

PERRIS UNION HIGH SCHOOL DISTRICT

**155 East Fourth Street
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Teachers' Handbook

2016-17



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FOREWORD

August 2016

I would like to welcome everyone back for the 2016-17 school year. We hope that you had a relaxing summer and we are really looking forward to a great year.

We all congratulate you and thank you for being part of the Perris Union High School District's Team of Educators. Our district is on the cutting edge in terms of supplying our students with the tools that will help them be successful in a global society. Our student's and staff have access to technology on a 24/7 basis and we have a group of educators using innovative methods of instruction. We have come a long way, but we must continue to push ourselves to reach even higher goals. Our students deserve our very best day in and day out.

As a member of the Perris Union High School District Team, you have proven yourself to be of the highest quality. The background and experiences that you bring to the profession serve as a springboard to a quality education for our students. Please continue to be challenged and challenge us, in order to push the organization forward.

This document provides ready reference to policies that have been adopted by the Board of Education as well as administrative rules and procedures for the implementation of these policies. These policies are school related and affect both staff and students. Each teacher is provided with a current copy of this handbook at the beginning of the school year. Please take time to review the handbook and become familiar with these policies.

All faculty members are encouraged to confer with their principal if clarification of existing policies is needed or if they have suggestions for revision.

Thank you for what you do for the students of the Perris Union High School District. We hope you have a wonderful 2016-17 school year.

Grant Bennett
Superintendent

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SECTION I

CODE OF ETHICS, TEACHING PROFESSION

101.0 Code of Ethics

Preamble. The educator believes in the worth and dignity of human beings. The educator recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. The educator regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility being accepted in choosing a career in education and engages individually and collectively with other educators to collaborate with colleagues, in accordance with the provisions of this code.

Principle I. Commitment to the Student. The educator measures success by the progress of each student toward realization of potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, the educator:

1. Encourages the student to independent action in the pursuit of learning and provides access to varying points of view.
2. Prepares the subject carefully, presents it to the students without distortion and - within the limits of time and curriculum.
3. Protects the health and safety of students.
4. Honors the integrity of students and influences them through constructive criticism rather than by ridicule and harassment.
5. Provides for participation in educational programs without regard to race, color, creed, sex, national origin or sexual orientation.
6. Neither solicits nor involves them or their parents in schemes for commercial gain thereby ensuring that professional relationships with student shall not be used for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II. Commitment to the Public. The educator believes that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. The educator shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of

policy relating to the extension of educational opportunities for all and for interpretation of educational programs and policies to the public. In fulfilling these goals, the educator:

1. Has an obligation to support his profession and institution and not to misrepresent them in public discussion. When being critical in public, the educator has an obligation not to distort the facts. When speaking or writing about policies, the educator must take adequate precautions to distinguish the educator's private views from the official position of the institution.
2. Does not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
3. Ensures that institutional privileges shall not be used for private gain. Does not exploit pupils, their parents, colleagues, or the school system itself for private advantage. Does not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III. Commitment to the Profession. The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. The educator therefore exerts every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions, which attract persons worthy of trust to careers in education. In fulfilling these goals, the educator:

1. Accords just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
2. Does not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
3. Does not misrepresent the professional qualifications.
4. Does not misrepresent the professional qualifications of his colleagues and will discuss these qualifications fairly and accurately when discussion serves professional purposes.
5. Applies for, accepts, offers, and assigns positions and responsibility on the basis of professional preparation and legal qualifications.
6. Uses honest and effective methods of administering educational responsibility.
7. Conducts professional business through proper channels.
8. Does not assign unauthorized persons to educational tasks.
9. Uses time granted for its intended purposes.
10. Does not misrepresent conditions of employment.

11. Lives up to the letter and spirit of contracts.

102.0 Bill of Responsibilities

Preamble. Freedom and responsibility are mutual and inseparable; we can ensure enjoyment of the one only by exercising the other. Freedom for all of us depends on responsibility by each of us. To secure and expand our liberties, therefore, we accept these responsibilities as individual members of a free society.

1. **To be fully responsible for our own actions and for the consequences of those actions.** Freedom to choose carries with it the responsibility for our choices.
2. **To respect the rights and beliefs of others.** In a free society, diversity flourishes. Courtesy and consideration toward others are measures of a civilized society.
3. **To give sympathy, understanding and help to others.** As we hope others will help us when we are in need, we should help others when they are in need.
4. **To do our best to meet our own and our families' needs.** There is no personal freedom without economic freedom. By helping ourselves and those closest to us to become productive members of society, we contribute to the strength of the nation.
5. **To respect and obey the laws.** Laws are mutually accepted rules by which, together, we maintain a free society. Liberty itself is built on a foundation of law. That foundation provides an orderly process for changing laws. It also depends on our obeying laws once they have been freely adopted.
6. **To respect the property of others, both private and public.** No one has a right to what is not his or hers. The right to enjoy what is ours depends on our respecting the right of others to enjoy what is theirs.
7. **To share with others our appreciation of the benefits and obligations of freedom.** Freedom shared is freedom strengthened.
8. **To participate constructively in the nation's political life.** Democracy depends on an active citizenry. It depends equally on an informed citizenship.
9. **To help freedom survive by assuming personal responsibility for its defense.** Our nation cannot survive unless we defend it. Its security rests on the individual determination of each of us to help preserve it.
10. **To respect the rights and to meet the responsibilities on which our liberty rests and our democracy depends.** This is the essence of freedom. Maintaining it requires our common effort, all together and each individually.

103.0 California Teaching Standards

Standard One:

Engaging & Supporting All Students in Learning

- 1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.
- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
- 1.5 Promoting self-directed, reflective learning for all students

Standard Two:

Creating & Maintaining Effective Environments for Student Learning

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning and implementing classroom procedures and routines that support student learning
- 2.6 Using instructional time effectively

Standard Three:

Understanding & Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter

- 3.5 Using materials, resources, and technologies to make subject matter accessible to students.

Standard Four:

Planning Instruction & Designing Learning Experiences for All Students

- 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing instructional activities and materials for student learning
- 4.4 Designing short-term and long-term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs

Standard Five:

Assessing Student Learning

- 5.1 Establishing and communicating learning goals for all students
- 5.2 Collecting and using multiple sources of information to assess student learning
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students, families, and other audiences about student progress

Standard Six:

Developing as a Professional Educator

- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with communities to improve professional practice
- 6.4 Working with families to improve professional practice
- 6.5 Working with colleagues to improve professional practice
- 6.6 Balancing professional responsibility and maintaining motivation

104.0 Responsible Use Policy

Perris Union High School District

Responsible Use Policy

(Pursuant to BP/AR 4040)

Perris Union High School District (“District”) recognizes that access to technology at school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping our students develop 21st century technology and communication skills. To facilitate this we provide access to various technologies for student and staff use.

This Responsible Use Policy (“Policy”) outlines the guidelines and behaviors that all users are expected to follow when using District technology resources.

- The Perris Union High School District network is intended solely for educational purposes
- All activity over the network or using District resources may be monitored and retained
- Access to online content via the network will be restricted in accordance with our policies and applicable federal regulations, such as the Children’s Internet Protection Act (“CIPA”)
- Users are expected to follow the same rules for good behavior and respectful conduct online as offline
- Misuse of technology resources may result in disciplinary action
- Perris Union High School District makes a reasonable effort to ensure our users’ safety and security online but will not be held liable for any harm or damages that result from the use of District technology resources
- Users of the District network or other technology resources are expected to alert Information Technology Services staff immediately of any concerns for safety or security

Technologies Covered: The District may provide technological resources for students, employees, contractors, guests or other parties to use including, but not limited to, Internet access, computers and/or computing devices (including related peripherals), videoconferencing capabilities, online collaboration capabilities, message boards, social networking, and email. The policies outlined in this document are intended to cover *all* available technologies, not just those specifically listed.

Usage Policies: As a condition of maintaining the privilege of using District computer resources, each user will be held responsible for his or her own actions which affect such resources. Each user acknowledges and agrees to abide by the terms of the Policy. A user who

violates the Policy will be subject to appropriate discipline.

District technology resources are intended to be used for instruction, learning, District-related business, and administrative activities.

Internet Access & Use: The District provides its users with access to the Internet, including web sites, resources, content, and online tools. This access will be restricted in compliance with CIPA regulations and District policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users shall comply with the access and security procedures and systems established to ensure the security, integrity and operational functionality of District network and computer resources.

Users shall not attempt to circumvent established protections and restrictions to download or attempt to download or run executable programs over the District network or onto District resources without express permission from Information Technology Services staff.

You may, however, be able to download other file types, such as images or videos. To ensure the security of the network download such files only from reputable sites, and only for educational purposes. Transmitting, receiving, or downloading of any material in violation of any U.S. or State regulations is prohibited. This prohibition includes, but is not limited to, copyrighted material, pornography, threatening or obscene material or images inappropriate to an instructional environment.

Personal Safety: Users should never share personal information including phone numbers, addresses, social security numbers, birthdates, or financial information over the Internet or via email. Communicating over the Internet brings anonymity and other associated risks and users should always carefully safeguard the personal information of themselves and others. Students should never agree to meet someone they have communicated with online in real life without parental permission.

If you see a message, comment, image, video or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.

Accounts: Accounts issued to users for the use of District technology resources are for the intended user's sole use only. Users are expected to keep login information private at all times and are responsible for any misuse that occurs under the accounts issued to them. They shall use the system only under their own accounts and shall maintain the privacy of personal information and passwords.

Email: The District may provide users with email (or other communications platform) accounts for the purpose of school-related communication. Availability and use may be restricted based on District policies.

If users are provided with email (or other communications platform) accounts, they should be

used with care. Email is not a secure transmission protocol; messages are sent in clear text and may be intercepted. Users should never send personal information or attempt to open files or follow links from unknown or untrusted origins. Users shall refrain from profanity and vulgarity. Only communicate with other people as allowed by District policies or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Mobile Devices: The District may provide users with mobile computers or other devices to promote learning outside of the classroom or to support administrative and clerical needs . Users are expected to abide by the same responsible use policies when using devices off the District network as on the District network. Use of these devices while off the District network may be monitored.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the District is entrusting to your care. Users should report any loss, damage, or malfunction to Information Technology Services staff immediately. Users may be financially accountable for any damage resulting from negligence or intentional misuse.

Social/Collaborative Content: Recognizing the benefits collaboration brings to education, the District may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should never share personally identifying information online.

Communication With Students: All communication with students shall be conducted on District owned or approved communications platforms. At no time shall any staff member, contractor, guest or other approved party use their personal accounts or any non-District approved communication platform to communicate with students.

Cyberbullying: Cyberbullying will not be tolerated. Harassing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't send emails, text messages, or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to cause harm (physically or emotionally) to another person will result in severe disciplinary action. Cyberbullying can be a crime. Remember that your activities are subject to monitoring and retention.

Data Security: District staff and students may have access to confidential and/or personally identifiable information of students or staff. This information may not be shared with unauthorized third parties, and under no circumstances may it be transmitted electronically without the use of appropriate encryption and the prior approval of the Custodian of Records and the Executive Director of Technology. Confidential and/or personally identifiable

information may not be stored on mobile computing devices or portable storage devices without encryption and the prior approval of the Custodian of Records and the Executive Director of Technology, and may not be transmitted via email under any circumstances.

Personal Equipment: The District recognizes that the use of certain technology devices which are not owned by the District may be beneficial to both District employees and students. District employees and students may connect personal laptops, tablets, or other computing or mobile devices to District wireless networks identified as “ScholarPlus” or “Guest” only, and do so at their own risk and agree to hold the District harmless. Personal equipment may not be connected to any other wired or wireless network owned by the District without express permission by the Executive Director of Technology.

Security: Security on any computer system is of the highest priority. Users who identify a security problem must immediately notify a representative from Information Technology Services or an administrator. Users must never use any other user’s accounts or share passwords with anyone, or leave account/password information where it may be discovered. Students may only use teacher computing equipment under the direct supervision of the teacher, and solely for instructional purposes. Any user identified as a security risk may be denied access to the system.

Users shall not attempt to “crash” or “hack” into District systems. Users shall not tamper with any software protections or restrictions placed on computer applications or files. Unless authorized to do so, users shall not attempt to access or modify restricted portions of any operating system, security software, system or network.

Users shall not attempt to remove existing software or add their own, personal software to District computers and systems unless authorized to do so. Any user who is authorized to install software or make systems changes on a particular device do so at their own risk and agree to hold the District harmless.

Netiquette: Users are expected to always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users are expected to recognize that among the vast array of valuable content online there also exists unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn’t want parents, teachers, future colleges or potential employers to see. Once something is online, it is out of your control and can sometimes be shared and spread in ways you never envisioned or intended.

Plagiarism: Users shall not plagiarize content, including words or images, from the Internet. Users should not take credit for things they didn’t create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet must be appropriately cited, giving credit to the original author.

Political Activities: Users shall not use District technology resources for political purposes

including, but not limited to, urging the support or defeat of any ballot measure or candidate.

Receipt of Offensive Material: Due to the open and decentralized design of the Internet and networked computer systems, users are warned that they may occasionally receive materials which may be offensive to them. Users should report all such occurrences to the Executive Director of Technology or designee.

No Expectation of Privacy: District network, technology resources and all user accounts are the property of District. There is no right to privacy in the use of the network, technology resources or user accounts.

In addition, users are hereby put on notice as to the lack of privacy afforded by electronic data storage and electronic mail in general, and must apply appropriate security to protect private and confidential information from unintended disclosure. Electronic data, including email, which is transmitted through District technology resources is more analogous to an open postcard than to a letter in a sealed envelope. Under such conditions, the transfer of information which is intended to be confidential should not be sent through District technology resources.

The District reserves the right to monitor and access information transmitted over its network or contained on its computer resources under various circumstances including, but not limited to, the following circumstances:

Under the California Public Records Act (“CPRA”), electronic files are treated in the same way as paper files. Public documents are subject to inspection through CPRA. In responding to a request for information under the CPRA, District may access and provide such data without the knowledge or consent of the user.

The District may cooperate with any local, state, or federal officials investigating an alleged crime committed by any person who accesses District computer resources, and may release information to such officials without the knowledge or consent of the user.

The contents of electronic messages, including any email communication sent using District technological resources, may be viewed by Information Technology Services staff in the course of routine maintenance, or by the Executive Director of Technology, or designee(s) as needed for District administrative purposes, including, but not limited to, investigation of possible violations of the Policy or other District policies, and monitoring of online activities of minor students.

Examples of Acceptable Use

I will:

- ✓ Use District technologies for instructional activities.
- ✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- ✓ Treat District resources and equipment carefully, and alert staff if there is any problem

with their operation.

- ✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- ✓ Alert a staff member if I see threatening, inappropriate, or harmful content (images, messages, posts or videos) online.
- ✓ Use District technologies at appropriate times, in approved places, and only for educational pursuits.
- ✓ Cite sources when using online sites and resources for research.
- ✓ Recognize that the use of District technologies is a privilege and treat it as such.
- ✓ Be cautious to protect the safety of others and myself.
- ✓ Only communicate with students via District owned or approved communication platforms
- ✓ Help to protect the security of District resources.

Examples of Unacceptable Use

I will **not**:

- ✓ Use District technologies in a way that could be harmful.
- ✓ Attempt to find inappropriate images or content, or attempt to circumvent the District's filtering tools.
- ✓ Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- ✓ Use District technologies to send mass mailings, "spam," or "mail bombs." Mass mailings directed to any large subgroup of District employees or students shall be approved by the sender's immediate supervisor in advance.
- ✓ Plagiarize content I find online.
- ✓ Share personally identifying information, about others or myself.
- ✓ Use District technologies for personal gain, product advertisement, political lobbying, or partisan political activities.
- ✓ Use language online that would be unacceptable in the classroom.
- ✓ Use District technologies for illegal activities or to pursue information on such activities.
- ✓ Attempt to hack or access sites, servers, or content that is not intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using District technologies.

Limitation of Liability

The District will not be responsible for damage or harm to persons, files, data, or hardware.

While the District employs, and makes reasonable efforts to ensure the proper functioning of filtering and other safety and security mechanisms, it makes no guarantees as to their effectiveness.

The District will not be responsible, financially or otherwise, for unauthorized transactions

conducted over the District network.

Violations of this Responsible Use Policy

Student Violations: Users shall report any suspected violation of the Policy by a student to a school site administrator, who shall immediately review the matter and take appropriate action including, if necessary, referring the matter to the Executive Director of Technology (or designee) for review. If the Executive Director of Technology (or designee) determines that a violation has occurred, the user may be subject to appropriate discipline, legal action, and/or prosecution.

Employee Violations: Users shall report any suspected violation of the Policy by a District employee to the employee's supervisor who shall immediately refer the matter to a Human Resources administrator for review. The Human Resources administrator (working in collaboration with the Executive Director of Technology or designee) shall then determine whether a violation of the Policy has occurred. If the Human Resources administrator determines that a violation has occurred, he or she may take immediate action (working in collaboration with the Executive Director of Technology or designee) to restrict, suspend, or revoke the user's privileges. The user may also be subject to appropriate discipline, legal action, and/or prosecution.

SECTION II

ADMINISTRATIVE - TEACHER RELATIONS

201.0 District Organization

The Board of Education is elected as the governing body of the Perris Union High School District and is responsible for the general control and direction of education in the District. (BP 9000)

201.1 Superintendent

The Superintendent is the chief executive officer of the Board. The Board delegates to the Superintendent the authority to carry out Board decisions and to make and carry out decisions, which it delegates. The Superintendent shall be fully responsible for the proper use of this authority. (BP 9000)

201.2 Principal

The Principal is the educational leader and chief executive of the school. The Principal is responsible for the instructional program, pupil services and operation of the school plant. The Principal will establish and maintain effective relationships with students, staff, parents, and the community. The Principal accepts other responsibilities as assigned.

201.3 Assistant Principal/Dean

Assistant Principals/Deans work directly under the supervision of the Principal. They work in close cooperation with all certificated and classified staff. As assigned, they assist the Principal in the supervision of any school activity or instructional program.

201.4 Associated Student Body Activities Advisor

The Associated Student Body Activities Advisor is responsible for coordinating all school co-curricular activities and for providing effective communication about these activities with administration, faculty, student body, and community. The advisor shall be directly responsible to the Principal. The advisor performs other general duties and responsibilities common to all teachers, as applicable.

201.5 Athletic Director

The Athletic Director is responsible for coordinating all school and district athletic activities and for providing effective communication about these activities with administration, faculty, student body and community.

201.6 Certificated Personnel – Teachers

1. Brief Description of Position:

- a. As part of a secondary teaching assignment, the teacher shall teach students in grades 7-12 (5-12 for CMI teachers) and shall assist in other programs, activities and responsibilities as assigned by the site administrator. The secondary teacher is responsible directly to the site administrator.

2. Major Duties and Responsibilities of the Secondary Teacher:

- a. Develops and teaches skills and knowledge in the assigned areas utilizing courses of study adopted by the Board of Trustees. Teachers are expected to teach to the California State Standards, follow District Pacing Guides, and administer District Benchmarks and End-of-Level Assessments.
- b. Attends and participates in all appropriate staff meetings, department meetings, collaboration meetings and PLC meetings within the school of assignment and/or on a district level.
- c. Exhibits professional cooperation with school personnel as shown through following proper channels of communications, filing of reports, willingness to participate on committees, and participation in curriculum and other departmental programs.
- d. Seeks administrative prior approval when arranging for visitors or speakers, and planning and conducting field trips.

3. Other Duties and Responsibilities

- a. Assists in the selection of curriculum materials, instructional aid supplies and maintains required inventory controls.

- b. Communicates with parents and school counselors to discuss the individual student's progress.
- c. Supervises students in out-of-classroom activities during the assigned work day and reports infractions of the school's rules to the appropriate authority.
- d. Assists in the enforcement of school rules on campus, before, during and after school.
- e. Performs basic attendance accounting and business services as required.
- f. Maintains a classroom environment, which takes into account sound health and safety practices.
- g. Shares in the sponsorship of student activities as requested by the principal.
- h. Establishes and maintains regulations and procedures to assure that school-owned materials, equipment and facilities are properly used and cared for by students and staff.
- i. Secures the classroom (locks doors) upon leaving or at the close of the school day. Logs off computers and shuts off the lights.
- j. Realizes that school keys are to be used only by authorized school employees. Never loan your keys.
- k. Shares in the sponsorship of student activities such as school clubs, organizations and school related events.
- l. Teachers are expected to remain on campus for the entire work day. Should a teacher need to leave, he/she notifies the principal's secretary when leaving the campus during the school day. Arriving late or leaving early without administrative approval is not acceptable.
- m. Follows all school and district policies not specifically listed above.
- n. Utilizes bulletin boards and displays pertinent materials to enhance the learning environment. Is encouraged to use assistance of students in this area.
- o. Provides student grades and progress reports in accordance with the adopted school grading policy. (See Section V, Student Evaluation)
- p. Administers standardized tests according to site and district directions.
- q. Participates cooperatively with the principal or designee to mutually develop the system by which she/he will be evaluated in conformance with the Collective Bargaining Agreement.
- r. Attempts to identify and assess student learning needs and problems and, when necessary, takes action to inform parents and the appropriate school personnel of those needs and problems.
- s. Teachers are required to provide each student with a syllabus and class rules at the beginning of each semester/ year. A copy shall be provided to the principal during the first week of school.
- t. Teacher utilizes the school technology (Infinite Campus) to post daily attendance and grades on a reasonable basis.

202.0 Department Chairpersons

In order to develop a more effective instructional program and take care of the necessary administrative details involved in the functioning of a department, the

appointment of chairpersons on all campuses has been approved by the administration.

Departments are organized by disciplines. The number of department chairpersons and represented content areas is at the discretion of the principal and may vary at each site. The procedure for selecting department chairpersons on an annual basis is:

1. Members of department will recommend department chairpersons to principal. If the principal concurs, the appointment is made.
2. If the principal does not concur, the principal meets with department members and discusses appointment and requests members to nominate another person. If nomination is not made within a reasonable time (ten school days), the principal appoints the department chairperson.
3. Department chairpersons are to be selected on or before June 1 in each school year for service in the ensuing school year. It is recommended that department chairpersons serve no more than the three consecutive one-year terms.

It is not intended that the department chairperson direct the activities of the department. Rather, it is expected that he or she shall be a democratic leader who inspires cooperation and motivates organization, directed toward the improvement of the teaching - learning situation.

4. The duties and responsibilities of a department chairperson are:
 - a. Act as chairperson of department meetings, keeping accurate minutes and submitting copies to the principal.
 - b. Organize the department for the improvement of instruction, i.e., identification and distribution of instructional and assessment materials.
 - c. Assist in the development of program materials.
 - d. Assist in the selection of textbooks and instruction materials.
 - e. Prepare, in cooperation with department members, the department's budget.
 - f. Approve the department's requisition for supplies, texts and equipment.
 - g. Maintain department inventories and assist teachers to maintain room inventories.

- h. Aid in the interviewing and selection of new personnel for the department.
- i. Recommend the assignment of the teachers of the department on the master schedule.
- j. Attend District Subject Area Council meetings.
- k. Attend School Curriculum Council meetings as directed.
- l. Serve as a Team Leader for WASC.
- m. Coordinate department PLC time.

202.1 School Department Meetings

Department meetings are organized and conducted by the chairperson of each department to meet the needs of the educational program of that department. It is the department chairperson's responsibility to conduct department meetings at least once each month. Department members are expected to attend department meetings. Teachers with 3 or more classes in a content area are considered members of a department. Additional course/grade level meetings may be required for curriculum or WASC purposes.

202.2 Subject Area Council Meetings

District wide department meetings will be held as needed at a place determined by the facilitator of the Subject Area Council (SAC). Coordination of special curricular areas is promoted through these meetings.

The implementation of Common Core State Standards has necessitated the integration of the District's Common Core Implementation Team in conjunction with the SAC to ensure academic planning, curriculum, and performance task/assessment quality.

203.0 Educational Planning Council

The Educational Planning Council meets monthly to review curriculum and textbook adoptions for the District. All sites have representation and Council members are elected.

Educational Planning Council extends an open invitation to PUHSD and school community.

204.0 Faculty Meetings

Regular faculty meetings will be held monthly during the school year. All teachers are required to attend. In case of unavoidable absence, prior approval must be secured from the principal.

205.0 New Teacher Meetings

An in-service training period for new teachers will be held for orientation and assistance purposes. Teachers who qualify for support services will be assigned an assistance provider. CTI and Intern Programs are provided.

206.0 Daily Student Bulletin

The Daily Bulletin is an official administrative directive. Teachers are requested to consult the daily student bulletin each day. These bulletins will be communicated daily, and accessible to all staff and, when appropriate, to students. Teachers and organizations desiring to enter an announcement in the student bulletin must follow site policies and procedures.

207.0 Email

Teachers and other staff are expected to check their email at the beginning and end of each day. Email is for school business. Jokes, chain letters, personal business, etc., are not appropriate. All staff should refrain from use of district mass mailing without administrative approval.

208.0 School Publicity

All publicity releases, general letters of information to parents or the public, must be cleared through the Principal's Office.

209.0 Outside Speakers in the Classroom

In order to enhance the educational opportunity and experience available to the pupils of the Perris Union High School District, the Board of Education approved and encourages the use of community people and resources for the purpose of instruction when related to the prescribed course of study and under the direct supervision of a certificated employee of the district.

Speakers or resource personnel invited to the schools are to follow the school's sign-in policy prior to going to the classroom.

All outside speakers must be approved in advance by the principal. (BP 1250)

210.0 Substitute Teachers

- a. Teachers who are going to be absent must call the AESOP as soon as possible so that provisions may be made for a substitute teacher and the absence can be recorded on the teacher's attendance record. Notification should be made no later than 1½ hours prior to the beginning of the work day of absence, and preferably, the day or night before the absence.
- b. Teachers must see that lesson plans and seating charts are available to the substitute teacher
- c. The use of substitutes is arranged through the Human Resources Department, specifically by the AESOP, however, substitutes must report to the School Site Substitute Coordinator at the close of each day taught, to determine whether they are needed for further duty and to have their substitute time sheets signed.
- d. In case of teacher absence, the class rollbook must be available to administrators and substitute teachers. Substitutes will pick up an attendance-reporting document at the start of the day. Substitutes will submit their attendance-reporting document to the School Site Substitute Coordinator at the end of each day
- e. Substitute teachers must submit monthly time sheets to Payroll according to the established Payroll Schedule available from the School Site Substitute Coordinator or on the District's website.
- f. All jobs worked by a substitute teacher must be accompanied by a job number issued by the Subfinder system in order to be paid.

211.0 Emergency Lesson Plans

Each teacher must have on file with the Principal/Designee, by the end of the first week of the school year, an emergency lesson plan for 3 days, which can be used by a substitute in case the teacher must leave or be absent in an emergency.

211.1 Class Seating Charts

Seating charts for all classes, where such charts are practical, should be prepared, kept up-to-date and always available for substitutes or others needing them.

212.0 Miscellaneous Leaves

The following leaves are available to teachers. Check the current Collective Bargaining Agreement for policies applying to these leaves:

Bereavement Leave
Catastrophic Leave
Family & Pregnancy Disability Leave
Industrial Accident Leave

Jury Duty
Legislative Leave
Miscellaneous Leave
Personal Necessity Leave
Personal Discretion Leave
Pregnancy, Paternity or Adoption
Sabbatical Leave
Sick Leave

SECTION III

STUDENT ACCOUNTING

301.0 Attendance

Teachers take roll in Infinite Campus at the beginning of each class period. This task cannot be delegated to a student or parent volunteer. It may, however, be completed by an instructional aide. Weekly attendance reports signed by the teacher need to be submitted to the Attendance Office every Friday.

In case of teacher absence, the class roll must be available to administrators and substitute teachers. A daily substitute will receive an office printout to record attendance and then return it to the school office for input.

FIELD TRIP - Used when a student is absent from class while on school business. These absences are excused. Lists for field trips are sent to each teacher from the designee.

302.0 Attendance Controls

Manual Control - All teachers are to require students to have class admittance slips before reentering class after an absence. When the student reenters class after an absence, sign or initial the admittance slip in the proper place and return to the student. The last teacher to sign the absence report will keep it and return it to the Attendance Office, either directly or through a student messenger.

Computer Control – Teachers will enter roll using the Infinite Campus system. In addition to taking roll in an official roll book, the Scantron sheets are to be turned in to the Attendance Office at the end of each day by substitutes.

The Infinite Campus teacher weekly attendance report **must** be verified, **signed** and **dated** by the teacher and turned into the Attendance Office each Friday afternoon before leaving school. If you are not present on Friday and have a substitute, you may turn them in on Monday. (EC 44809 (b)).

302.1 Tardiness

Any student who arrives in class after the bell marking the beginning of the class period has rung is tardy. Teachers are expected to inform students every time they mark them as tardy. Please consult your school site tardy policy to determine guidelines and procedures for dealing with habitual tardy students.

302.2 Unexcused Absence

An unexcused absence is one that occurs without the permission of the student's parent or legal guardian for reasons other than illness, quarantine, funeral, medical, or legal business. Examples of unexcused absence are: trips, inclement weather, transportation problems, babysitting, work, truancy, and suspension.

