd.org/schools/Documents.

Each individual school may also adopt a reasonable dress code policy that requires pupils to wear uniforms. By district policy, a waiver may be requested, and must be on file at the school. *EC* authorizes school sites to set policy regarding outdoor use, during school days, of articles of sun-protective clothing, including but not limited to hats. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel may be prohibited by the dress code policy. It also provides for the use of sunscreen by students, during the school day, without a physician's note or prescription.

EDUCATIONAL EQUITY: IMMIGRATION STATUS

EC 66251, 66260.6, 66270, and 66270.3

The Equity in Higher Education Act, states that all persons regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, are to be afforded equal rights and opportunities and add this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student.

ELECTRONIC LISTENING OR RECORDING DEVICE

EC 51512

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

ELECTRONIC NICOTINE DELIVERY SYSTEMS (ENDS)

HSC 119405 and 11014.5

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

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

EMERGENCY TREATMENT FOR ANAPHYLAXIS

EC 49414

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes, or hives, nausea, or vomiting, a weak pulse, and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat quickly can save lives. Recent changes to *EC 49414* now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

ENGLISH LEARNER IDENTIFICATION NOTICE

EC 313.2

Parents and/or guardians are notified when applicable by Jurupa Unified School District that in addition to the child's English proficiency status, for which they are notified using the English Language Proficiency Assessments for California (ELPAC), whether their child is a "Long-term English Learner" or is an "English Learner at-risk of becoming a Long-term English

Learner". The notification is found in the Title III letter mailed to the parents/guardians of students classified as English Learners.

ENTRANCE HEALTH SCREENING

HSC 124085, 124100, and 124105

State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

Under California Medical Assistance Program parents may apply for free health screening for disabilities through the Riverside County Health Department.

EXCUSED ABSENCES

EC 46014, 48205 and BP 5113.1

A major goal of the Jurupa Unified School District is improving attendance. While we cannot guarantee that learning will occur just because a child is in school, we know that learning tends not to take place if the child is absent. There is a strong correlation between attendance and learning. Jurupa Unified School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The district also asks that travel or other absences be avoided during the time school is in session. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

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 means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

FEDERAL STUDENT AID

EC 51225.8

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. Information on completing and submitting the application for FAFSA is available at the College and Career Center of each high school. Workshops will be held starting in the Fall of each school year and students and parents will be notified via the district and school websites, email, and automated dialer messages.

FREE AND REDUCED PRICE MEALS

EC 49510 et seq.

The District recognizes the importance of proper nutrition to the physical well-being of the child. Free or reduced-price lunches are available at school for pupils whose parents or legal guardians qualify, based on annual household income, and complete the required application form. Pupils participating in the program will not be identified, and the information on the application will be kept confidential. Application forms may be obtained at each school site or by contacting Food Services at (951) 360-2776. Applications for free and/or reduced lunch may also be submitted online at http://fsoma.jusd.k12.ca.us/welcome.aspx_.

GUN-FREE SCHOOL ZONE ACT

PC 626.9, 30310

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the Superintendent. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

HARM OR DESTRUCTION OF ANIMALS

EC 32255 et seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

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

HEALTH CARE COVERAGE

EC 49452.9

Your child may and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, contact Mr. Jose Campos, Director of Parent Involvement and Community Outreach at (951) 360-4175 or go to www.CoveredCA.com.

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

IMMUNIZATION FOR COMMUNICABLE DISEASES

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.

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.

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

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

Free or low cost immunizations for children are available through the Riverside County Family Care Centers. For more information, please call (800) 720-9553. Additional information about immunizations for your students is available by calling Karina Becerra-Murillo, Director of Special Education at (951) 360-4144.

INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES

EC 48206.3, 48207, 48208 and 48980 (b)

A pupil with a temporary disability that makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled, impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Parents must contact the school principal or school nurse to obtain a Request for Home Instruction. Please contact Administrative Services at (951) 360-4140 for further information.

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

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

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

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

LANGUAGE ACQUISITION PROGRAMS

In order to better prepare our students for the 21st century economy and to assist them in better understanding the world, as well as to provide them with a better opportunity to be able to compete in a global economy, Jurupa has committed to offer our students the opportunity to become bilingual and biliterate. Jurupa students have the opportunity to study in two languages, English and Spanish, in grades K-12 through our Dual Language Immersion Program. Being bilingual is a long-term success for all. One-half to two-thirds of adults around the world speak at least two languages. In today's global society they have many advantages. Research has shown that being bilingual and bicultural will lead students to higher levels of achievement and readiness for 21st century skills. There are educational, cognitive and economic benefits for individuals, community, and society as a whole that result from intensive study of two or more languages. Students who are in bilingual programs have proven the following:

- Higher academic achievement on standardized tests (Robinson, 1992; Cooper, 1987; etc.)
- Increased general intelligence and IQ scores (Samuels & Frifore, 1979; Peal & Lambert, 1962)
- Higher SAT and ACT scores (Robinson, 1992; Cooper, 1987; Eddy, 1981; Olsen & Brown, 1992; etc.)
- Improved cognitive abilities (Curtain, 1990; Genesee & Cloud, 1998; Bamford & Mizokawa, 1991; etc.)
- Increased problem-solving ability (Stephens & Esquivel, 1997)
- Improved verbal and spatial abilities (Diaz, 1982)

Because research shows that dual immersion programs give students the opportunity to have the highest academic achievement, Jurupa has focused on this program in order to provide our students with the best educational programs. Currently, Jurupa offers the program at 3 different elementary school, one middle and one high school. Our dual immersion program was recognized as a Model of Excellence in 2014 for the county of Riverside; and received the Golden Bell Award in 2019 due to the continuous achievement of students in that program. There are various program models that support bilingualism and these bilingual programs are available to our families if requested, and if, we have sufficient numbers. However, as mentioned before Jurupa is focused on providing the dual immersion program to our families and students. Jurupa Unified School District understands that multilingualism enhances cognitive development, divergent and critical thinking, problem solving, as well as promotes communication and understanding in an increasingly global society. Therefore, the district is committed to providing language learning opportunities as well as multicultural understanding and not only accepting but valuing diversity. All of this is done through rigorous instruction in an effort to prepare our students to lead our country in this 21st century. Thus, the district has created a pathway for students to be recognized for their successful academic achievement in English and another world language. Students who participate in the Dual Immersion program have the opportunity to be awarded the State Seal of Biliteracy. The Seal of Biliteracy is a special state recognition that promotes and validates bilingualism and biliteracy in English and a second language. The pathway includes recognition of participation at the end of sixth and eighth grade. Graduating seniors have the opportunity to obtain the official state seal recorded on their high school diploma and transcripts. This Seal of Biliteracy is of much value to our students as they apply for colleges and enter the work force.

If you are interested in this program for your child, please complete the application by following this link:

<https://jurupausd.org/our-district/edserv/language/di/Pages/default.aspx> or call the department of Language Services and Student Programs at 951-360-4179.

MEDIA RELEASE

JUSD's Education Services Department occasionally has requests from news agencies to photograph and/or videotape students for education related issues. JUSD Education Services also creates videos that may use students to demonstrate education strategies or practices. In some instances, there may be a need to collect exemplary products, photos and/or videos of students in the classroom or library that are published on the JUSD or JUSD Teacher website and/or distributed to teachers or other educational institutions. All images and products are used solely for educational purposes and will never be sold or used for any commercial venture. **If for any reason you do not grant permission to use your child's image in district/school and/or third party publications and publish/distribute your child's work/product for educational purposes please contact school administration to discuss whether reasonable adjustments may be required for a student's particular needs.**

MEDICAL OR HOSPITAL SERVICE

EC 49472

The District does not provide or make available medical and/or hospital services for pupils who are injured in accidents related to school activity or attendance.

MEDICATION REGIMEN

EC 49480

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or principal of the medication taken, the current dosage, and the name of the supervising physician. Parents or guardians who wish this service to be performed must obtain the official district form from their school and return it completed to the principal. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the medication of the pupil.

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.

Administration of Epilepsy Medication – EC 49414.7

If a pupil with epilepsy has been prescribed emergency antiseizure 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 antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

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

MEGAN'S LAW

PC 290 et seq.

Information regarding registered sex offenders who may be living in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

MENTAL HEALTH

EC 49428

In order to initiate access to available pupil mental health services, you may complete or request a referral to Behavioral Health Services. Referral forms are available at <https://jurupausd.org/our-district/edserv/pico/Pages/Behavioral-Health-Services.aspx> or at any school site. Our school district will notify parents at least twice per year. This is one time through

our Annual Notifications, we will also notify you again a second time each school year, by the following means: letter to parents.

MINIMUM AND PUPIL-FREE STAFF DEVELOPMENT DAYS

EC 48980 (c)

Please refer to the 2019-2020 school district calendar found in the back of this booklet for information on minimum and pupil-free staff development days. The calendar can also be found at:

<http://jurupausd.org/schools/Documents/District%20Calendar%202018-19.pdf>.

NONDISCRIMINATION IN PROGRAMS AND ACTIVITIES

EC 220; Section 504 of the Rehabilitation Act of 1973; Title II of the American with Disabilities Act; Title VI and Title IX of the Education Amendments of 1972

The Jurupa Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g. athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The district assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The Director of Pupil Personnel Services, Monty Owens, is designated as the administrative officer in this area and should be contacted with any questions regarding the District's nondiscrimination policy at (951) 360-4140 or Pupil Personnel Services, 4850 Pedley Road, Jurupa Valley, CA 92509. For questions or concerns about discrimination against students based on disability, please contact Karina Becerra-Murillo, Director of Special Education at (951) 360-4144.

NOTICE OF ALTERNATIVE SCHOOLS

EC 58501

California State law authorizes all school districts to provide for alternative schools. EC 58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility and joy.
- (b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging students to pursue their own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for 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 your information. This law particularly authorizes interested parties to request the governing board of the district to establish alternative schools in each district.

OFF CAMPUS LUNCH

EC 44808.5

The governing board of the Jurupa Unified School District, pursuant to Education Code 44808.5, has decided to permit the students enrolled at Jurupa Unified School District high schools to leave the school grounds during the lunch period. Each school has established the eligibility criteria for an off-campus lunch pass.

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

ORAL HEALTH ASSESSMENT

EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed the 12 months prior to entry or by May 31st of the pupil's first school year.

PARENT ENGAGEMENT – SCHOOL ACCOUNTABILITY

EC 11500, 11501, 11502, 11503

To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact the following district representative for more information on how you may contribute: Jose Campos, Director of Parent Involvement and Community Engagement, (951) 360-4175.