The following EC reference applies to ALL unexcused absences: The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (EC 48913)

Teachers are encouraged to allow students to make-up all work that can be reasonably provided. In such case, the student will be responsible for all make-up arrangements, however, it is highly recommended for teachers to develop a systematic process for providing students make-up work when they are absent from class. Work will be completed within the time specified by the teacher. Failure to do so or excessive absence without make-up may adversely affect a student's grade for the course.

302.3 Truancy

Any student who is absent from school, without valid excuse, more than three (3) full days or tardy in excess of thirty (30) minutes during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof, is a truant. (EC 48260)

Truancy Policy

1 st Offense	Alert Now will contact home regarding absence. <ul style="list-style-type: none">▪ If verified truant, then Saturday School assigned.
2 nd Offense	Alert Now will contact home regarding absence. <ul style="list-style-type: none">▪ If verified truant, then Saturday School assigned.
3 rd Offense	Alert Now message sent home

	<ul style="list-style-type: none"> ▪ Referral to counselor – direct contact made by the counselor to the parent – appropriate intervention noted in the discipline file. ▪ Saturday School assigned ▪ SART letter #1 generated
4 th Offense	<p>Alert Now message sent home</p> <ul style="list-style-type: none"> ▪ Direct contact with parent made by Administrator. ▪ Continued contact with the counselor (intervention continued). ▪ Document contacts and interventions in the discipline file. ▪ Saturday school assigned
5 th Offense	<p>Alert Now message sent home</p> <ul style="list-style-type: none"> ▪ Meeting set up with Admin., counselor, parent, and student. ▪ All Student Privileges may be taken away for the remainder of semester(senior privileges, dances, club activities, field trips, etc) ▪ Saturday school assigned
6 th Offense	<p>Alert Now message sent home.</p> <ul style="list-style-type: none"> ▪ Parent/student warned of SARB referral to D.O. ▪ Saturday School. ▪ SART letter # 2 generated. ▪ SART Attendance contract signed
7 th Offense	<p>Alert Now message sent home.</p> <ul style="list-style-type: none"> ▪ Direct Administrator contact with the parent regarding SARB/possible DA notification.
8 th Offense	<p>Alert Now message sent home.</p> <ul style="list-style-type: none"> ▪ Direct Admin contact with the parent.
9 th Offense	<p>Alert Now message sent home.</p> <ul style="list-style-type: none"> ▪ SART #3 letter generated ▪ Referral to SARB at the DO level. ▪ Possible alternative placement, if appropriate or alt. ed. possibility through the SARB panel.

303.0 Incomplete Grades

Incomplete grades may only be given to a students because of illness or other excused absence. Incompletes require notification of the teacher and counselor and must be approved by the principal. If a student receives an INCOMPLETE at the end of a grading period, the teacher must notify the student at the time the

INCOMPLETE grade is issued, and make-up work must be accomplished within six weeks at the end of the grading period in order to receive a grade and credit for such work. Incompletes must be approved by the site principal or administrative designee.

303.1 Telephone Calls to Parents

Communication with parents is a vital part of a student's success. To increase teacher effectiveness and student achievement, teachers will be required to phone home when excessive absences/tardies or behavior problems occur. Teachers may need to call parents at work or at times other than their prep period in order to reach them. Principals will give staff members a list of where phones are located for staff use on their campuses. Any problems, including unsatisfactory behavior, should be communicated to the parent before sending a referral to the counselor or the Assistant Principal's Office. **Teachers should use "Parent Contact" forms to record all contacts with parents.**

304.0 Passes

No student shall leave class or an activity during school hours without an **approved site pass**. Requests for passes should be carefully judged in order to cut down the number of students leaving classes. Each student must have in his/her possession a valid teacher issued pass when out of class. Students must carry their ID's with them at all times. At no time should a teacher keep a student out of another teacher's class without that teacher's approval.

304.1 Off-Campus Permits

A pupil may not leave the school premises at break, lunch, or any other time before the regular hour for closing school, except in the case of an emergency, as determined by a site administrator or with the approval of the principal of the school. (Calif. Adm. Code, Title V, Sec. 303)

1. Whenever a student needs to leave school, he/she must FIRST obtain an off-campus pass from the health office, the attendance office, or an administrator.
2. Students with a Senior Privilege Pass may leave campus for lunch
3. Students with a Work Experience Pass may be permitted to leave at their appropriate time

305.0 Work Permits

Work permits are necessary for all minors under eighteen years of age. Students may obtain further information concerning work permits in the Career Center.

306.0 Change of Program Procedures

Changes in a student's program may only be made through the student's counselor and after parent approval. Teachers are not to change students from one class to another. This is an administrative responsibility.

307.0 New Students

Teachers and students are asked to make every effort to get acquainted with new students and make them feel welcome. The teacher can help a new student make a smoother transition to the class by introducing him or her to other students. Every effort should be made to encourage a friendly relationship between students.

308.0 Student Withdrawals from School

Before a student may withdraw from school, written authorization from the parent or guardian must be given to the school. Students must report to the Counseling and Attendance Office for checkout.

SECTION IV **STUDENT CONTROL AND DISCIPLINE**

401.0 Discipline - An Educational Program

The Perris Union High School District philosophy of discipline is based on the concept that discipline is a necessary part of the total educational process. Stated in greatly simplified terms - discipline is a "learned" behavior. A student is taught to behave according to a prescribed set of rules. Discipline situations are considered opportunities for teaching a student the kind of attitudes and behaviors that will contribute most to his/her development. The work of the disciplinarian is not one of repression and authoritarianism, but one of education. The ultimate goal is self-discipline.

The function of student-control regulation shall be to train our students in good study habits and in attitudes of good citizenship that will cause them to be considerate of the welfare of their fellow students and be law-abiding with respect to rules and regulations of the school and society.

402.0 Need for a Disciplinary Process

The role of the school in the disciplinary development of a student is limited by the California Education Code and various court decisions. There are those students who resist every effort put forth by school personnel involved in the disciplinary process. Despite California's strict compulsory education laws, public education is not an absolute right, and must be denied to those who fail to perform duties required for school attendance.

A school district must protect the learning rights of the majority of pupils by providing *individualized interventions and support for students* whose conduct

defies all efforts toward correction and persistently takes an unreasonable amount of time teachers and administrators should devote to those attempting to learn. To forestall the final act of expulsion from school by due process of law, the Perris Union High School District has developed the policy that a student is given every opportunity to correct behavior patterns before severe punishment is necessary.

Those immediately involved in the disciplinary process are the teacher, the counselor, the assistant principal, the principal, the Superintendent and the Board of Education. Teachers should be aware that California Constitution, Article 1, Section 28(c) provides that:

"All students and staff of public, primary, elementary and junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful."

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section. (EC 35291.5)

403.0 The Role of the Classroom Teacher

The teacher's primary responsibility is to his or her class as a whole. In the role of disciplinarian, the teacher must play a more significant part than just eliminating a problem case. Students must be taught to behave. Regardless of subject matter, student discipline must be a major concern of the classroom teacher.

There are certain initial steps in the disciplinary process that the teacher must take in handling the student who refuses to learn discipline before rapport has been completely destroyed. The first step is to discuss the situation with a problem student preferably away from other students. If the situation continues, a call to the parents or guardians may prove effective. At all times, the teacher should document the problems and note actions taken. If the unacceptable situation continues after the preceding steps have been taken, a referral along with documentation should be sent to the assistant principal.

404.0 The Role of the Counselor

By means of counseling skills and techniques the counselor's primary task is to teach the student the necessary controls for good self-discipline. The counselor interprets school policies for the student and tries to provide corrective emotional experiences that will enable and encourage the student to talk out feelings and hostilities rather than act them out.

The counselor must record the results of his or her contacts with the student and student's parents or guardians. These records are to be added to the cumulative folder initiated by the referring teacher.

If counseling has not benefited the student, a referral must be made to the assistant principal and all records turned over to him/her for further intervention.

405.0 The Role of the Assistant Principal/Instructional Dean

The assistant principal's function in the disciplinary process must be authoritative in nature. At this referral point, the misbehaving student may be assigned detention, Saturday School, On-Campus Suspension, or suspension from school pending a conference with parents and student for readmission. In the latter event, the student's future behavior should be structured so as to ensure conduct acceptable to the school administration. Consequences must be clearly outlined as they relate to legal and moral responsibilities of the school, student, and parent or guardian.

The assistant principal should use all available resource personnel to support students demonstrating negative behavior. If the student resists all attempts of rehabilitation, the assistant principal, in conjunction with the site counselors, should make an official referral of the case to the principal along with a detailed account of all disciplinary action and referrals for special services (outside agencies).

406.0 The Role of the Principal

The function of the principal in the disciplinary process shall be that of final review before very severe consequences shall be initiated for the removal of the student from school.

The principal shall, after a thorough study of the student's case, seek other available help, consider the desirability of placing the student on probation, transfer him/her to another school, have him/her withdraw from school to go to work, or recommend to the Superintendent that the student be considered for expulsion from school according to Education Code 48904.

407.0 Detention

Teachers should consult the assistant principals regarding the school's detention system. A teacher may conduct his/her own detention program in accordance with the following:

1. A pupil shall not be detained in school for disciplinary or other reasons for more than one hour after the close of the maximum school day. (Calif. Code of Regulations Title 5, Sec 353)
2. A pupil shall not be required to remain in school during the intermission at noon, or
3. Parent must be notified 24 hours (or more) in advance of assigned detention.

407.1 Saturday School

Saturday School is held as needed on each of the comprehensive school sites. Students may be assigned to Saturday School by an administrator for violation of school rules.

408.0 On Campus Suspension (OCS)

Students may be assigned to On Campus Suspension (OCS) for violations of school rules. Students assigned to OCS will not be allowed to return to regular classes until their assignment is successfully completed. OCS is also a behavior reduction program where in lieu of suspension a student is removed from the classroom and required to work for a defined period of time in a restricted environment with minimal privileges.

409.0 Grounds for Suspension and Expulsion

California Education Code 48900.5.

(a) 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.

(b) Other means of correction include, but are not limited to, the following:

- A conference between school personnel, the pupil's parent or guardian, and the pupil.
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach with tiered interventions that occur during the schoolday on campus.

- (After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
 - Any of the alternatives described in Section 48900.6.
- (Amended by Stats. 2012, Ch. 425, Sec. 3. Effective January 1, 2013.)*

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

Education Code 48900 a-s: A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (s), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.

- (h) Possessed or used tobacco, or 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. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel.
- (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 suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed a "terroristic threat", sexual harassment, hate violence, harassment as defined in Education Codes.

409.1 Notification to Teachers: Pupils Who Have Violated or Who Are Reasonably Suspected of Violating a Subsection of Education Code 48900

California Education Code Section 49079 requires any school district or county office of education, from records maintained in the ordinary course of business or received from law enforcement agencies, identify and notify teachers of pupils who have, during the previous three years, engaged in, or are reasonably suspected to have engaged in, any acts (except H, the possession or use of tobacco) described in the subdivision of Ed Code 48900. Also included are any acts related to Ed Code 48915.

Procedures for Teacher Notification:

1. First week of each semester the teacher will receive a list from the school secretary of students in their classes that are deemed to have violated Ed Code 48900.
2. The teacher will receive daily emails of students that have had schedule changes that come to their class that are deemed to have violated Ed Code 48900 .
3. The teacher will receive daily notification by email of students that have violated or who are reasonably suspected of violating Education Code 48900 that day.
4. The teacher will have access to a list of students who have violated Ed Code 48900 through Infinite Campus.

409.2 Suspension by Teacher (EC 48910)

1. Upon determining that the pupil has committed any of the acts enumerated in EC Section 48900 and suspending the pupil from his/her class, the teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the Governing Board.
2. As soon as possible, the teacher shall ask the parent(s)/guardian(s) of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or parent(s)/guardian(s) so request. The pupil shall not be returned to the class from which he/she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the principal.
3. A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day, this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

410.0 Rules for Maintaining Good Discipline

Listed below are recommended rules to help in maintaining good discipline in the classroom. It is suggested that teachers become familiar with these rules in order to help solve any discipline problems that may arise.

1. Communicate long and short term goals of the class to students.
2. Be sure that the students know the assignment.
3. Plan the day's work in advance.
4. Place time limit on all written work.
5. Be firm, fair and calm in your dealings with students.
6. Do not react to inattention.
7. Be in your room ahead of students and start class work at once.
8. Keep students working entire period.
9. Let your students know exactly what you expect of them regarding classroom regulations and procedures.
10. Praise noteworthy efforts whenever possible.
11. Be sure to grade and return all written work turned in by students in a timely manner.
12. Plan to control your own classroom. Send students to assistant principal for major infractions only.

13. Use a seating chart. Learn the names of your students quickly and develop an interest in every student in your class.
14. Do not make rigid statements. Be sure you can defend statements you make.

411.0 Campus Conduct

In addition to the maintenance of discipline in the classroom, teachers are expected to be alert to conduct in the halls, on the campus, and in the restrooms. Ask firmly, but kindly, for cessation of misconduct whenever observed and report promptly to the Assistant Principal's Office any serious conducts such as smoking, fighting, or destroying of property. In such serious cases, it would be most advantageous if teachers would accompany those guilty of the infractions to the Assistant Principal's Office. This being impossible, securing the names of the guilty persons will aid the assistant principals considerably.

412.0 Student Supervision

State law requires the presence of a certificated person at ALL TIMES when students are in a classroom, on a field trip, or area of a school sponsored activity. The presence of teacher aides or parents **DOES NOT** suffice as a substitute for this requirement. Teachers cannot delegate their student supervisory responsibility. Teachers should never be alone with an individual student. Open doors, blinds, or move the discussion to another room where staff may be present.

413.0 Corporal Punishment

No corporal punishment will be administered by anyone employed by the Perris Union High School District.

414.0 Closed Campus

All school campuses will be closed from the hour of opening of school in the morning until closing time for the last period of the day. All students must remain on their respective campus during the lunch period, with the exception of the previously described exemptions. Teachers may never excuse a student off campus.

Note: Medical, dental appointments or emergencies that require the student to be absent from school will be processed through the Attendance Office.

415.0 Parents, Guardians and Other Visitors

1. If the parent or guardian seeks to contact a pupil by telephone, it will be permitted only in case of extreme emergency through the office.

2. If visitors who are not parents or legal guardians come to campus and attempt to make student contact, it will be permitted only if prior parent approval is provided.
3. Notes, telephone calls and requests in person to release students from school are permitted only in case of extreme emergency and only with authority.
4. Any person who is not a student of the public school, a parent or guardian of a student of the public school, or an officer or employee of the school district maintaining the public school, or who is not required by his/her employment to be in a public school building or on the grounds of the public school, and who has entered any public school building or the grounds of any public school during school hours, shall first obtain written permission from the principal or his/her designee to be on campus.
5. Parents must sign in upon arrival and remain in the office area.

416.0 Assemblies and Activity Periods

All teachers not on preparation time are required to assist in the supervision of all assemblies, rallies and activity periods.

417.0 Fire Drills and Emergency/Disaster Drills

Official fire drills and earthquake drills are held according to state regulations and district policy. Teachers are to maintain constant supervision of their students during such events. Classes are to leave and return in groups quietly and in an orderly manner. Students are not to linger, stop at drinking fountains, or visit washrooms during fire, earthquake, or bomb threat evacuation drills. Unless otherwise directed, the teacher is to see to it that windows and doors are closed prior to leaving their room during a fire/emergency/ disaster drill. Teachers must take their class rosters with them outside the building so students can be accounted for.

418.0 Classroom Doors Are To Be Locked

Classroom doors are to be locked when a teacher leaves the room. Students are not allowed in a room unless a teacher is present. Do not lend keys to students.

419.0 Duties of a Dance Chaperone

Student dances are conducted primarily for the pleasure of high school students; all school rules and regulations are in effect. In addition, all attendants at dances are subject to the school rules and any other rules deemed necessary by the site administration.

Chaperones are asked to adhere to the following:

1. Be sure to attend the dance for which you are scheduled or check with the assistant principal if for some reason you are unable to attend and wish to change places with another teacher.
2. Chaperones should assist in maintaining order and should see to it that the student dance rules are enforced.
3. Chaperones are on duty from the beginning of the dance until all students have left the campus.

420.0 Student Conduct To and From School

Every teacher in the public schools shall hold pupils to a strict accounting for their conduct on the way to and from school, on playgrounds, or during recess. A teacher, assistant principal, or principal shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his/her duties, of the same degree of physical control over a pupil that a responsible parent would be legally privileged to exercise; however, in no event shall it exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition and do not supersede the provisions of Education Code Section 49000, Corporal Punishment. (EC 44807)

421.0 Extra Duty Assignments

As per the Teachers Contract, each teacher shall fulfill two (2) Extra Duty Assignments. Each teacher shall select his or her assignment preference within the first two (2) weeks of the school year. Teachers unable to serve duty are responsible to trade assignment with another teacher and notify assistant principal in charge of change of assignment.

422.0 Staff & Student Relationships – Guidelines for Employees

It is common for students to look up to and admire those adults who they interact with every day at the school site. However, school staff (even volunteers) needs to understand that accepting or encouraging these normal feelings in any sexual way is taking advantage of students.

It is difficult to accept that sexual contact with students could happen in "our school," perpetrated by our fellow staff members. Don't be fooled, denial only adds to the risks for our students.

There are appropriate ways for adults to interact and respond to the students they supervise; the supervision of children and teens **never** includes sexual contact, sexual behavior, or flirting or innuendos.

422.1 **Inappropriate Behavior by Employees**

Staff should be aware that all of the following may seem innocent, but all of the following are inappropriate:

1. Telling sexual jokes or stories
2. “Making eyes at” or giving seductive looks
3. Discussions on one’s sex life or relationships
4. Sitting too close or lying next to a student
5. Finding ways to be alone with a student
6. Confiding in a student about personal issues
7. Giving personal gifts
8. Unnecessary touching

For the most part, ignoring practices that are meant to protect students is not the sign of an incompetent or uncaring person. In fact, such individuals may be motivated to act in what they feel is in the best interests of the student, never imagining that their actions may place the student in emotional danger. Such denial of risk is common.

422.2 **Prohibited Behavior by Employees**

A good rule of thumb is, “If you would not do it in front of your supervisor, your spouse, or another adult, don’t do it at all!” Behavior that at first may seem innocent may quickly escalate into something completely illegal. The following general guidelines are intended to help you recognize behavior that should be **absolutely avoided**, including contact through texting and social media sites:

1. Engage in suggestive or sexually explicit discussions
2. Wear suggestive or provocative clothing
3. Favoring one student over another
4. Referring to any student as “Baby”, “Sweetie”, “Honey”, “Babe”, or other intimate or suggestive names
5. Engaging in any activity that may be interpreted as sexual in nature
6. Talk about, joke about, or ask about anyone’s sex life
7. Discussing your personal life with students
8. Contacting a student outside of your duties with the school district
9. Touching a student on the breast, buttocks, or genitalia

10. Spending your personal money for special gifts for a student
11. Taking a student on personal errands (A student should **not** be in your vehicle for personal or for “business” errands.)
12. Taking a student to your personal residence

Cautionary Scenarios by Employees:

The following behaviors are not outright inappropriate – but use caution. Make sure your intentions are clear and your actions could not be misunderstood before engaging in any of the following:

1. One-on-one situations with a student without anyone else present (this is a special concern if you find yourself looking for ways to be alone with a student)
2. Answering personal questions asked by a student
3. Hugging or touching a student (best limited to touching a shoulder or a pat on the back)

Even a false allegation is difficult and potentially damaging, so protect yourself!

Preventive Actions for Employees:

The following behaviors/actions are appropriate and may serve to prevent a situation from getting out of hand:

1. Talk to your supervisor or co-workers about any behavior of which you are unsure
2. Talk to your supervisor about any behavior that you have observed that you think may be inappropriate
3. Discourage students from relating to you in a suggestive or flirtatious manner – correct such behaviors when they occur
4. Encourage students to report any unwelcome or inappropriate behavior by employees, volunteers, or other students.
5. Talk to a co-worker if you see them engaging in “prohibited behavior”, they might not realize what they are doing, or how it is being perceived (this is dependent on your relationship with the co-worker).
6. Talk to your supervisor/administrator if you see employees, volunteers or other students engaging in prohibited or illegal behavior.

422.3 Illegal Behavior by Employees

Although there may be some room for argument here – the following behaviors should be considered “illegal”:

1. Any activity that is, or that could possibly be interpreted as, sexual in nature
2. Touching a student in a sexual nature, or having a student touch you
3. Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures.
4. Revealing personal information about one’s sex life to a student
5. Showing students pornographic videos, sexually explicit magazines or pictures
6. Showing videos with questionable sexual content, even as part of a treatment/ counseling group

It doesn’t matter if you think the “maturity” of the student is sufficient for him or her to participate willingly. All sexual activity with a student is inappropriate and illegal. Remember, once you step over the line it is impossible to make it right.

Social Media

When using social media, the above behavioral guidelines should be followed to ensure appropriate interactions between you and students you supervise.

Examples of cyber space and social media include:

1. Texting
2. Chat rooms
3. Facebook
4. Twitter
5. Instagram
6. Tumblr
7. Snapchat
8. Vine
9. G+
10. Pinterest
11. Youtube
12. Schooltube

422.4 The Fallout of Inappropriate Behavior with Students

What starts as something innocent can lead to something damaging and dangerous. It is up to you as the adult to take charge of your interactions with students and to make sure there are no misunderstandings of your good

intentions. The fallout is simply too great when it comes to this issue. Possible outcomes for you if you engage in inappropriate behaviors include:

1. Jail time for illegal offenses
2. Loss of teaching credential
3. Civil fines or civil lawsuits (recent awards have been over 1 million dollars)
4. Loss of career
5. Loss of family
6. Loss of dignity

Possible outcomes for the student include:

1. Emotional disturbances
2. Lifelong struggles with sexuality and boundaries
3. Loss of innocence
4. Loss of trust for caregivers

The risks are simply too great. Be the adult. Respect the authority you have over the students, respect the trust they have given you, respect the impact you have on their lives!

SECTION V

STUDENT EVALUATION

501.0 Reporting Pupil Progress

It is the policy of the Board of Education that teachers make timely reports to the parents/guardians of each pupil, in readily understood terms, of the most complete and accurate information possible regarding the pupil's academic progress.

1. By the end of the first week of the beginning of a new course, the teacher will issue orally and in writing, to each pupil, a complete explanation of his/her grading policy including definitions of all grading practices to be used in evaluating the pupil's progress. This explanation shall be repeated at regular intervals throughout the course. Information shall be included in the course syllabus and provided to each student (see example model syllabus).
2. The school year is divided into six (6) week grading periods for reporting pupil progress and two (2) semesters for assigning permanent grades and credits earned.
3. Teachers will utilize Infinite Campus Grade Book (District Grading Program) to show the academic progress for each student. Grading practices and procedures will reflect consistent application of reasonable criteria including the results of

tests, the completion of daily class assignments, classroom participation, projects, and homework. Grades are to be kept current, within 10 school days, so parents and students can access student progress through their Infinite Campus accounts.

4. District end of level exams/defined performance tasks are mandated by the Board of Trustees to account for 10 – 25% of the semester grade.
5. Grades may not be used for disciplinary purposes; they must reflect academic achievement. Therefore, a pupil may not receive a lower or a failing grade on the basis of excessive excused absences.
6. With regard to physical education classes, a pupil may not receive a lower or a failing grade on the basis of his/her failure to wear STANDARDIZED physical education attire due to circumstances beyond his/her control. The pupil may receive a lower or a failing grade if he/she fails to participate in class activities and/or wears clothing which is unsuitable for participation in athletic activity. Suitability for activity shall be determined according to safety factors and the type of clothing worn. Color, style, and/or brand of clothing shall not be among the criteria used to determine eligibility.
7. The following practices will be used to record pupils' academic grades:

A	Superior	4 Grade Points**
B	Better Than Average	3 Grade Points
C	Average	2 Grade Points
D	Below Average	1 Grade Point
F	Failure	0 Grade Points
I	Incomplete, without final mark: to be replaced by final mark of A-F.	0 Grade Points
CR*	Credit given in lieu of a grade when the course is satisfactorily completed.	0 Grade Points
*Requires principal's approval prior to use.		
** 5 Grade points for AP courses		

501.1 Incomplete Grade Policy

Teachers must have the approval of the principal, in advance, before assigning an incomplete. If an incomplete grade (I) is issued, the teacher is required to communicate this to the student BEFORE the end of the grading period. The student has TWO weeks from date the incomplete grade was issued, or in case of

illness, from the date of doctor's release to complete the required make-up work. Teachers are to complete a grade change form and submit to the principal for approval. An incomplete grade will change to an "F" or a teacher designated grade after two weeks if no make-up is completed.

501.2 Grade Marking

The following percentages will normally be followed for marking grades:

- A - 90% to 100%
- B - 80% to 89%
- C - 70% to 79%
- D - 60% to 69%
- F - Below 60%

501.3 Class Records and Grades

Grades will be submitted by the teacher using Infinite Campus. Each assignment and grade will be listed on Infinite Campus. A minimum of one grade/assignment per week is reasonable and recommended. Teachers will export grades every six (6) weeks.

502.0 Progress Reports

If the pupil's grade has dropped to an "F", or if the pupil is in danger of failing a course during the last six weeks grading period, it is the teacher's responsibility to notify the pupil and his/her parents/guardians of this circumstance as soon as possible. A failing course grade for the semester may **NOT** be issued without a timely prior parent notification.

503.0 Weekly Progress Reports

These reports may be used at any time so desired by the teacher, administrator, counselor or parents. These reports indicate the student's academic, attendance, and citizenship grades during a specific period of time. We encourage parents to request such reports (weekly or daily) when the progress of their child is not as good as it should be.

These report forms are kept in the counseling office. The student is responsible for obtaining the report form and taking it to his/her teacher. The Progress Report is a good device to recommend to parents when the student is failing to

do homework, attend class, etc., and the parent is not aware of such until an official school notice is sent home.

504.0 Honor Rolls and Certificates of Commendation

An honor roll will be released by the principal of each school at the end of each semester. The roll will list students receiving grades of straight "A" and students receiving average grades of "B" or better. In the compilation of the honor roll and the certificate, all grades will be included except physical education and pass/fail courses.

505.0 California Scholarship Federation

The California Scholarship Federation is a state-wide scholarship organization and is the official scholarship society for California high schools. Students who become Life Members in the CSF have the Federation Chapter Seal embossed upon their diplomas and indicated on their permanent office record cards and their college or university recommendations. Lamp pins are presented to Life Members at a special assembly at the end of the school year. They receive special recognition during graduation ceremonies.

Listed below are requirements for qualifications in CSF:

1. Student must be enrolled in Group I level course of study, of academic classes, and must be carrying not less than three (3) academic subjects.
2. Second semester grades in freshman year will qualify a student for membership the following September.
3. Sophomores, juniors, and seniors may qualify for membership, in any semester.
4. Student must qualify each semester to retain membership.
5. Student must be a good citizen.
6. Student must earn ten grade points during the semester preceding membership. In determining grade points, "A"-3 points and "B"-1 point. Seven points must be in solids or preparation subjects. Physical education grades may not be used.
7. A "D" or "F" or incomplete grade in any subject will disqualify the student from membership during the following semester.
8. Grades changed after the marks have been recorded shall not be used in computing membership points.
9. To qualify for LIFE MEMBERSHIP, a student must qualify for CSF membership during four semesters as a sophomore, junior, or senior, and one semester must be in the senior year.

506.0 Grade Changes

Grade changes can only be made as provided by law. (EC 49066). When grade changes are necessary, the following steps must be taken:

1. Completion of the Grade Change Form by the instructor including reason for the change of grade.
2. Signature of the instructor.
3. Signature of principal or administrative designee.
4. Submittal of form to school registrar or equivalent.
5. Only the registrar may change a grade in the student information system.
6. Copy of form to teacher and student file.

507.0 Withdrawal from Classes

A student may drop/change a class with parent/guardian permission during the first two weeks of the semester except if the change is requested only for the purpose of having a different teacher or a different period. All changes are contingent upon there being room in the requested class.

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after the first six weeks shall receive an “F” grade on his/her permanent record, unless otherwise decided by the principal or administrative designee because of extenuating circumstances (AR5121 (c)).

508.0 Transfer Grades

A new student entering your class by the fourth week must have a transfer grade from their previous teacher or educational institution and must be blended proportionately. Students should not be transferred into your class after the fifth week unless approved by administration or administrative designee. TRANSFER GRADES ARE TO BE WEIGHTED (when appropriate) AND BLENDED.

In the event that a student enrolls from another institution without a transfer grade, it is the teachers discretion to provide appropriate assignments to give credit for missed material.