PESTICIDE PRODUCTS

EC 17612 and 48980.3

To obtain a copy of all pesticide products and expected use at the school facility during the year, please request a 2018-19 Annual Pesticide Notification Request form from the school site. Parents/guardians who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application. Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agriculture Code 13184, can do so by accessing the Department's web-site at www.cdpr.ca.gov.

PHYSICAL EXAMINATION

EC 49451

A parent or guardian may file annually with the principal of the school in which the student is enrolled, a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of his or her student. However, whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until school authorities are satisfied that any contagious or infectious disease no longer exists.

PREGNANT AND PARENTING PUPILS

EC 221.51, 222.5, 46015, 48205, 48980

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

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

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Any additional time due if deemed medically necessary, as prescribed by physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were in enrolled before taking leave. If needed, parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens are enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations.

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

PROPERTY DAMAGE

EC 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

PUPIL MEALS – CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT OF 2017

EC 49557.5

The Jurupa Unified School District has a Meal Charge Policy about how students who pay the full or reduced cost of a school meal are impacted by not having enough cash on hand or in their account to purchase a meal. The meal charge policy can be found on page 37 of this publication.

PUBLIC COMPLAINT PROCEDURES

BP and AR 1312.1

The Board encourages the resolution of complaints as effectively and quickly as possible. All complaints submitted in accordance with the following procedures shall be assured of receiving appropriate review and consideration. For a complete copy of *BP 1312.1* and/or *AR 1312.1*, please contact Monty Owens, Director of Pupil Personnel Services, at (951) 360-4140 or visit <http://jurupausd.org/board/policies>.

PUPIL RECORDS

EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. From time to time, the District may contract with a vendor for services that require access to pupil records. In such cases, as allowed under of the United States Family Educational Rights and Privacy Act (FERPA), the vendor will be considered a School Official. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to the school principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee of 25 cents per page.

Any challenge to school records must be submitted in writing to Karina Becerra-Murillo, Director of Special Education. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

PUPIL RECORDS and RECORDS OBTAINED FROM SOCIAL MEDIA

EC 49073.6

Jurupa Unified School District (JUSD) gathers and maintains in its records information obtained from social media of any enrolled pupil to assist in securing the safety of our students. Only open-source publicly available information is collected. JUSD does not attempt to seek or bypass privacy settings so as to access protected information. Any information collected can also be seen by every other Internet and social media user in the world. Information is collected only if it is deemed to affect the culture, climate, and safety of a school, staff, or students. Only relevant content is collected and disseminated to school safety designees. There are specific limits on how long this data is retained before it is permanently destroyed. JUSD will destroy information relating to a pupil when the pupil turns 18 years of age or is no longer enrolled in the school district, whichever occurs first. A pupil's parent or guardian may access the pupil's records for examination of the information gathered or maintained by following the steps outlined in Pupil Records on page 17 of this guide. A pupil's parent/guardian may request the removal of information or make corrections to the information gathered or maintained by submitting the request in writing to Karina Becerra-Murillo, Director of Special Education. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA)

by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

RELEASE OF JUVENILE INFORMATION

WIC 831

California law makes “juvenile case files” confidential and has a long history of protecting juvenile proceedings and records from disclosure in order to facilitate the rehabilitation of youth and avoid stigmatization. Juvenile court records should be confidential regardless of the juvenile’s immigration status. Only if a court order is provided, will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

Whenever a pupil has been found by a court to have committed any felony or misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense, assault or battery, larceny, vandalism, or graffiti, the court will provide a written notice to the superintendent of the school district of attendance. The superintendent will then provide the information to the principal at the school of attendance, who will disseminate the information to any administrator, teacher, or counselor directly supervising or reporting on the behavior or progress of the pupil, allowing them to work with the pupil in an appropriate manner.

RETROACTIVE GRANT OF HIGH SCHOOL DIPLOMAS: Departed and Deported Pupils

EC 51430

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

REQUIREMENT OF PARENT/GUARDIAN SCHOOL ATTENDANCE

EC 48900.1

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student’s classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION

EC 51101

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

- (15) To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- (16) To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

SAFE PLACE TO LEARN ACT

EC 234 and 234.1

The Jurupa Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the PC and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation and anti-bullying policies, please contact Monty Owens, Director of Pupil Personnel Services at (951) 360-4140.

SAFER SCHOOLS TOGETHER (PSST)

Safer Schools Together (PSST) provides an online anonymous reporting tool where students and staff can report anything that is worrisome to them directly, a school friend, or school safety via an online platform (www.psstworld.com) that uses an anonymous reporting system. The reporting system is secure, anonymous, and confidential. The report will be forwarded to the proper adult leadership to help respond to the situation.

Students, staff, and parents are encouraged to report a range of behaviors and incidents that they have seen, heard, or experienced. Once the Report It form has been completed and submitted on the www.psstworld.com website, an email is immediately sent directly to the school safety team to respond. Incidents to report include: Bullying/Cyberbullying, Sexual Abuse/Harassment, Racism/Discrimination, Substance/Drug Abuse, Weapons or Gang Activity, Threat of Physical Violence, Mental Health/Suicide, Vandalism/Crime, or Other concerns.

This program supports the rule, "See something, say something!"

The reporting tool is available 24/7 at WWW.PSSTWORLD.COM.

SCHOOL BUS SAFETY

EC 39831.5

All pupils in pre-kindergarten, kindergarten and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety.

Bus Conduct - *BP 5131.1*

The privilege of riding school buses may be suspended or revoked for any student who violates the rules of conduct or commits acts that make the operation of a school bus unsafe. In order to conduct a safe and orderly transportation system it is necessary that the rules of conduct governing the behavior of passengers be observed.

The law requires that pupils transported in a school bus shall be under the authority of and responsible directly to the school bus driver. The driver is responsible for the orderly conduct of pupils while they are on the bus or being escorted across a street or road.

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall have a current and scannable bus pass, and follow the instructions and directions of the bus driver at all times.
2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner, scan their bus pass, and go directly to their seats.
4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.
5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.
6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.

7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.
8. Riders shall not use tobacco products, eat, or drink while riding the bus.
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. All electronic devices shall be stowed. No electronic device usage is allowed without the express permission of the bus driver.
10. Riders shall not put any part of the body out of the window nor throw any item from the bus.
11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
12. No animals shall be allowed on the bus, with the exception of service animals.
13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, scan their bus pass, and go directly to the exit.
14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

The driver shall report any violation to the Transportation Department. Passengers shall report any violation of the district's bus rules to the bus driver. The transportation supervisor shall notify the principal of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the transportation supervisor and/or principal or designee.

Bus drivers shall not deny transportation services except as directed by the transportation supervisor, principal or designee.

SCHOOL RULES

EC 35291

The Board of Education prescribes discipline consistent with California and State Board of Education Regulations. Each principal ensures that all rules pertaining to discipline are communicated to students at the beginning of each school year. Transfer students are to receive this information upon enrollment.

Please refer to the section titled "Student Conduct" in this Parent Guide handbook for discipline policies adopted by the Board of Education.

SCHOOL SAFETY: Bullying

EC 234.4, 32283.5

The Jurupa Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. If you or your child experience any bullying on campus, at school events, or on the way to or from school, please contact your school site's administrator or the Director of Pupil Personnel Services at (951) 360-4140 to assist you in identifying or stopping this behavior.

SCHOOL SAFETY PLANS

EC 32280 et seq.

Each Jurupa Unified School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

SCHOOL VISITING PROCEDURES

EC 51101(a) (12), BP 1250 and AR 1250

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the teacher and principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

All outsiders and visitors as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session (*PC 627.2*).

The principal or designee may provide a visible means of identification for visitors and all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher and principal's permission (*EC 51512*).

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with *PC 626.7*, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

All visitors and volunteers shall register upon entering the school premises during school hours, except they be law enforcement or Child Protective Services.

Presence of Sex Offender on Campus: Any person who is required to register as a sex offender pursuant to *PC 290*, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (*PC 626.81*)

SECTION 504

29 USC 794, 34 CFR 104.32

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The Jurupa Unified School District provide a free and appropriate public education to all pupils regardless of the nature or severity of their disability. The District has the responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity. For additional information about the rights or parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Karina Becerra-Murillo, Director of Special Education at (951) 360-4144 as the person designated by Jurupa Unified School District responsible for screening, evaluating, and implementing Section 504.

STATEWIDE TESTING NOTIFICATION

EC 60615

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. Please refer to page 47 of this publication for a complete listing and description of all mandated tests.

SEXUAL HARASSMENT NOTIFICATION

EC 48980 (g) and 231.5

The Jurupa Unified School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact Daniel Brooks, Assistant Superintendent of Human Resources.

The Governing Board is committed to maintaining a safe school 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 any person who files a complaint, testifies, or otherwise participates in district complaint processes. A complete copy of *BP* and *AR 5145.7* can be found on the district website or by contacting Monty Owens, Director of Pupil Personnel Services at (951) 350-4140 or harold_owens@jUSD.k12.ca.us.

SOCIAL SECURITY NUMBERS

EC 49076.7

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

SUDDEN CARDIAC ARREST

EC 33479 et. seq.

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific typed of athletic activities which generally does not apply to those conducted during the regular school day or as part of a physical education course.

STUDENT CONDUCT

EC 51100 and BP 5131

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

Duties of Pupils – 5 CCR, Section 300

California Code requires pupils to attend school punctually and regularly, conform to school regulations, obey all directions, be diligent in study, be respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Jurisdiction – *EC 44807*

Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

Grounds for Suspension and Expulsion - *EC 48900, 48915*

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 one or more of the following acts:

48900 (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

48900 (a)(2) Willfully used violence on the person of another, except in self-defense.

48900 (b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence, of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or an intoxicant of any kind.

48900 (d) Unlawfully offered or arranged or negotiated to sell any controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.

48900 (e) Committed or attempted to commit robbery or extortion.

48900 (f) Caused or attempted to cause damage to school property or private property.

48900 (g) Stolen or attempted to steal school property or private property.

48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

48900 (j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

48900 (k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

48900 (k)(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

48900 (k)(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

48900 (l) Knowingly received stolen school property or private property.

48900 (m) Possessed an imitation firearm.

48900 (n) Committed or attempted to commit a sexual assault, or committed a sexual battery as defined in PCs 261, 266c, 286, 287, 288, former Section 288a, 289, or 243.4.

48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against the pupil for being a witness or both.

48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

48900 (q) Engaged in, or attempted to engage in, hazing.