509.0 Sample Syllabus Model

Board policy requires the distribution of a grading plan, a course description and expectations. The following items are essential to a good course syllabus:

1. Course title, grade level
2. Length of course
3. Course description (this should come from the District Course of Study)
4. Course Objectives

5. Any prerequisites
6. Instructor – your name, your educational background (optional), room number, school phone with extension number, your conference period, your email address
7. Text and Supplemental readings
8. Course requirements (notebooks, special materials needed, homework expectations, etc.)
9. Classroom expectations
10. Evaluation process:
 - a. Grades must be based on objective criteria related directly to achievement of course objectives. Describe how each assignment, quiz, test, District Benchmark and End of Level Test, project, paper, etc. will be graded (points, letter grade, credit/no credit, etc.) List the district required grading scale (90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D) and how the final grade will be determined. Be sure to clearly state policies regarding final exams. Students should be able to determine where they stand, grade wise, at any point in the term. List the penalties for late or incomplete work. Attendance (or tardies) may not be used as grading criteria. Missed class activities and participation may be used.
11. Attendance policy (Follow district guidelines. See section III)
12. Make up policy of assignments and exams
13. Cheating/Plagiarism policy
14. End syllabus on a positive, personal note (Your commitment to your students to do their best, your willingness to provide extra help, welcome to the course, etc.)
15. Consider a separate Student and Parent Contract sheet that you collect and keep for one year:

Turn in a copy of your syllabus to your principal/administrative designee for every course you teach within the first two weeks of your teaching assignment.

SECTION VI

STUDENT GUIDANCE

601.0 Guidance Program

The guidance program provides services to students and teachers. It is designed upon the belief that a person can be assisted to learn how to solve his/her problems wisely if he/she is provided with necessary information, an understanding listener, and a few techniques that have applications both now and in the future.

Helping the pupil to choose, prepare for, and find his/her place in vocational and social fields of endeavor, which best fits the student as an individual, is the very heart of the program. The understanding of the student by teachers, counselors,

and himself/herself, is paramount in accomplishing our primary task of better self and social adjustment.

601.1 Counselors

The concern of the Counselor is to contribute directly to the general and specific purposes of the school by encouraging and assisting the students in the determination and achievement of their educational, vocational, and personal/social goals. The Counselor performs those General Duties and Responsibilities common to all teachers, as applicable. Information of a personal nature divulged by a student to a counselor is confidential.

602.0 Student Records

The records listed below are available and teachers are requested to become acquainted with such records of their students. Whenever conducting a parent conference, teachers should always make use of appropriate records. Those using the records are reminded of their confidential nature.

1. Cumulative Records - Each student in school has a personal cumulative record on file in the Administration Building. Teachers may have access to these folders simply by request from the registrar. These folders should never leave the office. These records include such information as test results, academic transcripts, anecdotal descriptions of behavior or attendance incidents, citations, and any correspondence between the student's parents and the school. These records may prove very helpful to the teacher in understanding certain academic and behavior problems.
2. Student Programs - Individual student programs are located in the Counseling Office and are available for teacher reference and located in various locations at the school.
3. Daily Attendance Record - Kept in the attendance office and is available for teacher use on Infinite Campus.
4. Health Examination Record - Kept in the health office and is available for teacher use. Teachers will be issued a confidential health report at the beginning of the school year. Teachers should keep this report in their roll book.
5. A student's discipline record is confidential and not to be discussed in public, especially in front of other students. Teachers do not normally have access to discipline records. Discipline records are maintained by the assistant principals/deans. Teachers wishing to review a student's discipline record may do so with the assistance of an assistant principal/ dean.

Reminder - All student records (including grades) are confidential and cannot be discussed with anyone other than the student and his/her parent/guardian.

602.1 Confidentiality: Student Records

1. The Law in Brief

- a. State and federal laws outline requirements and limitations governing the release of pupils' information by school districts. Violations can result in the withholding of federal funds. These state and federal laws identified as Education Code 49060-49078 (NCNS), Title 5, California Administrative Code 430-450 and 10620-16029 and Government Code Sections 6250-6260 and the Privacy Rights of Parents and Students Act of 1974 govern as follows:
- b. Specify that parents or guardians have the right to review and inspect the educational records of their children and prohibit the editing or withholding of such written material.
- c. Provide opportunity for parents or guardians to seek removal of certain information from written pupil records.
- d. Provide for procedures of challenge regarding the contents of student records.
- e. Permit parent/guardian to submit written objections to information and to have them made a part of the pupil's records if information in question is not removed.
- f. Provide for a hearing panel in cases of challenge.
- g. Govern classification and disposition of student records. (BP 5125)

602.2 Withdraw/Fail

A student who drops a course during the first four weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first four weeks of the semester shall receive an "F" in his/her permanent record, unless otherwise decided by the principal or principal's designee because of extenuating circumstances. (AR 5121)

603.0 Transition to/from CDS/Academy/PLHS

Use of PUHSD's transition form is required for all student transitions. A meeting must occur with student, parent, and representation from both the sending and receiving school.

SECTION VII

STUDENT SPECIAL SERVICES

701.0 Health – Confidential Student Health List

At the beginning of the school year the nurse compiles names of students having special health problems and information pertaining thereto. Teachers and administrators are encouraged to avail themselves of this information,

remembering, of course, **it is confidential**. When indicated, the District Nurse/Health Tech will inform teachers and administrators of special health problems, particularly those requiring possible emergency aid or limitation of activity.

701.1 Aims and Objectives of the Health Office

The Health Office is charged with the responsibility of keeping the health and physical efficiency of the student body at the highest possible level. It shall, in all of its contacts with students, teach health as well as administer first aid. Its activities such as inspections, first aid and student counseling should all be means to the end of sound and effective health education.

701.2 Admission to the Health Office

Students should report to class and receive a pass from the classroom teacher before going to the Health Office. If the student is too ill to go alone, the teacher shall send another student to accompany him/her. The Health Office will admit students without such a pass only in cases of emergency. In no instance should a student go home without contacting the Health/Attendance Office.

701.3 Attendance Procedures for Students While in the Health Office

Students who are admitted to the Health Office without a pass from the classroom teacher, or students who remain in the Health Office through the following period, shall be reported to the attendance office.

701.4 Illness - Students Leaving School

Students who become ill while at school shall secure an off-campus permit from the Health/Attendance Office before leaving school. Should the health tech be away from the office, the students shall secure this permit from the attendance office, assistant principal or principal.

It is the policy of the District, in the absence of a medical emergency, that no pupil shall be released from school, during school hours, without a valid off-campus pass issued on the basis of express verbal or written permission by the pupil's parents/guardians/designees, except for the verified purpose of obtaining confidential medical services.

It is the responsibility of the pupil's parents/guardians to assist the District, in ensuring pupil welfare, by providing at all times a complete and accurate "emergency contact card" to the school of attendance. By means of this card, the parents/guardians so designate those persons who have authority to grant permission for the pupil's release from school.

In the event that there is no card on file for the pupil or that the parents/guardians/designees are all unable to be contacted by telephone and there is no medical emergency, the pupil shall remain at school for the remainder of

the school day. Under no circumstances will another person, not designated by the parent/guardian in writing, be allowed to give permission for the pupil's release from school.

701.5 Accident Prevention and First Aid

The Health Office is the first aid headquarters of the school and shall care for all first aid cases that come to it. First aid kits shall be placed in classroom areas. Minor cases of first aid should be handled by those stations. The teachers can use this as a means of teaching health and safety. It is the policy of the school to render first aid only. Cases requiring medical aid are the responsibility of the parents and should be handled by the family doctor. In case of an emergency, the nurse shall notify the parents if possible. If this is not possible, then the health tech shall make the judgment in securing medical attention.

701.6 Where to Report Student Accidents

All student accidents or injuries must be reported within 24 hours to the principal on a form, which may be secured at the Principal's or Health Office or in the physical education department. Failure to report an accident places a legal and personal responsibility upon the teacher. A sample is below.

**CONFIDENTIAL STUDENT INCIDENT / ACCIDENT REPORT**

Perris Union High School District
155 East Fourth Street, Perris, CA 92570

FOR INTERNAL USE ONLY. DO NOT
COPY OR DISTRIBUTE THIS
REPORT. STUDENT STATUS
FOLLOW-UP REQUIRED PRIOR TO
SENDING COMPLETED REPORT TO
RISK MANAGEMENT.

IN CASE OF SERIOUS INJURY, IMMEDIATELY REPORT INJURY TO RISK MANAGEMENT: ludy.miller@puhsd.org 951.943.6369, x 80281 or 951.529.4691

DATE OF REPORT		NAME OF SCHOOL	
ADDRESS OF SCHOOL (NUMBER, STREET, CITY AND ZIP CODE)			
NAME OF INJURED PERSON (LAST, FIRST, M.I.)		AGE	GRADE
		TELEPHONE NUMBER OF INJURED PERSON ()	
IS INJURED PERSON A MINOR <input type="checkbox"/> NO <input type="checkbox"/> YES		NAME OF PARENT OR LEGAL GUARDIAN	
ADDRESS OF PERSON INJURED (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE)			
WHERE DID ACCIDENT OCCUR		DATE (MONTH/DAY/YEAR)	TIME <input type="checkbox"/> AM <input type="checkbox"/> PM
DESCRIBE HOW ACCIDENT/INCIDENT OCCURRED (USE FACTS ONLY, EXCLUDE OPINIONS AND/OR ASSUMPTIONS)			
PERSON IN CHARGE AT TIME OF ACCIDENT (LAST, FIRST, M.I.)		TITLE OF PERSON (TEACHER, VOLUNTEER, ETC.)	WAS HE/SHE PRESENT AT THE TIME? <input type="checkbox"/> NO <input type="checkbox"/> YES
NAME OF WITNESS(ES)		ADDRESS	INJURED VIOLATED SCHOOL RULE? <input type="checkbox"/> NO <input type="checkbox"/> YES
			TELEPHONE NO. ()
			()
NATURE OF INJURY			
INJURED PART OF THE BODY	<input type="checkbox"/> HEAD	<input type="checkbox"/> NECK	<input type="checkbox"/> EYE
	<input type="checkbox"/> ARM	<input type="checkbox"/> HAND	<input type="checkbox"/> LEG
	<input type="checkbox"/> ABDOMEN	<input type="checkbox"/> BACK	<input type="checkbox"/> FACE
	<input type="checkbox"/> CHEST	<input type="checkbox"/> FINGER	<input type="checkbox"/> FEET
<input type="checkbox"/> OTHER (EXPLAIN)			
FIRST AID PROCEDURES USED		ADMINISTERED BY	
DISPOSITION OF INJURED AFTER ACCIDENT <input type="checkbox"/> HOME <input type="checkbox"/> DOCTOR <input type="checkbox"/> HOSPITAL <input type="checkbox"/> CLASS		WHO WAS NOTIFIED	RELATIONSHIP TO INJURED
IF INJURED PUPIL LEFT SCHOOL TO WHOM RELEASED		NAME AND ATTITUDE OF ANYONE CONTACTING SCHOOL	
STUDENT MEDICAL BENEFITS AVAILABLE <input type="checkbox"/> NO <input type="checkbox"/> YES		NAME OF COMPANY	
REMARKS			
NAME OF PERSON COMPLETING REPORT		WAS PERSON AN EYE WITNESS <input type="checkbox"/> NO <input type="checkbox"/> YES	POSITION
			TELEPHONE NUMBER OF PERSON ()
STATUS OF STUDENT AFTER INCIDENT/ACCIDENT			
HAS THE STUDENT RETURNED TO SCHOOL		<input type="checkbox"/> NO <input type="checkbox"/> YES	IF NOT PLEASE EXPLAIN:
HAS THE PROBLEM BEEN CORRECTED		<input type="checkbox"/> NO <input type="checkbox"/> YES	IF NOT PLEASE EXPLAIN:
SPECIFIC ACTIONS TAKEN TO PREVENT FUTURE ACCIDENTS			
SIGNATURE OF PERSON APPROVING REPORT		DATE SIGNED	

CONFIDENTIAL - ATTORNEY/CLIENT/WORK PRODUCT PRIVILEGE
This report is to be completed by Perris Union High School District employees. This form is a confidential, internal document; its contents are not to be shared or copied. REVISED 12.15.2012

701.7 Health Records and Reports

The Health Office shall keep a permanent health record of each student enrolled in school. A record of each illness shall be made. The nurse shall report to the principal at the end of each school month the number of cases of illness and shall also report specific cases to the County Health Department as required by law.

702.0 Administration of Prescription Drugs

No drugs of any kind should be given to students by district personnel unless permission is secured in writing from the parents or guardians in conjunction with orders from a licensed physician. Under no circumstances are school personnel to provide students with any over-the-counter medicines. (Board Policy 5141.21) The dispensing of all medications and monitoring of any medical procedures (ex. Checking blood sugar levels) are done only in the health

office by the designated health technicians or administrators. Under no circumstances shall a student be in possession of any medication (except for asthma inhalers with the signed permission on file in the health office).

703.0 Special Education

The Perris Union High School District offers a continuum of services for students with individualized educational plans (IEP's) in grades 5-12, instructing students in the least restrictive environment to meet their educational needs. Programs include services for students with intellectual and learning disabilities, other health impaired, speech-language impairments, autism, traumatic brain injury, emotional disturbance, orthopedically impaired, mentally retarded, deaf/hard of hearing, and significant developmental delays.

Classes and programs serving students with special needs are located in middle schools and high schools throughout the district. Program service options include:

1. A service delivered in the general education classroom via the **Inclusion Model** provides Resource Services in which the special education teacher or para-educator and general education teacher collaborate and co-teach. This model has proven to be highly effective in helping students with disabilities make significant growth both academically and behaviorally. Inclusion in the general education setting is the presumed starting point for placement of students with disabilities.

In an Inclusion Model, the general educators bring content specialization and special education teachers bring assessment and adaptation specializations. Both teachers are responsible for co-teaching the class and both teachers bring training and experience in teaching techniques and learning processes.

2. In addition to the full inclusion continuum of courses, the PUHSD offers additional courses for special education students that satisfy high school graduation requirements for a high school diploma. These courses are called specialized academic instruction (SAI) courses. SAI courses are taught by credentialed special education teachers and are self-contained with special education students only. Typically, these courses are enrolled with 5-22 students. These small, self-contained courses satisfy academic graduation requirements, however, they are not college preparatory courses. These courses are offered in English, social science, math and science. Each year, the IEP team will determine if the student should remain in an SAI course or be transitioned to a college preparatory level course.

3. Self-contained Special Day Classes for students with severe learning disabilities and/or severe behavioral/emotional issues are on a comprehensive site and provide more intensive assistance with instructional materials adapted to students' ability levels. Opportunities for inclusion/mainstreaming students who are in Special Day Classes are offered in accordance to student abilities and with support of the special education teacher and/or Para-educator. Students placed in Special Day Classes are

typically focused towards earning a certificate of completion rather than a high school diploma.

4. Related services for students may include transportation, speech and language therapy, psychological services, adaptive physical education as well as health and counseling services as may be required for a child with disabilities to benefit from special education and general education offerings.

5. Students may also receive services in private, non-public day schools, residential schools, and in home/hospital settings.

6. Educationally Related Mental Health Services are mental health services that are provided to special education children in school. These children have Individualized Education Programs (IEP) stating that the child requires mental health services in order to learn and benefit from their educational setting. The child's IEP team and their parents determine if the child needs to be assessed for mental health treatment. Once this has been determined and the student has met eligibility, an IEP will be written/modified to include such services. The Perris Union High School District provides our own staff to provide these services under the direction of the Director of Special Education. Treatment is provided in a tiered model and may include: school-based counseling, individual counseling, group counseling, and family counseling.

With the emphasis on students' involvement and progress in the general curriculum (IDEA Amendments of 1997), the general education teachers, along with special education teachers and related services personnel have a critical role in implementing the program of Free and Appropriate Public Education (FAPE) for students with disabilities as described in the students Individual Educational Plan (IEP).

The IEP is a legal document that must be implemented by all identified stakeholders and regarded with the utmost of confidentiality. Failure to meet IEP compliance can result in legal action or due process filings which can result in personal and/or district liability. Upon the conclusion of any IEP meeting, parents are provided copies of the IEP, copies are kept in a site file and official IEP copies are sent to the special education office within 5 days of the IEP's completion. Parents can request copies of IEP documents from the student's site or district IEP file.

704.0 504 Plans

Students who have a physical or mental impairment that substantially limits a major life function may be eligible for a 504 plan. The intent of Section 504 is to provide students with disabilities equal access to educational programs, services, and activities. Students with disabilities may not be denied participation in school programs and activities solely on the basis of a disability. Section 504 defines "disability" on a broader basis than does the Individuals With Disabilities Education Act (IDEA). 504 plans are the outcome of a Student Study Team

(SST). A 504 plan is a legal document, that must be followed by all staff, that outlines any accommodations/ modifications that need to be made for this student in order for the student to be successful in school. This is a general education function and falls under the counseling department at each school site. Failure on the part of a teacher to meet the requirements of the 504 plan may result in possible legal action which can be held as a personal and district liability.

705.0 Home Instruction for the Health Impaired

Home Hospital Procedures (General Education)

The District provides Home Hospital Teachers for students who are unable to attend school for a period of time in excess of 8 weeks due to documented temporary disability which makes attendance in the regular day class or alternative education program impossible or inadvisable. A maximum of five instructional hours per week will be provided for students approved for Home Hospital. Home Hospital will be provided for the duration the physician prescribes is necessary for the student's illness. Home Hospital Packets can be picked up at:

**PUHSD Student Service Center
1151 North A Street
Perris, CA 92570**

The following steps outline the process for parents wishing to request Home Hospital:

Step One	Parents will complete and submit a "Home Hospital Packet" to their child's counselor.
Step Two	Counselor will forward the completed Home Hospital packet to the Pupil Services Office.
Step Three	Pupil Services will assign one of the District Nurses to review and confirm the medical need for Home Hospital.
Step Four	Site nurse will send "Home Hospital Request Packet" back to Pupil Services after reviewing and confirming the medical need for Home Hospital.
Step Five	Director of Pupil Services will approve the request (or deny the request in writing.) and the Pupil Services office will assign a Home Hospital Teacher .

Step Six	Home Hospital Teacher will contact the parent in order to complete the “Home Tutorial Agreement” form with the parent and the student.
Step Seven	Home Hospital Teacher will contact the student’s current teachers to develop lesson plans and a sequence of study as consistent as possible with the program available in the regular school setting.
Step Eight	Home Hospital Teacher will be responsible for completing progress reports and submitting final grades for students placed on Home Hospital.

Home Hospital Guidelines for Special Education

Home Hospital (HH) instruction is a temporary placement for students with significant health issues preventing them from attending school. A maximum of five hours of instruction will be provided per week per student; no instruction will occur on weekends, student recess days or holidays. One hour of instruction equals one day of instruction and one day of regular school attendance. Home hospital teachers for special education students must be board approved and hold a special education teaching credential. Students on home hospital may not take classes on campus.

Procedures for placing a special education student on home hospital instruction:

1. Prior to referring a student for home hospital instruction, the Special Education Case Manager ensures that all on campus accommodation options have been exhausted to meet the student’s educational needs, for example, modified school day, assistive technology, breaks as needed, late start, early release, etc.
2. With the permission of the Assistant Principal over special education, the case manager completes a 1) “Request for Home Hospital Teacher” referral form, 2) “Authorization for use and/or Disclosure of Information” form and 3) “Physician's Recommendation” form that specifies an initial beginning and ending date for home hospital, and explaining why the student is unable to attend school. These documents are available electronically from the special ed office and are to be submitted to the district nurse by the case manager for review and approval.
3. If approved by district nurse, the nurse will notify the case manager that the student is eligible to be considered for home hospital instruction. Then, the case

manager submits a referral to the Special Education office for review and approval. The case manager submits all of these documents together as a packet to the special education office.

4. If approved by the Special Education office, then the case manager is notified & case manager holds an IEP with the nurse present.

5. The IEP Team places student on Home Hospital instruction. At this IEP, the IEP Team will establish a date to review the student's academic progress while on HH, and a date indicating when the Home Hospital instruction will end. The case manager ensures documents are recorded in SEIS, (Special Education Information System) hard copies placed in site file and copies sent to special education office to be placed in district file. The original copies are to be sent to the district special education office within seven days of the conclusion of the IEP.

Procedures to follow once IEP team places a special education student on Home Hospital:

1. Once IEP is complete and the team places the student on home hospital, case manager notifies secretary in special education office; special education office assigns a home hospital teacher. The home hospital teacher will become the new case manager until the student returns to his/her comprehensive school.

2. The home hospital teacher contacts the family to create a visitation schedule. A parent or guardian (or someone over the age of 18 that parent guardian has approved) must be present for each visit.

3. The home hospital teacher becomes the new case manager and contacts previous case manager to obtain student's schedule, IEP goals, "IEP at a glance," accommodations and instructional strategies. The school site is responsible to provide all necessary textbooks and supplies per student enrolled at the school site.

4. Home hospital teacher will consult with the student's core academic teachers, and previous case manager to develop appropriate lesson plans.

5. The HH Case manager is responsible for scheduling all IEP's for the student until the student is returned to his/her school site.

6. If the family provides a new doctor's prescription during the HH placement which necessitates the student continuing beyond the original end date, the HH

Case Manager schedules an IEP to review student progress and current need with the IEP team.

Procedures for transitioning student from home hospital to school site and least restrictive environment:

1. The home hospital case manager schedules an IEP with nurse, school site counselor and all legally mandated participants present in the IEP meeting. The IEP will be held at the school site the student is planning to attend. HH case manager acquires a doctor's release from the parent which clears the student to return to school. The IEP team agrees to return student to school site and the least restrictive environment. The Counselor provides the student a schedule and arranges the student's start date.
3. The student's IEP and special education services will be resumed at the school site by a case manager determined by the school.

Guidelines for parents of special education students placed on home hospital:

1. A parent or guardian (or someone over the age of 18 that parent guardian has approved) must be present during all instructional meetings at the home.
2. The family is to provide a desk and quiet place where the teacher and student can work together. Supplies left by the teacher should be on the table ready to use when the teacher arrives to begin instruction.
3. The student should be rested and ready for instruction; the family should notify the teacher prior to arrival of any health-related concerns that have developed. The teacher is responsible for the lesson, however, at the approval and direction of the teacher, the parent is welcome to observe and interact with the lesson so that he/she can assist the student outside the HH instructional time.
4. If your student is unable to be instructed during the scheduled time (illness, doctor appointment, etc.) you must contact the HH teacher prior to the scheduled visit. The visit will not be "made up" and the session will be counted as an "absence" on the attendance sheet.
5. The parent is to sign the HH teacher time log at each visit unless the HH services take place out of the home in which case both the student and the HH teacher will sign and the parent will sign on a monthly basis.

6. If questions or concerns arise, please contact the HH teacher or the Assistant Principal overseeing special education at your child's school of residence.
7. Upon the conclusion of HH, Parent/Guardian ensures that all textbooks and supplies have been returned to the school sites.

Home Hospital Guidelines for Teachers of Special Education Students:

1. Complete the "Home Tutorial Agreement," form and return to special education office. This agreement will be provided by the special education office.
2. Be on time for all appointments; communicate with the family prior to any sessions when you will be absent.
3. Original "Home Teacher Time Report," (attendance form) and mileage reports are due in the special education office by the 31st of each month for PSEA members and the 22nd of each month for non-PSEA members. Both documents can be acquired in the special education office.
4. The HH teacher is expected to maintain progress reports and turn-in progress grades and end of semester grades to the registrar at the student's home school following the same timeline as the regular education students. The HH teacher assigns the student's final, end of semester, grades unless the student returns to their comprehensive school during the semester. If the student returns to their comprehensive school during the semester, the HH teacher provides the school's teachers the grades in progress. These grades will be the student's transfer grades to that point. The progress reports are to be maintained in the student's IEP file at district office and uploaded to SEIS.
5. Upon completion of HH instruction, the HH teacher completes a "Report Card/Termination Report" form and submits to the registrar of the school where the student will attend. This form can be obtained from the special education office. The HH teacher cannot be paid beyond the date stated on the doctor's prescription.

706.0 Student Success Team

This committee is a function of general education. The Student Success Team (SST) helps develop plans for modifications and adaptations of the general programs to meet the needs of students who are experiencing problems. These may include recommending use of site services including volunteer programs,

remediation programs, Title 1 programs, core Mathematics and Language Programs, ELL services, and at-risk programs and . SST reviews pertinent data and screening for possible Special Education referral after all general education interventions have been exhausted. The SST may also recommend 504 accommodations/actions.

SST participants may include the student’s general education teacher and/or Special Education Specialist, Speech/Language Specialist, Counselor, Assistant Principal, School Psychologist, District Nurse/Health Practitioner, Parent and/or advocate, Student, other teacher(s), and other appropriate personnel as needed.

707.0 Long Term Independent Study

Long Term Independent Study Guidelines

Program Description

The Independent Study program requires students to work independently and entails a great deal of reading and writing. Students enrolled in Long Term Independent Study are required to attend school one day, one hour a week with a set appointment time. Students are required to have their own transportation for their weekly appointments. The ISP teacher will provide an overview of each of the subjects assigned by the counselor. If a student has a question about an assignment, they should contact their teacher; however, if the student needs additional support they are recommended to contact their counselor for tutoring services. If a student starts failing classes, not turning in any homework or misses three unexcused appointments, they may be terminated from the program at any time. If a parent decides that ISP is not the right program for their student, they should notify the ISP teacher and contact the ISP technician immediately.

Special Note:

Independent study is not designed for students attempting to gain extra credit for advancement or credit recovery. Additionally, the Independent Study Program is not designed to meet the needs of students who are English Learners or who are in need of Special Education services.

Guidelines for ISP:

The following steps provide a sequence of steps that each school site will follow to determine if a student should be placed on long term Independent Study.

<p><i>Step 1: Counselor completes ISP request form</i></p>	<p>A student requesting ISP should have a medical request from a doctor that outlines the following:</p> <ul style="list-style-type: none"> • A specific diagnosis that expresses a need for Independent Study. • A specific time frame that a student may need Independent Study
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<i>Step 2: Cum Review</i>	Counselors will conduct a cum review to determine overall status of student in terms of credits, attendance, discipline or previous history relating to the request for ISP
<i>Step 3: Team Review</i>	Counselors will arrange a team review to develop possible alternatives or resources that may be implemented at the site to meet the needs of the student. This team review should include the administrator over counseling, school psychologist, teachers and a counselor. The ultimate goal of this meeting is to make an attempt to meet the needs of the student in the regular academic setting.
<i>Step 4: Referral to Pupil Services</i>	Referrals are made to SSC with administrative approval for students whose needs can't be met at the site level. For any questions regarding ISP please contact your counselor or the administrator over guidance at your school of residence.

708.0

A number of employees in the special education department are mobile and work at multiple school sites or service students in their homes. Although their schedules are created at the start of the school year, they are subject to change during the year based on student need. These individuals' job titles include: Adapted PE, DIS Counselor, Home Hospital Teacher & Speech Therapists. The best way to contact these individuals is via e-mail; their contact information is listed below:

2016-2017

Adaptive PE Teacher, Pamela Karg, all sites

e-mail: Pamela.karg@puhsd.org

E-mail is the easiest way to reach Pamela.

Contact #: 951-943-6941, ext. 40262

Schedule: posted to district website in August.

DIS Counselor (Designated Instructional Services), Linda Weck,

e-mail: linda.weck@puhsd.org

E-Mail is the easiest way to reach Linda.

Contact #'s: Pinacate ext. 40208, room 531; Heritage ext. 20318, room W220; at Paloma ext. 22278, room L108;

at Perris ext. 21144, counseling office; Academy, she meets with students in an office.

Home Hospital Teacher, Special Education, Ryan Doblado

e-mail: ryan.doblado@puhsd.org

Speech & Language Therapist, Lucia Barragan
e-mail: Lucia.barragan@puhsd.org
Contact #: 323-206-2864, cell

Speech & Language Therapist, Lael Starika
e-mail: Lael.starika@puhsd.org
Contact #: 909-556-8247, cell

SECTION VIII

INSTRUCTIONAL RESOURCES

801.0 Checking Out Textbooks

Textbooks are processed and distributed at the time of registration or beginning of each semester. The textbooks are also to be returned at the completion of the course or at the time that student withdraws from the course.

802.0 Lost and Found Books

All lost and found books that belong to the school, individuals or other individuals or other libraries should be promptly returned to the school library.

803.0 Department Audio-Visual Aids

Many departments at each school have audio-visual equipment of their own and have an audio-visual aids library. Information on such equipment and material can be gathered from department chairpersons.

803.1 Audio-Visual Selections

Audio-visual aids shown to students should be clearly supportive of the curriculum being taught in the classroom. Audio visual aids appearing on the list of approved materials from the Riverside County Office of Education are immediately approved for showing.

Additional materials gathered or produced by any teacher must be reviewed and approved for relevance to the curriculum and appropriateness for student viewing prior to their being used in the classroom.

Teachers will provide the site principal, in advance, with a list of all videos that will be used during the school year. Video permission forms are available from the principal's secretary. Videos should not be used in their entirety and only portions relevant to the day's lesson should be used.

804.0 Faculty Use of the Library

A teacher may check out books, instructional materials, magazines, pamphlets, pictures, maps, etc. All materials and equipment provided to teachers by the District are District property and must be returned to the Library.