48900 (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 the pupil's physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (i) A message, text, sound, video, or image.
- (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual 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.
- (iii) An act of cyber sexual bullying.
 - (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(2) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person that age, or for a person that age with the pupil's exceptional needs.

48900 (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; and, 4) During, or while going to or coming from, a school sponsored activity.

48900 (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 suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

48900(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

48900(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

48900.2 Committed sexual harassment as defined in *EC 212.5*, provided that the conduct is 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.

48900.3 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.

48900.4 Students in grades 4-12 who intentionally engage in harassment, threats of intimidation, directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

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.

48900.7 (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.

48915 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 determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct: *A) Causing serious physical injury to another person, except in self-defense, B) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil, C) Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, D) Robbery or extortion; and E) Assault or battery, as defined in PC Section 240 and 242, upon any employee.*

Mandatory Expulsion Violations – EC 48915

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

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive.

The School Board shall order the student expelled upon finding that the student committed the act.

Suspension and Expulsion – Pupil Records - EC 48201

Upon a pupil's transfer from one school district to another, the school district into which the pupil is transferring shall request that the school district in which the pupil was last enrolled provide any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding acts committed by the transferring pupil that resulted in the pupil's suspension from school or expulsion from the school district. Upon receipt of this information, the receiving school district shall inform any teacher of the pupil that the pupil was suspended from school or expelled from the school district and shall inform the teacher of the act that resulted in that action.

Expulsion – Appeal to the County Board of Education - EC 48919

Parents who are appealing an expulsion hearing decision and who request a copy of written transcripts and supporting documents **shall put the request in writing** by completing the form “Request for Expulsion Hearing Transcript.”

For a complete copy of California *EC*, please visit <http://leginfo.ca.gov>.

SURVEYS

EC 51513 and 51514

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

EC 51938(b) allows for passive consent when measuring students’ health behaviors and risks, including attitudes and practices relating to sex, for students in grades 7 to 12.

TITLE IX

EC 221.61

Title IX of the Education Amendments of 1972 is one of sever federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female students and employees, as well as transgender students and students who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, students may not be discriminator against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about, or how to file a complaint of noncompliance with Title IX, contact the Title IX coordinator for Jurupa Unified School District, Monty Owens, Director of Pupil Personnel Services at (951) 360-4140 or at harold_owens@jUSD.k12.ca.us.

TOBACCO FREE SCHOOLS

BP 3513.3; Drug-Free school and Communities Act Amendment of 1989; Controlled Substances Act; 202 schedules I-V, 21 U.S.C., 812; 21 CFR 1300.1-1300.15; EC 44011, 44065, 44425, 44836, 44940, 44940.5, 45123, 45304; GC 8350-8357, HSC 104495

HSC 104495 prohibits smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. Any person who violates this section is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars (\$250.00) for each violation of this section. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.

- The Governing Board believes that the use of tobacco, alcohol or other drugs adversely affects a student’s ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences.
- Therefore, in the best interests of students, employees and the general public, and in accordance to State and Federal Law, the Board of Education of the Jurupa Unified School District prohibits the unlawful manufacture, distribution, dispensing, possession or use of controlled substances, alcohol or tobacco products, including e-cigarettes, at all times on district property and in district vehicles. 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. This prohibition applies to all employees, students, visitors and other persons at any school or district facility or school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the district. (*Also see EC 48900*)
- Parents or community members using tobacco products on school or district property will be asked to refrain from such use or to leave the property. Persistent disregard for these policies will result in a referral to law enforcement.

UNIFORM COMPLAINT POLICY AND PROCEDURES

5 CCR Section 4622; EC 234.1, 32289 and 49013, and BP 1312.3

The Uniform Complaint Procedures apply to the filing, investigation and resolution of complaints regarding alleged: 1) failure to comply with federal or state law or regulations governing adult education, consolidated categorical aid programs, migrant

education, vocational education, child care and developmental programs, child nutrition programs and special education programs; 2) unlawful discrimination against any protected group as identified under Education Code (**EC**) sections 200 and 220 and Government Code section 11135, including actual or perceived race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, lactation accommodations, homeless, foster youth, juvenile court student, physical education minutes, on non-instructional courses in any program or activity conducted by a local agency, which is funded directly by or that received or benefits from any state financial assistance; 3) failure to comply with school safety planning requirements as specified in Section 7114 of Title 20 of the United States Code; 4) unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, lactation accommodations, homeless, foster youth, juvenile court student, physical education minutes, on non-instructional courses 5) unlawful imposition of pupil fees for participation in educational activities in public schools; and 6) failure to comply with the requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3; (7) noncompliance with physical education instructional minutes at specified grade levels; (8) inappropriate assignment of a pupil to courses without educational content or previously completed and received a grade sufficient for satisfying the requirements for high school graduation and admission into post-secondary education; (9) noncompliance with education provisions for pupils in foster care, who are homeless, or who are former juvenile court students; and (10) failure to reasonably accommodate lactating pupils.

A complaint must be filed no later than six months from the date the complainant first obtains knowledge of the concern. These uniform procedures require the complainant to submit a written complaint to Monty Owens, Director of Pupil Personnel Services, who will coordinate an investigation and response within 60 days of receipt of the written complaint, unless the complainant agrees in writing to extend the time line. If the district finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

A complainant may appeal the District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days after receiving the District's decision. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists; including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district. If a district is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Contact Monty Owens, Director of Pupil Personnel Services, at (951) 360-4140 for additional information or assistance.

For Uniform Complaint procedures and questions, to obtain a free copy of the Uniform Complaint Procedure policy or to file a complaint under the Uniform Complaint Policy, please contact Monty Owens, Director of Pupil Personnel Services, at (951) 360-4140. Complaints concerning special educational programs shall be addressed in accordance with the regulations and procedures of the Special Education Local Plan Area. For more information contact Karina Becerra-Murillo, Director of Special Education, at (951) 360-4144.

VICTIM OF A VIOLENT CRIME

20 USC 7912

A pupil who becomes a victim of a violent criminal offense while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact Monty Owens, Director of Pupil Personnel Services, at (951) 360-4140.

WALKING OR RIDING A BICYCLE TO SCHOOL

VC 21212

Provides that no person under 18 years of age shall operate a bicycle, a non-motorized scooter, or a skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specific standards.

The Jurupa Unified School District asks that parents and/or legal guardians of children who walk or ride a bicycle to school, go over a safe route to school with their children. Walkers may not take shortcuts through private property. All children are expected to display good behavior on the way to and from school.

WILLIAMS COMPLAINT POLICY & PROCEDURES

AR 1312.4 and EC 35186

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or mis-assignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the school office, at www.jurupausd.org/our-district/edserv/Admin/Pages/Documents-and-Forms.aspx, or by contacting Monty Owens, Director of Pupil Personnel Services at (951) 360-4140.

Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

Williams Complaint Policies and Procedures are posted in every classroom and school site office of the Jurupa Unified School District.

KEY TO CODE AND REGULATION SECTION ABBREVIATIONS

EC	California Education Code	5 CCR	Title 5, California Code of Regulations
HSC	California Health and Safety Code	PC	California Penal Code
VC	California Vehicle Code	WIC	California Welfare and Institutions Code
34 CFR	Title 34, Code of Federal Regulations	40 CFR	Title 40, Code of Federal Regulations
USC	United States Code	BP	Board Policy
AR	Administrative Regulation		

COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION

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

In order to attend a community college, you need only be a high school graduate or 18 years of age. In order to attend a CSU, you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Students with an a-g GPA of 3.0 or higher are required to take the SAT or ACT, but there is no minimum score requirement. In order to attend a UC, you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. For the Class of 2021 only, students are not required to submit admission test scores for admission consideration in the CSU and UC systems. You may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

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

www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

www.csumentor.edu – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

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

Links to these pages can also be found by visiting www.jurupausd.org/our-district/edserv/secondary.

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

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both. The Career Center at each high school in the Jurupa Unified School District also provides information on college and career technical education and is open to all students.

DIGITAL GATEWAY

Jurupa Unified has launched a Digital Gateway initiative, meaning the district will equip each student in grades 2-12 with a Chromebook to take to and from school. Each Chromebook will be monitored and filtered to protect students while online.

Digital Gateway will:

- Increase student engagement and productivity through personalized learning and equal access to technology.
- Extend and expand learning beyond the school day – anytime, anywhere learning 365 days a year, 24/7.
- Provide all students with 21st century tools and relevant learning experiences.
- Increase 21st century skill development in collaboration, communication, creativity, critical thinking and problem solving, digital literacy, and global awareness.

Digital Gateway is funded by short-term financing proceeds from Measure EE, the facilities bond that district voters approved in November 2014. The bond costs related to the Chromebooks will be fully paid during the life of the devices.

1. Responsibility of the Chromebooks
 - a. In the event that the instructional device is lost (stolen, not returned, missing, etc.) the student/parent will be responsible to pay \$270 for the replacement cost of the Chromebook. This is similar to JUSD's existing textbook replacement policy. If the device is damaged and/or inoperable, the student will be responsible for returning the device to the school site for repair and will be charged a \$42 fine for damage repair. A replacement Chromebook will be issued upon return of the damaged device.
2. Receiving Your Chromebook
 - a. Each Chromebook will be checked out to the student through JUSD's Textbook Management system in your school library.
3. Care of Your Chromebook
 - a. The Chromebook is school property and all students must follow Board Policy 5131 prohibiting student conduct that results in damage to or theft of property belonging to the district, staff or students.
 - b. Under no circumstances should Chromebooks be left in unsupervised areas, such as, the school grounds, lunchroom, library, PE rooms, unlocked classrooms, or outdoor walkways.
 - c. Use a soft clean and dry cloth to clean the screen. **Do not** use water or cleaning solutions.
 - d. Students are responsible for keeping the Chromebook battery charged for class each day.
 - e. Parents may choose to purchase a protective case.
 - f. When carrying your Chromebook in a backpack or other carrying case, avoid placing too much pressure and weight on the Chromebook screen.

- g. Chromebook screens are particularly susceptible to damage. Do not lean on the Chromebook cover. Do not place anything heavy on the Chromebook that could put pressure on the screen. Do not bump the Chromebook against walls, car doors, floors, etc.
4. Using Your Chromebook at School and Home
 - a. Students are expected to bring the Chromebook and power cords to school each day.
 - b. To prepare the Chromebook for use during school, students should charge the Chromebook each evening.
 - c. Inappropriate media, graphics, or language may not be used as a screensaver or background photo. Any drug, alcohol, or gang related symbols, pornographic images or inappropriate language will result in disciplinary actions.
 - d. Students are allowed to set up their home wireless network on the Chromebook. JUSD's GoGuardian filter contains filter options that meet the Children's Internet Protection Act (CIPA).
 5. Acceptable Use Policy
 - a. Students are responsible for adhering to the rules and internet use guidelines outlined in the JUSD Acceptable Use Policy.
 - b. Use of Jurupa Unified School District network systems/technologies is a privilege, not a right. Inappropriate use may result in a cancellation of those privileges.
 - c. Students shall not engage in vandalism. Any attempt at deliberate damage to the hardware, software, or information stored on any computer/device within the lab, classroom, and library including the introduction of computer viruses or attempts at hacking, will be subject to disciplinary actions, including suspension.
 - d. Students/parents will be held responsible for any and all damage to the Chromebook that is checked out to the student. Damage includes, but is not limited to: broken screens, cracked plastic pieces, inoperability, etc.
 - e. In the event that the instructional device is lost (stolen, not returned, missing, etc.) the student/parent will be responsible to pay \$270 for the replacement cost of the Chromebook. This is similar to JUSD's existing textbook replacement policy.
 - f. If the device is damaged and/or inoperable, the student will be responsible for returning the device to the school site for repair and will be charged a \$50 fine for damage repair. A replacement Chromebook will be issued upon return of the damaged device.

FREQUENTLY ASKED QUESTIONS

Chromebook Care and Access

Do students have to bring the Chromebook home?

The student Chromebooks are a key component of JUSD's instructional program. Like a textbook, the Chromebook is a tool that will help your child discover an exciting and enriching learning environment. Students will be issued a Chromebook to use during school and at home to support learning. The Chromebooks are an educational requirement of Jurupa Unified School District.

How is the Chromebook protected from theft?

Software on the Chromebooks gives the District the ability to track the Chromebook outside of the District's network. The Chromebook can be configured to lock if it is not connected to our network for a specified period of time, thereby rendering it useless. To deter theft, the Chromebooks are etched with the District logo. If the Chromebook is STOLEN while off-campus, a report must be filed with the police department, a copy must be given to the school site, and the District Technology Department must be notified immediately. The District Technology Department can be reached at (951) 360-4185.

How often will my child receive a new Chromebook?

At this time, we anticipate a full refresh of all Chromebooks within a four-year cycle.

What does California Ed Code say about lost or damaged instructional materials?

Information from California Education Code (EC) regarding damage to student-issued instructional materials. EC Section 60010 (h) defines instructional materials:

“Instructional materials” means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or nonprinted, and may include textbooks, technology-based materials, other educational materials, and tests.

EC Section 60119(c)(1) defines sufficient textbooks or instructional materials as follows:

Each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.

EC Section 48904(a)(1) holds parents or guardians responsible for the cost of replacing a textbook that is willfully defaced or not returned:

...the parent or guardian of any minor...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.

Thus, wear or damage to instructional materials through ordinary use, or from manufacturing defect, would not apply.

EC Section 48904 (b)(1) allows schools to withhold student grades, diploma and transcripts:

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...

EC Section 48904 (b)(2) provides the process:

The school district or private school shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma, or transcripts pursuant to this subdivision. When the minor and parent are unable to pay for the damages, or to return the property, the school district or private school shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the grades, diploma, and transcripts of the pupil shall be released.

EC Section 48904(b)(3) requires school districts to establish local policy:

The governing board of each school district or governing body of each private school shall establish rules and regulations governing procedures for the implementation of this subdivision...

In regards to a district specific policy, it's important to remember that a student must have access to textbooks both in the classroom and at home, thus withholding textbooks from a student or restricting textbook use to the library would be problematic. Also, please note the requirements of EC 48904(b)(2) requiring parent notification and the necessary opportunity for the student to be able to “work off” the cost of the instructional materials.

What happens if the Chromebook is stolen?

If the Chromebook is STOLEN while off-campus, a report must be filed with the police department, a copy must be given to the school site, and District Technology Department must be notified immediately. The District Technology Department can be reached at (951) 360-4185.

What happens if the Chromebook is damaged or lost?

In the event that the device is lost (stolen, not returned, missing, etc.) the student/parent will be responsible to pay \$270 for the replacement cost of the Chromebook. This is similar to JUSD's existing textbook replacement policy.

Who is responsible for charging the Chromebook?

The Chromebooks go home and therefore should be charged at home.

If the Chromebook is lost or stolen will my child get a replacement Chromebook?

Yes, students will receive a replacement Chromebook from the library media center clerk. Replacement will be provided the same day whenever possible.

Will my student be able to take the Chromebook home over the summer?

Yes. Students will take their Chromebooks home over the summer.

What is the cost of replacing the Chromebook?

If the Chromebook is lost or damaged beyond repair the full replacement cost is \$270.

What is the cost for any damage to the Chromebook?

Students will be fined \$50 for each event of repairable damage to the Chromebook. There will be no charge for any part covered under warranty.

What happens if a child loses or fails to return the Chromebook?

Failure to return the Chromebook will result in financial liability to the parents. Parents are responsible for the cost of replacing lost Chromebooks.

What happens if the power adapter is lost or damaged?

If the power adapter is lost or damaged beyond repair the full replacement cost is \$50.

I travel, can I use the Chromebook if I don't have Wi-Fi access?

In general, no. The Chromebooks can only function if they're connected to the Wi-Fi. Certain components, such as Google Drive, can be configured to allow offline drive access. Changes made while offline will sync once the device is connected to a wireless network.

May students save a background image and/or place stickers on the Chromebooks?

Yes, however, inappropriate media, graphics, or language may not be used as a screensaver or background photo. Any drug, alcohol, or gang related symbols, pornographic images or inappropriate language will result in disciplinary actions.

Families**What Educational Apps are available for my child?**

Several resources are available on the district website "Resources" tab at www.jurupausd.org.

How can I teach my child to be safe online?

All activity over the network or using district technologies may be monitored and retained. No use of the district network or equipment is private. Users are expected to communicate with the same appropriate, safe, mindful courteous conduct online as offline. Users should be careful not to share personally-identifying information online or attempt to open files or follow links from an unknown or untrusted origin. A K-12 district Internet safety program, based on the Common Sense Education curriculum, has been implemented at each school. Teachers will reinforce the learned Common Sense Education concepts when appropriate to developing student information literacy skills through the core curriculum. The Common Sense Education curriculum focuses on cyber community citizenship in the primary grades; citizenship and safety, and cyber predator identification in the upper elementary grades; cyber bullying, negative networking, and predator identification, in the middle grades; and cyber harassment, cyber relationships, security – malicious codes, and social-networking risks at the high school level. Every student and teacher will have the opportunity to participate in the Common Sense Education

curriculum. The Common Sense Education provides free education for parents, students, and schools about online student safety (<https://www.common sense media.org/educators/connecting-families/discuss>). This quality education resource helps minors be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Digital Gateway General Information

How were the Chromebooks funded?

Digital Gateway is funded by short-term financing proceeds from Measure EE, the local school facilities bond that district voters approved in November 2014. The bond costs related to the Chromebooks will be fully paid during the life of the devices.

Do we have to accept one of these Chromebooks?

Yes. The student Chromebooks are an integral component of JUSD's instructional program and will be treated like a textbook. It is a tool that will help your child discover an exciting and enriching learning environment. The Chromebooks are an educational requirement at Jurupa Unified School District.

Internet and Support

What if I don't have Internet or wireless at home?

There are several low-cost options for wireless Internet connectivity for your home. Please visit basic-internet website (<http://basic-internet.com/jurupa/>) for more information. Several applications on the Chromebook do work off-line (i.e. Google Apps for Education) and will sync when the student reconnects at school.

What if my student doesn't know their password?

If they need assistance please direct them to their classroom teacher.

How is web content filtered while my child is at school?

All student web traffic is filtered in accordance to the Child Internet Protection Act (CIPA). The guidelines can be found here: <http://www.fcc.gov/guides/childrens-internet-protection-act>.

Software and Learning

Are all of their textbooks going to eventually be on the Chromebook?

Students will continue to receive textbooks at the start of the school year. Student Chromebooks are supplemental, not foundational learning tools, therefore yes, textbooks will be necessary whether they are digital or not.

G Suite for Education

At Jurupa Unified School District, we use G Suite for Education, by signing for the parent guide you are giving 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 Jurupa Unified, students will use their G Suite accounts to complete assignments, communicate with their teachers 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.

If you do not provide your consent for your child to have a G Suite for Education account please contact school administration to discuss whether reasonable adjustments may be required for your student's particular needs.

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, Google+, Calendar, Chrome Sync, Classroom, Cloud Search, Contacts, Docs, Sheets, Slides, Forms, Drive, Groups, Google Hangouts, Google Chat, Google Meet, Google Talk, Jamboard, Keep, Sites, 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, [insert name of school/district] 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.

In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

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 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 [insert contact information for school administrator]. 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 [insert contact information for the school administrator]. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the G Suite for Education Privacy Center (at <https://www.google.com/edu/trust/>), the G Suite for Education Privacy Notice (at https://gsuite.google.com/terms/education_privacy.html), and the Google Privacy Policy (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 (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)].

JUSD AND THE CALIFORNIA COLLEGE GUIDANCE INITIATIVE

Jurupa Unified School District is a partner district with the California College Guidance Initiative (CCGI). CCGI is a state-wide, equity focused, non-profit that manages the state of California's college and career planning platform, CaliforniaColleges.edu. The web-based platform offers students, families and educators a unified platform for facilitating and tracking students' college and career preparation, application and transition.

As a partner district, all students in grades 7-12 will have access to valuable tools and resources to support his/her college and career planning that is only provided when transcript data is uploaded from the district's Student Information System (SIS) into CaliforniaColleges.edu in accordance with all state and federal student privacy laws. Through this partnership, your child can:

- Use a variety of online tools to help him/her learn more about themselves (interest and aptitude surveys), explore and research careers, and explore training programs and colleges/Universities across the country.
- Maintain a personal portfolio where he/she can save information on careers and educational programs of interest to them, develop a multi-year plan to help them prepare for the future, create a resume, and maintain a list of activities and interests.
- Regularly use the CSU and UC Eligibility tools to view progress towards meeting the "a-g" course requirements, including those courses that do not meet the requirements, and quickly communicate with his/her counselor with questions.
- Apply to any CSU campus and his/her pre-verified courses will automatically migrate to CalState.edu/Apply, reducing time spent on the application by approximately 50% and also reducing confusion and errors caused by discrepancies between local course listings on transcripts and the course listings in the Course Management Portal (CMP).

- Launch the CCC Apply application to California community colleges.
- Launch his/her application for financial aid (FAFSA)

Parents and guardians can also create accounts to gain view-only access to their child's progress.