805.0 Class Use of Library - Regulations

In order to maintain a proper "library atmosphere" teachers are asked to please adhere to the following regulations:

1. Classes must be scheduled for the use of the library.
2. Teachers who are substituting for other teachers should not take the class to the library unless that class is scheduled to use the library.
3. Teachers are responsible for the conduct of their students when a class is using the library. Teachers are to supervise and stay with their own class. If proper library conduct is not observed, the teacher will be expected to return the class to its room.
4. Teachers should enter the library and help arrange the seating of their students.
5. Students should return all reference books, magazines, etc., to their proper place, clean up the scrap papers, etc., before being excused.
6. Students should remain in their seats until the bell rings. They should not crowd around the doors waiting for the bell to ring.
7. Students should leave chairs properly placed at each table.

805.1 Library Rules/Issuance of Books:

1. Students must have their student ID to check out books.
2. Students may NOT check out a library book in another student's name.
3. Books may be renewed unless there is a reserve on them.
4. An excess number of books taken out by the same student is not advisable.
5. A student checking out a library book is responsible for the book and the condition of the book until it is returned to the library.

805.2 Passes to the Library

A few students from a class may go the library on a pass for a portion of a period. In such cases, the teacher should obtain approval from the librarian in advance to make sure there is room in the library for the students. Only students with legitimate library work to do should be permitted to go to the library in this manner.

806.0 Selection of Textbooks

Textbooks for all courses offered are selected through the Textbook Adoption Process. (AR 6141)

807.0 Observance of Copyright Laws

It is the policy of the PUHSD to adhere to the provisions of all copyright laws. Willful infringement of any copyright laws by district employees is prohibited and will be subject to disciplinary action. This prohibition includes the acquisition and use of computer software.

808.0 Student Instruction in Human Reproduction, Family Life Education, Health and Venereal Disease Education

The California Education Code, Sections 51550, 51240 and 51820, requires that no school district governing board shall require students to attend a course in which human reproduction, family life education, health education or venereal disease education is taught and parents/guardians must be notified prior to instruction in any of these topics.

The Governing Board recognizes that lack of information or misinformation about family life and human sexuality may contribute to an increased risk for sexually transmitted diseases, unintended pregnancy or sterility. The Board believes that a well-planned sequence of instruction on these issues is essential to the general education of all students. The district's curriculum shall help students understand the biological, psychological, social, moral and ethical aspects of human sexuality and shall comply with the requirements of law and administrative regulation. (BP 6142.1)

The following is listed in the Perris Union High School District as Administrative Regulation 6142.1:

In all sex education courses that discuss sexual intercourse, course material and instruction shall: (Education Code 51553)

1. *Emphasize that abstinence from sexual intercourse is the only protection that is 100% effective against unwanted teenage pregnancy, sexually transmitted diseases and acquired immune deficiency syndrome (AIDS) when transmitted sexually.*
2. *Be age appropriate.*
3. *Present factual information, including but not limited to medical, psychiatric, psychological, empirical and statistical statements, that is medically accurate.*

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-review journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the Centers for Disease Control and Prevention.

4. *When discussing contraception, stress that abstinence is the only contraceptive method which is 100% effective, and that all other methods of contraception carry a risk of failure in preventing unwanted teenage pregnancy. Statistics based on the latest medical information shall be provided to students citing the failure and success rate of condoms and other contraceptives in preventing pregnancy. (AR 6142.1 (a))*
5. *Stress that sexually transmitted diseases are serious possible hazards of sexual intercourse. Students shall be provided with statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.*
6. *Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse outside of marriage and the consequences of unwanted adolescent pregnancy.*
7. *Stress that students should abstain from sexual intercourse until they are ready for marriage.*
8. *Teach honor and respect for monogamous heterosexual marriage.*
9. *Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock.*
10. *Advise students of the provisions of Health and Safety Code [1255.7](#) and Penal Code [271.5](#), relating to parents and others who voluntarily surrender physical custody of a minor child 72 hours old or younger at a hospital emergency room or other designated location without being subject to prosecution for a violation of certain crimes such as child abandonment.*
11. *Advise students that it is unlawful pursuant to Penal Code [261.5](#) for males or females of any age to have sexual intercourse with males or females under the age of 18 to whom they are not married.*
12. *Emphasize that students have the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for one's self and others.*
13. *Teach students to not make unwanted physical and verbal sexual advances and how to say "no" to unwanted sexual advances. Information shall be provided about verbal, physical and visual sexual assault, including but not limited to nonconsensual sexual advances, nonconsensual physical sexual contact, and rape by an acquaintance, commonly referred to as "date rape." This course material and instruction shall contain methods of preventing sexual assault by an acquaintance, including exercising good judgment and avoiding behavior that impairs good judgment, and shall also encourage youth to resist negative peer pressure. This course material and instruction also shall inform students of the potential legal consequences of sexual assault by an*

acquaintance. Specifically, students shall be advised that it is unlawful to touch an intimate part of another person, as specified Penal Code [243.4\(d\)](#).

14. *Be free of racial, ethnic and gender biases.*
15. *Teach students that it is wrong to take advantage of, or to exploit, another person.*

At the secondary level, the family life/sex education program shall be placed in a course that is required for all students.

Teachers who provide instruction in family life/sex education shall have professional preparation, either pre-service or in-service, in the subject area.

At the beginning of the school year, parents/guardians shall be notified in writing about any instruction in which human reproductive organs and their functions, processes, or sexually transmitted diseases are described, illustrated, or discussed. In addition, before any instruction on family life, human sexuality, AIDS or sexually transmitted diseases is given, the parent/guardian shall be provided with written notice explaining that the instruction will be given and stating the parents/guardian's right to request a copy of Education Code 51201.5 and 51553. This notification shall inform parents/guardians that they may request in writing that their child not attend the class. No student shall attend such instruction if the school receives this request. (Education Code [48980](#), 51201.5, 51550, 51555)

At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction. (Education Code 51240)

At the beginning of the school year, or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians of any outside organization or guest speaker brought into the district to provide instruction on family life, human sexuality, AIDS or sexually transmitted diseases. This notification shall include the date of the instruction, the name of the organization or affiliation of each guest speaker and information regarding the parent/guardian's right to request a copy of Education Code 51201.5 and 51553. (Education Code 51554)

If arrangements for this instruction are made after the beginning of the school year, the parents/guardians shall be notified no fewer than 10, and no more than 15, days before the instruction is delivered. (Education Code 51554)

This notification is required whether the guest speakers are brought in by the district to lecture, distribute information, show a videotape, act out, conduct an activity involving student participation or provide audio material in either a classroom or assembly. (Education Code 51554)

Parents/guardians shall also be notified in the manner described above prior to any instruction on family life, human sexuality, AIDS or sexually transmitted diseases at an assembly conducted by a district employee. (Education Code 51554)

If a notice is sent home with the students, parents/guardians shall be asked to sign and return to the school a slip indicating that they have read the notification.

All materials used for the above instruction shall be available for inspection by parents/guardians at reasonable times and places prior to the onset of instruction. The above notification shall inform parents/guardians of their right to inspect these materials. (Education Code 51550, 51820).

During the period of time that instruction described above is being delivered, the district shall make available an alternative educational activity to those students whose parents/guardians have requested that they not receive the instruction. (Education Code 51554)

A student shall not be subject to disciplinary action, academic penalty or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51554)

SECTION IX

SERVICES AND FACILITIES FOR TEACHERS

901.0 Faculty Lounge and Staff Areas

Faculty lounges and staff areas are located at each school site. Teachers should feel free to use these areas as a workroom, a place of relaxation, or a place to eat lunch.

No equipment may be removed from the lounges or staff areas.

Students are not permitted in faculty lounges.

902.0 Photocopy Machine

A photocopy machine is available for faculty use at each school. Copying should be limited to specific classroom use and class sets should be used whenever possible.

903.0 Miscellaneous Supplies

Pencils, pens, staplers, paper clips, etc. are available from designated site personnel. Order forms usually must be submitted one day in advance of need.

904.0 Mailboxes

Each teacher is assigned a mailbox. Teachers should check these communication links daily.

905.0 E-mail

Each teacher is assigned a district generated e-mail account. Teachers should daily check these communication links daily. Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources only for purposes related to their employment. Such use is a privilege, which may be revoked at any time. Computer files and communications over electronic networks, including e-mail and voice mail, are not private. These technologies shall not be used to transmit confidential information about students, employees or district operations without authority. Use of email to the entire district should not be used at any time without prior permission of administration.

906.0 Telephones

Personal telephone calls are permitted on school telephones. Discretion is requested to keep personal calls as brief as possible. Personal calls should not be made during class time.

No personal long distance calls are permitted on district phones.

907.0 Copying and Lamination

Copying and laminating machines are available for teacher use.

908.0 Teacher Websites

Each teacher will be provided a web page on their school's website. Teachers are expected to use this web page for posting student homework, their class syllabus, and appropriate student resources. Teachers must adhere to Board Policy 1113 with regards to posting student pictures on the Internet.

SECTION X

LAWS AND SCHOOL BOARD POLICIES OF IMPORTANCE TO TEACHERS

1001.0 Threats to Teachers

Every person who, with intent to cause, attempts to cause, or causes any officer or employee of any public or private educational institution or any public officer or employee to do, or refrain from doing, any act in the performance of his duties, by means of a threat, directly communicated to such person, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out, is guilty of a public offense punishable as follows:

(Occurrences of this type must be reported to the site principal who must report the incident to the police.)

1. Upon a first conviction, such person is punishable by a fine not exceeding five thousand dollars (\$5,000), or by imprisonment in the state prison or in a county jail not exceeding one year, or by both such fine and imprisonment.
2. If such person has been previously convicted, he is punishable by imprisonment in the state prison for five years. (Penal Code 71)

1001.1 Non Discrimination and Sexual Harassment

The Governing Board prohibits unlawful discrimination against and or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any district site and or activity. The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages or participates in unlawful discrimination, or who aids, abets, incites, compels or coerces another to discriminate, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Any district employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. Failure of a district employee to report discrimination or harassment may result in disciplinary action. (BP, AR 4030)

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment can be filed in accordance with AR 4031. (Complaints Concerning Discrimination in Employment)

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in term or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.

8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Each principal and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the district's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

1002.0 Insults

Any parent, guardian, or other person who upbraids, insults or abuses any teacher in the presence of other school personnel or pupils and at a place which is on school premises or public sidewalks, streets, or other public ways adjacent to school premises or at some other place if the teacher is required to be at such other place in connection with assigned school activities is guilty of a misdemeanor, and is punishable by a fine of not less than five-hundred dollars (\$500), not exceeding one thousand dollars (\$1000). (EC 44811)

1003.0 Employee Security

Notice Regarding Student Offenses Committed While Under School Jurisdiction

Education Code 49079 requires the district to inform the teacher of every student in his/her class who has engaged in, or is reasonably suspected to have engaged in, any act which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of subdivision (h), possession or use of tobacco products. The information provided to teachers must cover the previous three years.

The Superintendent or designee shall inform the teacher of every student in his/her class who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall keep the information confidential and disseminate it no further.

1004.0 Witnessing an Assault

Whenever any employee of a school district or of the office of a county superintendent of schools is attacked, assaulted, or menaced, by any pupil, it

shall be the duty of such employee, and the duty of any person under whose direction or supervision such employee is employed in the public school system who has knowledge of such incident, to promptly report the same to the appropriate law enforcement authorities of the county or city in which the same occurred. Failure to make such report shall be a misdemeanor punishable by a fine of not more than one thousand dollars (\$1000). (EC 44014)

1005.0 Non-Student Disruption

Any adult, or any minor over 16 years of age who is not a pupil of the school, including but not limited to any such minor or adult who is the parent, or guardian of a pupil of the school, who comes upon any school grounds or into any school building and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor. (EC 44810)

1006.0 Loitering or Causing Disturbance

1. Any person who is not a member of the school staff or student body and who loiters on or about any school building or grounds without written permission or who causes disturbances is guilty of disorderly conduct and may be prosecuted according to law. It is therefore required that all visitors register in the office of the principal.
2. Any suspicious persons at or near the school are to be reported to the principal and to the police if it seems wise. All students and staff share responsibility in this matter.
3. Any person who fails to leave a public school building or grounds promptly, or who, after leaving, returns thereto within seven days, is guilty of a misdemeanor. (EC 32211-b)
4. Skateboarding, bike riding, etc., are forbidden on campus before, during and after school hours.

1007.0 Offensive Substances

It shall be unlawful to manufacture or prepare, or to possess any liquid, gaseous, or solid substance or matter of any kind which is injurious to person or property, or is nauseating, sickening, irritating or offensive, to any of the senses with intent to throw, drop, pour, deposit, release, discharge, or expose the same - in, upon or about any teacher, restaurant, place of business, place of amusement, or any other place of public assemblage.

Any person violating any of the provisions hereof shall be punished by imprisonment in the county jail for not less than three months and not more than one year, or by a fine of not less than five-hundred dollars (\$500) and not more

than two-thousand dollars (\$2,000), or by both such fine and imprisonment.
(Penal Code 375)

1008.0 Reporting Child Abuse or Neglect - MANDATED REPORTER

Certificated employees and classified employees must report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six (36) hours. The reporting duties are individual and cannot be delegated to another individual. Contact a site administrator for assistance in reporting.

"Child Abuse", as defined by law, includes the following:

1. Physical abuse resulting in a non-accidental physical injury;
2. Physical neglect, including both severe and general neglect resulting in negligent treatment or maltreatment of a child;
3. Sexual abuse including both sexual assault and sexual exploitation;
4. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment;
5. Severe corporal punishment.

"Mandated Reporters" are those people defined by law as "child care custodians", "medical practitioners", and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

1. Teachers
2. Administrators
3. Supervisors of child welfare and attendance
4. Certificated pupil personnel employees
5. School psychologists
6. Licensed nurses
7. Counselors
8. Those instructional aides or other classified employees trained in child abuse reporting

Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

AB 2238, Chapter 136, which became effective January 1, 1979, amended Penal Code Section 11161.6 and provides immunity for those required to report child abuse from civil or criminal liability as a result of taking or causing to be taken, photographs of suspected victims of child abuse and the dissemination of such photographs with the required reports.

AB 2303 (Cromer), requires that the identity of reporting school persons be recorded by the Department of Justice whether the report be written or oral. The identity of the reporter is confidential under these new rules.

1009.0 Hazing

No student, or other person in attendance at any public, private, parochial, or military school, community college, college, or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades, or tends to injure, degrade, or disgrace any fellow student or person attending the institution.

The violation of this section is a misdemeanor, punishable by a fine of not less than fifty dollars (\$50), not more than five thousand dollars (\$5,000), or imprisonment in the county jail for not more than one year, or both. (EC 32050)

1010.0 Detention After School

A pupil shall not be detained in school for disciplinary or other reasons for more than one hour after the close of the maximum school day. (Calif. Admin. Code, Title V, Sec. 353) Teachers should notify parents 24 hours in advance of such detentions.