Should a parent or guardian wish to opt-out from the District's disclosure of Student Information, please put this request in writing and return it to the school registrar.

JUSD GRADUATION REQUIREMENTS, A-G REQUIREMENTS, AND CAREER TECHNICAL EDUCATION Comparison of JUSD Graduation Requirements and CSU/UC Admissions Requirements

SUBJECT	JUSD GRADUATION REQUIREMENT	CSU REQUIREMENTS*	UC REQUIREMENTS* <i>Note: 11 of 15 year-long courses must be completed before senior year</i>
English	4 years 40 credits	4 years	4 years
World History	1 year 10 credits	1 year US History OR 1 semester each -US History & Government PLUS 1 year of history/social science from the "a" or "g" subject areas	1 year US History OR 1 semester each - US History & Government PLUS 1 year of world history, cultures, or historical geography (including European History) from the "a" subject area
US History	1 year 10 credits		

Comparison of JUSD Graduation Requirements and CSU/UC Admissions Requirements (continued)

Government	1 semester 5 credits		
Economics	1 semester 5 credits		
Mathematics	3 years 30 credits	3 years, starting with: Math 1/Algebra 1 Math 2/ Geometry Math 3/ Algebra 2	3 years, starting with: Math 1/Algebra 1 Math 2/ Geometry Math 3/ Algebra 2
Science	1 year Life Science 1 year Physical Science Total 20 credits	2 years Lab Science <i>Note: At least 1 year of physical science and 1 year of biological science, one from the "d" subject area and the other from the "d" or "g" area</i>	2 years Lab Science <i>Note: Must include at least two of the three foundational subjects of biology, chemistry, and physics; or one year of biology, chemistry or physics and one year/2 semesters of an interdisciplinary, or integrated, or earth and space science</i>

			<i>course can be used to meet one year/2 semesters of this requirement. Courses must be from the "d" subject area</i>
Healthy Living	1 semester 5 credits	NA	NA
Physical Education	2 years 20 credits	NA	NA
Visual/ Performing Arts	2 semesters 10 credits	year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	year/2 semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts
Language Other Than English (LOTE)		2 years/4 semesters (or equivalent to the 2nd level high school instruction) of a language other than English* (Courses must be the same language)	2 years/4 semesters (or equivalent to the 2nd level high school instruction) of a language other than English* (Courses must be the same language)
Vocational Arts	1 semester 5 credits	Check school's a-g list for qualifying classes*	Check school's a-g list for qualifying classes*
Electives	12 semesters 60 credits	1 year of an elective chosen from any area on approved "a-g" course list	1 year of an elective chosen from any area on approved "a-g" course list

*Refer to <https://hs-articulation.ucop.edu/agcourselist#/list/search/institution> for a-g courses approved for each JUSD high school.

Career Technical Education (CTE)

JUSD supports career training in 11 major industry sectors and 22 career pathways. Students are strongly encouraged to complete at least one pathway while in high school. CTE classes that fulfill a-g requirements are marked with a * in the tables below.

Pathways at Jurupa Valley High School

Industry	Pathway	Courses
Agriculture and Natural Resources	Agriscience	Biology Agriscience * Chemistry Agriscience * Advanced Agriscience *
Arts, Media and Entertainment	Design, Visual & Media Arts	Computer Graphics and Design * Graphic Technologies for Print Careers Graphic Technologies for Print Careers*
Building and Construction Trades	Residential & Commercial Construction	BITA I * BITA II *
Engineering and Architecture	Engineering Design	Intro to Design *

		Principles of Engineering *
Information and Communication Technologies	Software & Systems Development	GIS Fundamentals * Advanced GIS
Information and Communication Technologies	Information Support and Services	Intro to Innovation and Design * Principles of Innovation *
Manufacturing and Product Development	Product Innovation & Design	Computer Integrated Manufacturing * Engineering and Design Development *
Transportation	Systems Diagnostics, Service & Repair	Auto I Auto II

Nueva Vista High School

Industry	Pathway	Courses
Transportation	Operations	Distribution and Logistics * Distribution Management

Patriot High School

Industry	Pathway	Courses
Arts, Media and Entertainment	Design, Visual & Media Arts	Digital Imaging Graphic Technologies for Print Careers
Building and Construction Trades	Residential & Commercial Construction	Construction Technology I* Construction Technology II*
Health Science and Medical Technology	Patient Care	Anatomy and Physiology for Careers * Sports Medicine Advanced * Public Safety/First Aid * Sports Medicine Lab *
Information and Communication Technologies	Information Support and Services	ICT Video Production* ICT Media Broadcasting*
Marketing, Sales and Service	Professional Sales	Retail Merchandising Student Store Retail Merchandising Principles of Marketing * Advanced Retail Operations *
Public Service	Public Safety	Law Enforcement * Crime Scene Investigation *

Rubidoux High School

Industry	Pathway	Courses
Agriculture and Natural Resources	Animal Science	Ag Biology * Horsemanship * Veterinary Science * Advanced Horsemanship *
Agriculture and Natural Resources	Ornamental Horticulture	Ag Biology * Ag Chemistry * Floral Design *
Arts, Media and Entertainment	Design, Visual & Media Arts	Digital Photo I * Digital Photo II *

Arts, Media and Entertainment	Design, Visual & Media Arts	Video Production * Television Production *
Health Science and Medical Technology	Patient Care	Health Science Medical Terminology Anatomy and Physiology for Careers * Public Safety/ First Aid * Medical Assistant Clinical *
Hospitality, Tourism and Recreation	Food Service and Hospitality	Culinology * Culinary Advanced *
Transportation	Structural Repair & Refinishing	Auto Collision Essentials * Auto Collision Advanced *

NOTICE REGARDING HOMELESS EDUCATION

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a *fixed, regular, and adequate* nighttime residence and may temporarily.

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster); Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to:

- immediate enrollment in his/her school of origin or school where he/she is currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records or legal guardianship papers.
- education and other services (e.g. participate fully in all school activities and programs for which the child is eligible, automatically qualify for nutrition program, to receive transportation services to the school of origin if feasible, and to contact the liaison to resolve disputes that arise during enrollment.)
- for the district to accept partial credits for courses that have been satisfactorily completed by the homeless student.
- be notified of the possibility of graduating within four years with reduced state requirements, if the homeless student transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
- attend either the *school of origin* (school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months) or the current school of residence.

If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison, named below, and following the district’s dispute resolution policy: Monty Owens, Director, Pupil Personnel Services, at (951) 360-4140 or harold_owens@jUSD.k12.ca.us

NUTRITION SERVICES 2019-2020 MEAL POLICY

Meal Service

Students at all sites will come through the meal line and input their Personal Identification Number (PIN) into the keypad. The Horizon Fastlane software will verify the student's meal eligibility and if applicable collect money. The students will then select a tray with their choice of an entrée. JUSD implements a Food Based Meal Plan (FBMP), Offer v Serve. Lunch consists of 5 components; meat or meat alternate, bread, fruit, vegetable and milk. A student is required to take a minimum of 3 of the 5 components and is welcome to take all 5 components if they wish. One of the components selected must be either a fruit or vegetable. All vegetable subgroups must be offered at least once per week. Students must have a choice of 2 types of milk. Elementary students then proceed to the salad bar if desired or needed to complete the meal component requirements. Students may take as much from the salad bar as they would like to eat although managers may limit certain items to ensure that every student has an opportunity to have some of that item.

Students attending secondary schools have several serving lines to choose from. Both indoor and outdoor lines offer a choice of at least three entrees plus a salad bar serving both vegetables and fruits.

Point of Sale System

JUSD's point of sale software system, Horizon's Fastlane, will track and calculate the number of free, reduced, or full pay student meals according to the students NSLP eligibility configured to each student's PIN during each serving period.

By using personal identification numbers for students and permitting parents to prepay into their child's meal account, a child's meal eligibility remains confidential. Prepay payments may be made at the school site, nutrition service department, or the Education Center. A full pay student who does not have money with them nor funds in their account may debt charge up to two meals. After reaching the two meal limit, and if funds are still not available, the student is then given an alternate meal and another reminder is sent home. These items are not submitted for reimbursement.

Earned Meals

A child may earn a meal by working in the cafeteria as a student worker. The student enters their personal identification number (PIN) into the keypad and the cafeteria manager records it in the computer system with the earned meal button while checking each meal tray for the correct food components. If they are a full pay student only the meal is recorded and no dollar amount is charged to their account or money collected.

Sack Lunches

Sack lunches may be requested from school site cafeterias for students attending field trips or off-campus special events. A maximum head count must be given to the Cafeteria Manager three (3) weeks in advance to ensure all necessary supplies can be available for the requested date.

A complete list of invited student names should be given to the cafeteria manager a minimum of one (1) week in advance so student eligibility and possible food allergies can be researched.

A meal roster will be provided for each class/student list a couple of days before the field trip that will include such information. The meal roster is required to be completed with an attendance indicator and returned to the cafeteria at the time of meal pickup along with any monies/payments for students that do not receive free or reduced meals.

The lunch meal provided will consist of a cold sandwich, fruit and/or vegetable, and milk and will be individually packaged.

Claiming Meals

At the end of each month a meal count data report is generated from the Horizon software system. This report breaks down the meal counts by school site and meal eligibility. The information is then entered into the CNIPS system by food services for validation and for reimbursement checks to be issued by both the Federal and State government.

Emergency Meal Tracking

Each cafeteria manager prints a complete roster on a weekly basis. In the event of a power outage or other emergency at the site during serving of meals, the cafeteria manager will use this as a check off roster to track the meals served. Once power has been restored the meals are then entered into the POS system by the student's name or personal identification number (PIN).



RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

2935 Indian Ave., Perris, CA 92571

Telephone (951) 490-0375 FAX (951) 490-0376

NOTICE OF PROCEDURAL SAFEGUARDS AND PARENTS' RIGHTS

Special Education Rights of Parents and Children
Under the Individuals with Disabilities Education Act, Part B
2004 Reauthorization (H.R. 1350)

INTRODUCTION

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 with an overview of your educational rights, sometimes called procedural safeguards. This notice is also provided for students who are entitled to these rights at age 18. [20 USC 1415; EC 56041.5 and 56301] A copy of these safeguards will be given to you once a year. Additional copies may be given; upon an initial referral or parent request for evaluation, upon the first occurrence of the filing of a complaint, when a decision is made to make a removal that constitutes a change of placement and at your request. If your district has a website, a copy of these procedural safeguards may be made available to you through that website. [20 USC 1415(d); 34 CFR 300.504; EC 56301(d)(2), 56321 and 56341.1(g)(1)] You may elect to receive this notice and other notices required under this section by an electronic mail (e-mail) communication, if your district makes such an option available.

Individuals with Disabilities Education Act (IDEA)

IDEA is a federal law that requires school districts to provide a "free appropriate public education" (FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (IEP) and under public supervision to your child at no cost to you.

Participation in Making Decisions About Your Child's Education

You have the right to refer your child for special education services. You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in an IEP meeting either in person, by teleconference, written communication and/or by sending a representative to discuss the identification (eligibility), assessment, educational placement of your child and other matters relating to your child's free appropriate public education. [20 USC 1414(d)(1)B-(d)(1)(D), 20 USC 1415(d); 34 CFR 300.321 and 300.504; EC 56301(d)(2) and EC 56321).

You also have the right to participate in the development of the IEP and to be informed of the availability of free appropriate public education, including all appropriate program options, and of all available alternative programs, both public and nonpublic.

Additionally, you have the right to electronically record the meeting on an audio tape recorder. The law requires that you notify the district 24 hours prior to meeting if you intend to record the proceedings. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder. [EC 56301, 56321, 56341.1(g)(1) and 56506(d)].

Additional Assistance

When you have a concern about your child's education it is important that you call or contact your child's teacher or administrators to talk about your child and any problems you see. Staff in the Special Education Department can answer questions about your child's education, your rights, and procedural safeguards. When you have a concern, this informal conversation often solves the problem and helps maintain open communication. Additional resources are listed at the end of this document to help you understand the procedural safeguards.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/qa/caprnrtorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

NOTICE, CONSENT, ASSESSMENT, AND ACCESS

Prior Written Notice

You have the right to receive a written notice from the school district before decisions affecting your child's special education are put into place. These include decisions to:

- identify your child as a child with a disability, or change your child's eligibility from one disability to another;
- evaluate or reevaluate your child;
- provide a free appropriate public education to your child, or change a component of your child's free appropriate public education;
- place your child in a special education program;
- change your child's special education placement.; or,
- revoke consent after consenting to the initial provision of services. [34 CFR 300.300(b)(3) and (4), 1415(c)(1), 1414(b)(1); 34 CFR 300.503 and 300.9; EC 56329 and 56506(a)]

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. [34 CFR 300.304; EC 56321]

You also have the right to written notice from the school district if the district refuses your request to take these actions.

The Prior Written Notice must include the following:

- a description of the actions proposed or refused by the school district;
- an explanation of why the action was proposed or refused;
- a description of other options considered and the reasons those options were rejected;
- a description of each assessment procedure, test, record or report used as a basis for the action proposed or refused;
- a description of any other factors relevant to the action proposed or refused;
- a statement that parents of a child with a disability are protected by the procedural safeguards; and,
- sources for parents to contact to obtain assistance in understanding the provisions of this subchapter. [20 USC 1415(b)(3) and (4), 1415(c)(1), 1414(b)(1); 34 CFR 300.503]

Parent Consent

Parents' written approval is required for:

- **First Evaluation:** The school district must have your informed written consent before it can evaluate your child. You will be informed about the evaluations to be used with your child. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five

schooldays. The school district may seek to evaluate your child in special education through a due process hearing, if it believes that it is necessary for your child's education. You and the school district may agree to first try mediation to resolve your disagreements. *[20 USC 1414(a)(1)(D) and (c); EC 56321(c)(d), 56346, 56506(e)]*

- **Re-evaluation:** The school district must have your informed written consent before reevaluating your child. However, the school district may reevaluate your child without your written consent if the school district has taken reasonable measures to get your consent and you have not responded. *[34 CFR 300.300(c)(1)(ii)]* The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays.
- **Initial Placement in Special Education:** You must give informed written consent before the school district can place your child in a special education program. You can refuse consent for an evaluation, a reevaluation, or the initial placement of your child in special education. To avoid confusion, you should inform the school in writing if you want to refuse consent to a reevaluation. If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures. If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.
- **Revocation of Consent:** Parents may only revoke consent in writing, and this action is not retroactive. Once the parent revokes consent the district will provide prior written notice and exit the student from all special education services. If in the future the parent seeks re-enrollment in special education, the assessment will be treated as an initial assessment. *[34 CFR 300.9]*
- **Authorization to Request/Release Information:**
To obtain information from outside agencies, consent forms must describe the activity for which consent is sought and list the records (if any) that will be released and to whom. You can revoke consent at any time, except that revocation is not retroactive (does not negate actions that occurred after consent was given and before consent was revoked). *[34 CFR 300.500]* Written parent consent is not required to release educational information, under certain circumstances. *[EC 49076]*
- **Consent to Bill California Medi-Cal & Release/Exchange Information for Health Related Special Education and Related Services:** School districts may submit claims to California Medi-Cal for covered services provided to Medi-Cal eligible children enrolled in special education programs. The Medi-Cal program is a way for school districts and/or County Offices of Education (COEs) to receive federal funds to help pay for health related special education and related services. Your consent is voluntary and can be revoked at any time. If you do revoke consent, the revocation is not retroactive. Consent will not result in denial or limitation of community-based services provided outside the school. If you refuse to consent for the school district and/or COE to access California Medi-Cal to pay for health related special education and/or related services, the school district and/or COE is still responsible to ensure that all required special education and related services are provided at no cost to you. As a parent, you need to know that:
 - You may refuse to sign consent.
 - Information about your family and child is strictly confidential.
 - Your rights are protected under Title 34, Code of Federal Regulations 300.154; Family Education Rights Privacy Act of 1974 (FERPA); Title 20, United States Code Section 1232(g); Title 34 Code of Federal Regulations Section 99.
 - Your consent is good for one year unless you withdraw your consent before that time. Your consent can be renewed annually at the IEP team meeting. Furthermore, as a public agency, the school district may access your public benefits or insurance to pay for related services required under Part B of the IDEA, for a free appropriate public education (FAPE). For related services required to provide FAPE to an eligible student, the school district:
 - May not require you to sign up for or enroll in public benefits or Insurance programs (Medi-Cal) in order for your child to receive FAPE under Part B of the IDEA (34 CFR 300.154(d)(2)(i)).
 - May not require you to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR 300.154(d)(2)(ii)).
 - May not use your child's benefits under Medi-Cal if that use would:
 - Decrease available lifetime coverage or any other insured benefit.
 - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) and are required for your child outside of the time your child is in school.

- Increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal).
- Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures.

Surrogate Parent Appointment

In order to protect the rights of the child, school districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent. A surrogate parent may be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code and the child is referred to special education or already has an IEP. *[20 USC 1415(b)(2); EC 56050; 34 CFR 300.519; GC 7579.5 and 7579.6]*

Age of Majority

When your child reaches the age of 18, all rights under Part B of the IDEA will transfer to your child. The only exception will be if your child is determined to be incompetent under State Law. *[34 CFR 300.520; EC 56041.5]*

Assessment

Nondiscriminatory Assessment

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory. Assessment materials must be provided and the test(s) administered in your child's native language or mode of communication, unless it is clearly not feasible to do so. No single procedure can be the sole criterion for determining eligibility and developing an appropriate education program for your child. *[20 USC 1414(b)(1)-(3), 1412 (a)(6)(B); EC 56001(j) and EC 56320; CFR 300.304]*

Assessment Plan

When the district is seeking to assess your child, you will be given a written, proposed assessment plan. Along with that plan you will receive a copy of this Procedural Safeguards document. When the assessment is completed, an individualized education program team meeting, which includes you, the parent or guardian, and or your representatives, will be scheduled to determine whether the student qualifies for special education services. The IEP Team will 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 will be given to you. *[EC 56329 (a)]*

Independent Educational Evaluation

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for an independent education evaluation (IEE) for your child, from a person qualified to conduct the assessment, at public expense. The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees. The school district must respond to your request for independent educational evaluation and provide you information, upon request, about obtaining an independent educational evaluation. If the school district disagrees that an independent evaluation is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP Team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom. If the school district proposes a new school setting for your child, an independent educational assessor must be allowed to first observe your child in the proposed new setting.

[20 USC 1415(b)(1) and (d)(2)(A); EC 56329(b)(c) and 56506(c); 34 CFR 300.502]

Access to Educational Records

All parents of a child enrolled in the school district have the right to inspect records under the Family Education Rights and Privacy Act (FERPA), which has been implemented in California under Education Code Sections 49060-49079. Under IDEA, parents of a child with disabilities (including noncustodial parents whose rights have not been limited) have the right to review all educational records regarding the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education and to receive an explanation and interpretation of the records. Under

California statutes, the parents have the right to review and to receive copies of educational records. These rights transfer to a nonconserved pupil who is eighteen years old or attending an institution of post-secondary education.

“Education record” means those records that are directly related to a pupil and maintained by an educational agency or a party acting for the agency or institutions, and may include (1) the name of the child, the child’s parent or other family member; (2) the address of the child; (3) a personal identifier such as the child’s social security number, student number, or court file number; and (4) a list of personal characteristics or other information that would make it possible to identify the child with a reasonable certainty. Both federal and state laws further define a pupil record as any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, computer, or by other means. Pupil records do not include informal personal notes prepared and kept by a school employee for his/her own use or the use of a substitute. If records contain information about more than one student, a parent can have access only to that portion of the record pertaining to his/her child.

The custodian of records at each school site is the principal of the school. The district custodian of records is the Director of Pupil Services. Pupil records may be kept at the school site or district office, but a written request for records at either site will be treated as a request for records from all sites. The custodian of records will provide you with a list of the types and locations of pupil records (if requested). The custodian of the records shall limit access to those persons authorized to review the pupil record, which includes the parents of the pupil, a pupil who is at least sixteen years old, individuals who have been authorized by the parent to inspect the records, school employees who have a legitimate educational interest in the records, post-secondary institutions designated by the pupil, and employees of federal, state and local education agencies. In all other instances access will be denied unless the parent has provided written consent to release the records or the records are released pursuant to a court order. The district shall keep a log indicating the time, name and purpose for access of those individuals who are not employed by the school district.

You have a right to inspect and review all of your child’s educational records without unnecessary delay, including prior to a meeting about your child’s IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five business days after the request has been made orally or in writing. A fee for copies, but not the cost to search and retrieve, may be charged unless charging the fee would effectively deny access to the parent. *[20 USC 1415[b]; EC 49060, 49069, 56043 (n), 56501(b)(3), and 56504]*

Parents who believe that information in the education records collected, maintained or used by the school district is inaccurate, misleading or violates the privacy or other rights of the pupil may request in writing that the school district amend the information. If the district concurs, the record will be amended and the parent will be informed. Should the district refuse to make the amendment requested, the district shall notify the parent of the right to and provide a hearing, if required, to determine whether the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the pupil. If it is decided by the governing board after the hearing that a record will not be amended, the parent shall have the right to provide what he/she believes is a corrective written statement to be permanently attached to the record. The district has policies and procedures governing the retention and destruction of records. Parents wishing to request the destruction of records, which are no longer necessary to the school district, may contact the District’s Custodian of Records. However, the district is required to maintain certain information in perpetuity.

[34 CFR 99; CFR 300.613—621; 20 USC 1412(a)(8); 1417(c); 20 USC 1415 (b)(1); 34 CFR 500.567; EC 49070]

HOW DISPUTES ARE RESOLVED

Due Process Hearing

You have the right to request an impartial due process hearing regarding:

- The identification of your child for special education eligibility.
- The assessment of your child.
- The educational placement of your child.
- The provision of a free appropriate public education (FAPE) for your child.

The request for a due process hearing must be filed within *two years* from the date you knew or had reason to know of the facts that were the basis for the hearing request. *[20 USC 1415(b)(6); 34 CFR 300.507; EC 56043(r), 56501 and 56505(l)]* There is an exception to this timeline if you were prevented from requesting the hearing earlier because:

- a) the district misrepresented that it had resolved the problem
- b) the district withheld information that should have been provided to you [*H.R. 1350 §615(f)(3)(D)*]

Mediation and Alternative Dispute Resolution (ADR)

A request for mediation may be made either before or after a request for a due process hearing is made. You may ask the school district to resolve disputes through mediation, which is less adversarial than a due process hearing. Alternative Dispute Resolution (ADR) may also be available in your district. Mediation and ADR are free voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing. The parents and the school district must agree to try mediation before mediation is attempted. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues. [*20 USC 1415(e); EC 56500.3*]

Pre-hearing Mediation Conference

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to FAPE. At the prehearing mediation conference, the parent or the school district may be accompanied and advised by attorney and/or nonattorney representatives and may consult with such persons prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the State Superintendent [via the Office of Administrative Hearings (OAH)]. The party initiating a prehearing mediation conference shall provide the other party to the mediation with a copy of the request at the same time the request is filed. The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the State Superintendent [via OAH] of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. [*EC 56500.3 and 56503*]

Mediation Only

“Mediation Only” is requested through the Office of Administrative Hearings and participation is voluntary. If one of the parties declines the opportunity to participate, the mediation cannot occur. However, either party still has the option of requesting a due process hearing. The law provides that attorneys and other independent contractors who provide legal advocacy services shall not attend or otherwise participate in “Mediation Only”. However, they may participate during all stages of the due process procedures. This means that by requesting “Mediation Only” you may not have an attorney or advocate present at mediation. The OAH will assign your request to a specific mediator. All mediators are under contract with the Office of Administrative Hearings and are experienced in the area of Special Education Mediation. [*EC 56503(b)*]

Due Process Rights

You have a right to:

1. Have a fair and impartial administrative hearing at the state level with a person who is knowledgeable of the laws governing special education and administrative hearings [*20 USC 1415 (f)(1)(A), 1415 (f)(3)(A) -(D); 34 CFR 300.511; EC 56501(b)(4)*];
2. Be accompanied and advised by an attorney and/or individual who have knowledge about children with disabilities [*EC 56505(e)(1); 20 USC 1415(h)(1)*];
3. Present evidence, written arguments, and oral arguments [*EC 56505(e)(2)*];
4. Confront, cross-examine, and require witnesses to be present [*EC 56505(e)(3)*];
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions [*EC 56505(e)(4); 20 USC 1415(h)*];
6. Have your child present at the hearing [*EC 56501(c)(1)*];
7. Have the hearing be open or closed to the public [*EC 56501(c)(2)*];
8. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten calendar days prior to the hearing [*EC 56505(e)(6) and 56043(u); 20 USC 1415(f)*];

9. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five business days before a hearing and bar the introduction of any documents or witnesses if not informed within 5 business days [EC 56505(e)(7)(8); 56043(v); EC 56505.1(d)];
10. Have an interpreter provided at the expense of the California Dept. of Education [CCR 3082(d)];
11. Request an extension of the hearing timeline [EC 56505(f)(3)];
12. Have a mediation conference at any point during the due process hearing [EC 56501(b)(1)(2)]; and,
13. Receive notice from the other party, at least ten days prior to the hearing that it intends to be represented by an attorney [20 USC 1415(e); 34 CFR 300.506, 300.508, 300.512 and 300.515; EC 56507(a)].

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as a part of the costs to you as the parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing with the agreement of the parties. [20 USC 1415(i); EC 56507(b)]

Fees may be reduced for any of the following:

1. The court finds that you unreasonably delayed the final resolution of the controversy;
2. The hourly attorneys' fees exceed the prevailing rate in the community for similar services by attorneys of reasonable comparable skill, reputation, and experience;
3. The time spent and legal services provided were excessive; or,
4. Your attorney did not provide to the school district the appropriate information in the due process complaint.

Attorneys' fees will not be reduced, however, if the court finds that the state or the school district unreasonably delayed the final resolution of the action or proceeding or there was a procedural safeguards violation. Attorneys' fees may not be awarded relating to any meeting of the IEP team unless an IEP meeting is convened as a result of a due process hearing proceeding or judicial action. Attorney fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten days before the hearing begins and the hearing decision is not more favorable than the settlement offer. [20 USC 1415(i)(3)(B) -(G); 34 CFR 300.517]

Filing a Written Due Process Complaint

To file for mediation or a due process hearing, contact:

**Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
Phone: (916) 263-0880
Fax: (916) 263-0890**

You need to file a written request for a due process hearing. The written notice shall be kept confidential. You or your representative needs to submit the following information in your request:

1. Name of the child;
2. Address of the residence of the child;
3. Name of the school the child is attending;
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending; and,
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s).

Federal and state law requires that either party filing for a due process hearing must provide a copy of the written request to the other party. [20 USC 1415(b)(7), 1415 (c)(2); 34 CFR 300.508; EC 56502(c)(1)]

Child's Placement While Due Process Proceedings are Pending

According to the "stay put" provision of the law, a child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. [20 USC 1415(j); EC 56505(d); 34 CFR 300.518]

Opportunity for District to Resolve the Due Process Complaint

If you choose to file a due process complaint as explained in the section entitled “Filing a Written Due Process Complaint”, a resolution meeting must be scheduled by the district within 15 days of receiving the notice of your due process complaint. The purpose of the meeting is to give you opportunity to discuss your due process complaint and the facts on which you based your complaint so that the district has a chance to address your concerns and work with you to reach a resolution. This resolution meeting must be held before the initiation of a due process hearing. The resolution meeting shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The resolution meeting is not required if the parent and the school district agree in writing to waive the meeting. The district has 30 days from the receipt of the due process complaint to resolve the due process complaint or the due process hearing must occur. If a resolution is reached, the parties shall execute a legally binding agreement. If the parents and the district are unable to resolve the due process complaint and it goes to hearing, the hearing decision is final and binding on both parties. Either party can appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. [20 USC 1415(f)(1)(B), (i)(2) and (3)(A), 1415 (l); CFR 300.516; EC 56501.5; 56505(h)(k), 56043(q)(s)(w); 34 CFR 300.510 and 300.516]

COMPLIANCE COMPLAINT PROCEDURES

State Appeal Process

Note: *Complaint procedures in this section are related specifically to the California State Appeal Process and are not the same as the due process complaint procedures covered earlier in this document.*

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. If you are not in agreement with the compliance complaint decision, you have the option of filing an appeal with CDE to request reconsideration. [34 CFR 300.151–153; 5 CCR 4600; 5 CCR 4665].

If you wish to file a complaint with the California Department of Education, you should submit your complaint in writing to:

**California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street Suite 2401
Sacramento, California 95814
Attn: PSRS Intake**

Within 60 days after a complaint is filed, the California Dept. of Education will: carry out an independent investigation, give the complainant an opportunity to provide additional information, review all information and make a determination as to whether the LEA has violated laws or regulations and issue a written decision that addresses each allegation.

For complaints involving issues not covered by IDEA, consult your district's Uniform Complaint Procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at (916) 327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se> .

The District would like to work with you to resolve all complaints at the local level whenever possible. We invite you to meet with the administrator who has been designated to work with compliance issues and attempt to resolve your concern informally before a complaint is filed. S/he will maintain confidentiality as permitted by law. If your complaint cannot be resolved, a formal investigation will be initiated or you will be referred to the appropriate agency for assistance.

SCHOOL DISCIPLINE AND PLACEMENT PROCEDURES

FOR STUDENTS WITH DISABILITIES

Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities. School personnel may consider any unique

circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. A manifestation determination IEP amendment meeting will be called to determine the need for a change of placement from the current setting when (1) the administrator has decided to suspend the student for ten or more cumulative days, and/or (2) removal of the student for more than ten consecutive days has been considered. This IEP meeting must take place immediately, if possible, or within ten days of the school district's decision to take this type of disciplinary action. [20 USC 1415(k)] Except by your consent or court order, your child can not be suspended for more than 10 consecutive days. If the district obtains consent for a suspension, longer than 10 days, it must continue to provide special education and services. [20 USC 1415(k)(3)(B)(i); 34 CFR 300.530; 30 EC 48915.5; Honig vs. Doe]

As a parent, you will be invited to participate as a member of the IEP Team. The school district must provide you with a written notice of the required action. During the meeting, the team members will discuss the alleged misconduct and the student's relevant disciplinary history, current IEP, educational placement, behavior supports, attendance and health records, and assessment reports on file. They will also consider teacher observations, relevant information provided by the parent/guardian, and other relevant unique circumstances to be considered. From this discussion, the team will make manifestation determination review findings and make recommendations. The options are to either not continue with the discipline process and consider possible changes to current IEP or continue with the discipline processes applicable to nondisabled students.

After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a student will receive, as appropriate, a functional behavioral assessment and behavioral interventions which are designed to address the behavior violation so that it does not recur.

Under Federal law, a school district may place a child in an appropriate interim alternative placement for up to forty-five (45) days under certain circumstances. Those circumstances are when the child has carried a weapon or has knowingly possessed or used illegal drugs or sold or solicited sale of controlled substances at school or a school function or committed serious bodily injury. [20 USC 1415(k)] Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. [34 CFR 300.530; EC 48915.5(b)]

If you disagree with the IEP Team's decision, you may request an expedited due process hearing from the California Department of Education's Special Education Hearing Office, which must occur within twenty (20) school days of the date on which you requested the hearing. [20 USC 1415(k)(2); 34 CFR 300.531(c)] If you request a hearing or an appeal regarding disciplinary action or manifestation determination, your child will stay in the interim alternative setting unless the maximum of 45 days is reached, another time frame is established by a hearing officer, or the parents and school district agree to another placement. [34 CFR 300.533]

CHILDREN ATTENDING PRIVATE SCHOOL

The school district is responsible for the full cost of special education in a private school or nonpublic, nonsectarian school, when the school district, together with the IEP Team, recommends that this would be the appropriate placement for the student. [20 USC 1412(a)(10)(B)(i); CFR 300.146] The district is not obligated to offer a free appropriate public education to a child whose parent(s) have voluntarily enrolled that child in a private school. In such cases, the district will propose an Individual Services Plan for Private School Students. [20 USC 1412(a)(10)(A)(i)]

You must notify the district of your intent to place your child in a private school:

- At the most recent IEP meeting you attended before removing your child from the public school; or
- In writing to the school district at least ten business days (including holidays) before removing your child from the public school. [20 USC 1412(a)(10)(C)(iii); 34 CFR 300.148(d)(1); EC 56176]

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. [20 USC 1415(a)(10)(A); 34 CFR 300.137 and 300.138; EC 56173]

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. If you unilaterally place your child in a nonpublic school and you propose the placement in the nonpublic school to be publicly financed, the school district must be given the opportunity to first observe the proposed placement and your child in the proposed placement. [EC 56329(d)] A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. [20 USC 1412(a)(10)(C); 34 CFR 300.148; EC 56175]

A court or hearing officer may not reduce or deny reimbursement to you if you failed to notify the school district for any of the following reasons:

- Illiteracy and inability to write in English prevented you from providing notice;
- Giving notice would likely result in physical or serious emotional harm to the child;
- The school prevented you from giving notice; or,
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of this notice requirement. [20 USC 1412(a)(10)(C)(iv); 34 CFR 300.148(e); EC 56177]

The court or hearing office may reduce or deny reimbursement if you did not make your child available for an assessment upon written notice from the school district. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district and did not give notice of your concerns and intent to enroll your child in a private school at public expense.

STATE SPECIAL SCHOOLS

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and from ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education Web site at <http://www.cde.ca.gov/sp/se> or ask for more information from the members of your child's IEP team.

District Contact Information

Please contact the Special Education Administrator at the phone number listed below for your school district if you:

- Would like additional copies of the Notice of Procedural Safeguards
- Need assistance in understanding the provisions of your rights and safeguards
- Require a translation orally, by other means, in a different language or other mode of communication

**Jurupa Unified School District
Karina Becerra-Murillo
Director, Special Education
(951) 360-4144**

County Office:

Riverside County Office of Education

Special Education

(951) 826-6476

SELPA Office:

If you need additional assistance beyond your Local District / County Office or wish general information regarding Special Education programs and services within the Riverside County Special Education Local Plan Area (SELPA), you may contact the SELPA at (951) 490-0375.

GLOSSARY OF ABBREVIATIONS USED IN THIS NOTIFICATION

ADR	Alternative Dispute Resolution	IEP	Individualized Education Program
CFR	Code of Federal Regulations	OAH	Office of Administrative Hearings
EC	California <i>Education Code</i>	SELPA	Special Education Local Plan Area
FAPE	Free Appropriate Public Education	USC	United States Code
IDEA	Individuals with Disabilities Education Act		

STATEWIDE TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress

- **Smarter Balanced Summative Assessments**

The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and math assessments can be used as an indicator of college readiness.

- **California Science Tests (CAST)**

The computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The computer-based CAST replaces the California Standards Tests (CST) for Science.

- **California Alternate Assessments (CAA)**

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

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

English Language Proficiency Assessments for California

The English Language Proficiency Assessments for California (ELPAC) is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

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

TITLE I PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

Jurupa Unified School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with federal Title I programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the federal requirements and each include, as a component, a school-parent compact.
- The school district will incorporate this district wide parental involvement policy into its LEA plan.
- In carrying out the Title I parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I schools in decisions about how the one percent of Title I funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in federal guidelines.*

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Jurupa Unified School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan:
 - By way of district advisory groups, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).
 - Through actions outlined in the district's Local Educational Agency Plan (LEAP) as integrated as part of the Local Control Accountability Plan (LCAP).
2. Jurupa Unified School District will take the following actions to involve parents in the process of school review and improvement:
 - By way of site advisory groups, School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented advisories, and Special Education advisories.

- An annual meeting of parents will be held to describe the school sites' Title I program. The meeting will include provision of timely information about the program and will outline the process for communicating with parents through the year.
 - A flexible number of parent meetings during the school year will be part of the process so that parents of participating students have an opportunity to advise on issues relating to the education of their children.
 - An annual survey of parents will be conducted at sites to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.
 - School leadership team and SSC will use annual evaluation results to plan the parent involvement program to support improvement and include goals and objectives that support parent involvement in Single Plans for Student Achievement (SPSA).
 - If any questions related to District Title I Parent Involvement Policy, please contact Director of Funding and Program Accountability. Site-level Title I Parent Involvement Policy questions may be directed to site Principal.
3. Jurupa Unified School District will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - School leaders will determine who is responsible for the coordination of parent involvement activities at the site. It may be a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC. Persons responsible shall monitor the implementation of the parent involvement activities in the SPSA
 - Support will be provided through the DAC, DELAC, and district level committees.
 4. Jurupa Unified School District will coordinate and integrate parental involvement strategies with parental involvement strategies under the following other programs: Programs such as: Head Start, School Readiness, Parents as Teachers, and State-operated preschool programs, by coordinating beginning of the year orientations for transitional services of children and parents into the regular education program at the school sites.
 5. Jurupa Unified School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - By way of conducting annual district surveys of parents to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities in order to modify Local Educational Agency Plan (LEAP), Local Control Accountability Plan (LCAP), and district policies.
 - By way of district advisory groups, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).
 6. Jurupa Unified School District will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - how to monitor their child's progress, and
 - how to work with educators.

Assessment information reflecting student academic progress will be shared with parents at parent-teacher conferences in the fall and/or by mail at the secondary level including ongoing progress reports. Growth made during the year will be highlighted. Student progress in relation to state and local standards and in relation to national norms will be explained to parents including grade-level expectations for proficiency, data reporting for

SBAC and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance.

School administrators and teachers will present information to SSC, ELAC, and Parent Teacher Association (PTA) and other parent support groups to assist parents in understanding the standards their children must meet and how their children's progress will be judged.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Materials and activities such as: Parents Make a Difference newsletter, Family Math/Science night, Family Reading, Homework night, ESL, Computer training, and viable parent/family resource centers.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Communication to staff and parents through site-level timelines, calendars, website information, social media sites, school notifications, site and district newsletters, Parent Fairs, School Based Coordinated Program (SBCP) meetings, SSC, PTA, ELAC, DELAC, and DAC.
 - Appropriate roles for community organizations will be developed by every school and may include: Adopt-a-school, supporting academic excellence through awards and other recognition, supplying the school with needed materials, equipment, career information and role modeling.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, School Readiness, the Parents as Teachers Program, and state preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- E. The school district will take the following actions to ensure that information related to the school- and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- By way of translation support either at the school or district level and, as available, interpreters will be present to translate for parents at meetings conducted in English only.

Updated July 18, 2019

Directory of Schools

Camino Real Elementary

Erika Pham, Principal
4655 Camino Real
(951) 360-2714

Del Sol Academy

Maureen Stevens, Principal
11626 Forsythia Street
(951) 416-1106

Glen Avon Elementary

Sylvia Bottom, Principal
4352 Pyrite Street
(951) 360-2764

Granite Hill Elementary

Tammy Patterson, Principal
9371 Granite Hill
(951) 360-2725

Ina Arbuckle Elementary

James Wandrie, Principal
3600 Packard Street
(951) 222-7788

Indian Hills Elementary

Victoria Jobe, Principal
7750 Linares
(951) 360-2724

Mission Bell Elementary

Joan Lauritzen, Principal
4020 Conning Street
(951) 360-2748

Pacific Avenue Academy of Music

Hilliary Salley, Principal
6110 45th Street
(951) 222-7877

Pedley Elementary

Monica Leon, Principal
5871 Hudson Street
(951) 360-2793

Peralta Elementary

Ronald Zahnd, Principal
6450 Peralta
(951) 222-7701

Rustic Lane Elementary

Kristi Batchelder, Principal
6420 Rustic Lane
(951) 222-7837

Sky Country Elementary

Debra Sigala, Principal
5520 Lucretia
(951) 360-2816

Stone Avenue Elementary

Marian Gutterud, Principal
5111 Stone Avenue
(951) 360-2859

Sunnyslope Elementary

Josefina Gamez, Principal
7050 38th Street
(951) 360-2781

Troth Street Elementary

Ilsa Crocker, Principal
5565 Troth Street
(951) 360-2866

Van Buren Elementary

Daisy Flores, Principal
9501 Jurupa Road
(951) 360-2865

West Riverside Elementary

Marcy Hale, Principal
3972 Riverview Drive
(951) 222-7759

Jurupa Middle School

Monika Montiel-Turner, Principal
8700 Galena Street
(951) 360-2846

Mira Loma Middle School

Mary Boules, Principal
5051 Steve Street
(951) 360-2883

Mission Middle School

Nicholas Blake, Principal
5961 Mustang Lane
(951) 222-7842

Jurupa Valley High School

Kimberly Corbin, Principal
10551 Bellegrave
(951) 360-2600

Nueva Vista High School

Jenna Saugstad, Principal
6836 34th Street
(951) 360-2802

Patriot High School

Damien Hernandez, Principal
4355 Camino Real
(951) 361-6500

Rubidoux High School

Dr. Jose Araux, Principal
4250 Opal Street
(951) 222-7720

Adult Education

Dr. Annamarie Montañez, Principal
4041 Pacific Avenue
(951) 222-7739

PUPIL PERSONNEL SERVICES

Monty Owens, Director

Reanna Miramontes, Secretary
Tina Zalanka, Secretary
(951) 360-4140

Child Welfare and Attendance

Olga Alferez, Coordinator
Shirley Morales-Barcelon, Technician
(951) 360-4137

The information contained in this newsletter comes from the California EC (code numbers in italics). The full text of the Code is available at the District Office: 4850 Pedley Rd., Jurupa Valley, California 92509. Other translations of languages for this newsletter are available. Please contact the District Office.