1011.0 Detention During Noon Intermission

A pupil shall not be required to miss lunch or be assigned any duties during the intermission at noon, or during any recess. (Calif. Admin. Code, Title V, Section 353)

1012.0 Treatment of Injured Student

Notwithstanding any provision of any law, no school district, officer of any school district, school principal, physician, or hospital treating any child enrolled in any school in any district shall be held liable for the reasonable treatment of a

child without the consent of a parent or guardian of the child when the child is ill or injured during regular school hours, requires reasonable medical treatment, and the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection of any medical treatment other than first aid. (EC 49407)

Please note: the District does not provide medical coverage for students.

1013.0 Fees, Deposits, and Other Charges

A Free Public School System (The following information and opinions are provided by the California State Department of Education and Office of the Attorney General)

“A pupil enrolled in a school shall not be required to pay any fee, deposit, or other charge not specifically authorized by law.”

With this language the State Board of Education made clear that fees are not to be imposed except where specifically authorized by law. This administrative regulation, or “law” of the State Board was promulgated based on the authority of Article IX, Section 5 of the California Constitution. Article IX, Section 5 provides for a free school system.

The Attorney General has, in several opinions, consistently ruled that school districts do not have authority to levy fees for any elective or compulsory class. Further, districts may not require security deposits for locks, lockers, books, class apparatus, musical instruments, uniforms, or other equipment.

The administrative regulation noted above prohibited fees except those “...specifically authorized by law.” Certain fees have been authorized by law since the rule was promulgated.

The 1984 California Supreme Court decision, *Hartzell v. Connell* raises serious questions about the imposition of a non-statutory fee for extracurricular activities. The lead opinion acknowledges that fees may be charged for “recreational” activities but not for “educational” activities. Extracurricular activities are described in the opinion as an integral component of public education; they are a part of the educational program according to this decision.

The court held that the “...imposition of fees for educational activities offered by the public high school districts violates the free school guarantee. The constitutional defect in such fees can neither be corrected by providing waivers to indigent or justified by pleading financial hardship.”

Fees Authorized by Law

The Education Code specifically authorizes certain fees. Except for home to school transportation fees discussed later, none of those Code sections have been challenged and the *Hartzell v. Connell* decision did not directly rule on them

legality. Therefore, districts may continue to levy fees as authorized in the following Educational Code sections:

- A. Fees that a district may collect for furnishing materials to a pupil for items the pupil has fabricated from such materials for his or her own use. Such fees may not exceed cost. (E.C. 39526)
- B. Fees that a district may charge pupils for transportation to and from school under limited circumstances. (Education Code sections 38028, 29807.5 and 39837)
- C. Charges for food served to pupils. (Education Code sections 39870-39874, 39876)
- D. Charges to the parent or guardian of any pupil who loses a book, defaces books or other school property. Liability limits for lost items or damage are adjusted annually by the State Superintendent of Public Instruction pursuant to statute. (E.C. 48904)
- E. Charges for field trips or excursions, principally for transportation. The authority to charge a fee for field trips or excursions is not directly stated in the Education Code. Rather, it provides that “No pupil shall be prevented from making the field trip or excursion because of lack of sufficient funds.” (E.C. 35330)
- F. Districts must make medical, hospital, or accident insurance available to pupils who may be injured while participating in field trips. The cost of the insurance may be paid by the pupil or his parents. (E.C. 35331)
- G. Governing boards may expend from the general fund of the district any money, which is budgeted for community services to establish and maintain community service classes. They may charge student fees not to exceed the cost of maintaining such classes. (E.C. 51815)
- H. A governing board may charge a tuition fee to adults for any class except classes in English and citizenship for foreigners, classes in elementary subjects, and classes for which high school credit is granted when taken by a person not holding a high school diploma. (E.C. 52612)
- I. Districts must provide, and each member of an athletic team must have, insurance protection for medical and hospital expenses resulting from accidental bodily injury. The cost of such insurance may be paid by the pupil unless the pupil is unable to pay for such insurance. (Education Code sections 32220-32224)

- J. A school district may require a deposit from a borrower of school band instruments, music, uniforms, and other regalia for use on an excursion to a foreign country. (E.C. 40015)
- K. Pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state shall be charged a tuition fee. (Education Code sections 48050 and 48052)
- L. The regulations of the governing board may provide for the sale of materials purchased from the incidental expense account to pupils in classes for adults, for use in connection with such classes. The proceeds of all such sales shall be deposited in that account (E.C. 52615). A high school district board may charge for textbooks used in classes for adults or impose a refundable deposit on loaned books. (E.C. 60410)
- M. The governing board of a school district may sell class material to persons enrolled in classes for adults. This may include materials necessary for the making of articles by students enrolled in adult education. The materials shall be sold at not less than the cost to the district; any article made shall be the property of the person who made it. (E.C. 39527)
- N. The governing board of any elementary, high, or unified school district may charge a fee for school camp programs, provided that payment of such fee is not mandatory. No pupil shall be denied the opportunity to participate in a summer camp program because of non-payment of the fee. (E.C. 35335)
- O. Families utilizing child care and development Services shall be charged a fee by the school district, but no fees shall be assessed against families whose children are enrolled in the state preschool program, or for such services provided to severely handicapped children (Education Code sections 8263(e)(f) and 8250(d).). Standards for fees appear in E.C. 8265. The school district may also impose a fee for a program of supervision of children before and after school. (E.C. 8487 and 8488)
- P. School districts may offer a fingerprint program for children in kindergarten or newly enrolled children and shall assess a fee to the parent or guardian who chooses to participate. (E.C. 32390)

District Obligation to Provide Without Charge

The opinions of the Attorney General mentioned earlier indicate that charges **may not be levied** for the following:

- A. A deposit in the nature of a guarantee that the district would be reimbursed for loss to the district on account of breakage, damage to, or loss of school property.
- B. An admission charge to an exhibit, fair, theater or similar activity for instruction or extracurricular purposes with a visit to such places is part of the district's educational program.
- C. A tuition fee or charge as a condition to enrollment in any class or course of instruction, including a fee for attendance in a summer or vacation school, a registration fee, a fee for a catalog of courses, a fee for an examination in a subject, a late registration or program change fee, a fee for the issuance of a diploma or certificate, or a charge for lodging.
- D. Membership fees in a student body or any student organization as a condition for enrollment or participation in athletic or other curricular or extracurricular activities sponsored by the school.
- E. E.C. 48053 prohibits charging an apprentice, or his or her parents or guardian, for admission or attendance in any class.
- F. Textbooks and workbooks must be furnished without charge by elementary and high school districts except for classes for adults. A charge may not be made for their use (E.C. 60070 and 60410).

E.C. 40011 provides:

“Writing and drawing paper, pens, inks, blackboard erasers, crayons, lead pencils, and other necessary supplies for the use of the schools, shall be furnished under direction of the governing board of the school district.”

The Attorney General has issued an opinion interpreting this language. He was asked specifically whether a student could be required to furnish any or all of the following:

- A. Art material for art classes and mechanical drawing sets
- B. Cloth to be used in dressmaking classes and wood for carpentry classes
- C. Gym suits and shoes for physical education classes
- D. Bluebooks in which to write a final examination
- E. Paper on which to write a theme or report when such theme or report is a required assignment.

The Attorney General concluded that all the above-mentioned materials were “necessary supplies” and as such had to be furnished by the school district. He reasoned that the articles listed in A, B, C, and D, “appear to be supplies that must be available to students in order to participate in regular classroom work in the particular subjects involved.” As to E, the Attorney General stated that,

“paper to be used on which to write a theme or report must also be furnished when required as a part of the classroom activity.”

The Attorney General limited his discussion to the questions specifically asked and did not state what materials a district is not obligated to furnish. However:

“supplies,...must be furnished free of cost to students when the supplies are what might be termed ‘school supplies’ and are necessary in order for the students to pursue a course of study.”

The Attorney General’s use of the term “school supplies” is meant to exclude from the district’s obligation those items or materials which, although necessary for class participation, are essential regardless of whether or not a person is a student. For example, a school district would not be obligated to furnish corrective lenses, clothes, and so forth. Such items are needed whether or not one is a student.

Specifically, with respect to gym clothes, E.C. 49066(b) states that: “No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil,” such as, for example, lack of funds.

It should be determined whether a fee for a particular item is specifically authorized by statute, if not, it should be determined whether a particular item is required by law to be furnished free or whether it comes under the category of “necessary supplies.” If it does, then the district must furnish the item without charge.

It is the position of the Department of Education that a school district may require its students to purchase their own gym clothes of a district specified design and color so long as the design and color are of a type sold for general wear outside of school. Once the required gym uniforms become specialized in terms of included logos, school name or other characteristics not found on clothing for general use outside of school, they are school supplies and the district must provide those uniforms free of charge.

It is the opinion of the Department’s legal office that a school district may not charge a fee or require students to purchase necessary materials even if the district maintains a special fund to assist students with financial need or waives such fee or charge for students with financial need. The fee or charge still remains a condition for all other students not so assisted. The court in *Hartzell v. Connell* discussed below held that a fee-waiver policy for needy students does not save the fee.

Extracurricular Activities

On April 20, 1984, the California Supreme Court decided, in *Hartzell v. Connell* 35 Cal. 3d 899, that a public school district may not charge fees for educational programs simply because they are denominated “extracurricular.” As expressed by the lead opinion, the court concluded that “the imposition of fees as a precondition for participation in non-statutory educational programs offered by public high schools on a noncredit basis violates the free schools guarantee of the California Constitution and the prohibition against school fees contained in Title 5, Section 350 of the California Administrative Code.” (Now California Code of Regulations).

Some significant observations by the various justices and ramifications of the decision are as follows:

- A. The lead opinion was written by Chief Justice Bird with Justices Broussard and Reynoso concurring specifically. The approach taken to the issue by the Chief Justice holds that the free school guarantee extends to all activities which constitute an integral, fundamental part of elementary and secondary education or which amount to necessary elements of any school’s activity. The opinion concludes that extracurricular activities constitute an integral component of public education.
- B. The lead opinion holds that fee based extracurricular activities are also illegal under Title 5 California Code of Regulations 350 (5 CCR 350), which prohibits the imposition of “...any fee, deposit, or other charge not specifically authorized by law.”
- C. Apart from the fee issue, this particular holding has wide reaching significance. Along with constitutional provisions and statutes, any regulation adopted by the State Board of Education or Superintendent of Public Instruction is a “law.” E.C. 35160, the so-called “permissive code” authority allows school districts to carry on any activity or act in any manner “...which is not in conflict with or inconsistent with, or preempted by, any law...”
- D. As noted above, several provisions of the Education Code permit schools districts to impose charges or fees, e.g.: Sections 35330 (field trips and excursions), 48909 (charge for lost textbook), 35335 (school camps), 32220-32224 (requires members of athletic teams to purchase death, accident and hospital insurance), 40015 (deposit for use of a school musical instrument), 39804 (pupil transportation), and so forth. In his opinion, in which he concurs in the judgment, Justice Kaus raised the question whether, under the decision, any of the statutory fees and charges (Paragraph II, *supra*) would be unconstitutional. Because none of the statutory fees were in issue, the court made no ruling in that respect. The *Hartzell* decision is binding precedent for invalidation of any non-statutory fees of the type examined by that court. Except for home to school transportation fees (Section 39807.5), the constitutionality of the statutory fees and charges is yet to be judicially decided.

- E. In a footnote, the lead opinion states that the: “educational activities are to be distinguished from activities which are purely recreational in character. Examples of the latter might include attending weekend dances or athletic events.” This statement may cause future litigation on the issue of whether the challenged fee based activity is educational or recreational. The issue is complicated by the fact that while citing an athletic event as possibly being recreational, the court invalidated a fee based athletic activity because it was held to be educational. This could be reconciled by interpreting the footnote as allowing a fee if the participation is solely as a spectator.
- F. The defendants argued that their fee-waiver policy for needy students satisfies the requirements of the free school requirement. They suggested that the right to be educated at public expense amounts merely to a right not to be financially prevented from enjoying educational opportunities. The court answered that such an argument plainly contradicts the plain free school language of the Constitution.

1014.0 Agents Prohibited

Outside agents or vendors (whether for profit or not-for profit) are forbidden from soliciting or offering for sale any wares, articles, stocks, services, insurance, etc., on any school premises, without prior approval.

1015.0 Solicitation of Funds

Funds may be solicited or materials distributed for those nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law, when approved in advance by the Board. (Ed. Code 51520)

1016.0 Contacting of Students by Outside Groups

No students shall be solicited or contacted on school premises by anyone to subscribe or contribute to the funds of, or become members of, or to work for any organization not directly under the control of school authorities.

The only exception is when the solicitation is for a non-partisan, charitable organization for charitable purposes by an act of Congress or the state legislature.

Solicitations on Behalf of the School: Official school-related organizations may organize fundraising events to benefit the school or student groups/clubs after first obtaining the approval of the Superintendent or designee for solicitations on behalf of the school.

1017.0 Gratuities Prohibited

Employees of the Perris Union High School District are forbidden to receive any tips, emoluments, gratuities, or compensation for work for which compensation is provided by the Board. (BP 9270)

1018.0 Pupil Tutoring

A teacher in the employ of the district shall not:

- a. Tutor his/her own pupils for pay.
- b. Tutor pupils for pay during regular school hours.
- c. Use school facilities, equipment and/or materials to tutor pupils for pay.

1019.0 Gambling, Drinking, Smoking

Gambling in any form is prohibited on school property. Employees may not possess or consume alcoholic beverages on school property. Smoking is prohibited on all school property and within all school buildings and vehicles. (BP 3513.3)

1019.1 Tobacco-Free Schools

The Governing Board recognizes the health hazards associated with smoking and use of tobacco products, including the breathing of second-hand smoke, and it desires to provide a healthy environment. The Board prohibits the use of tobacco products at any time in district owned or leased buildings on district property and in district vehicles. This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Any person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may: (1) Direct the person to leave school property; (2) Request local law enforcement assistance in removing the person from school premises; (3) If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time.

1020.0 Administration of Prescription Drugs

No drugs of any kind should be given to students by district personnel unless permission is secured in writing from the parents or guardians as well as an order from a licensed physician. Under no circumstances are school personnel to provide students with any over-the-counter medicines. (BP 5141.21)

1021.0 Violence Against School Employees

Existing law provides misdemeanor punishment for assault or battery generally, but an increased penalty for assault, and alternative felony-misdemeanor punishment for battery, is authorized when the victim is a peace officer, fireman,

emergency medical technician, mobile intensive care paramedic nurse, physician, or any person who is inflicted with great bodily injury.

When an assault is committed on school property against the person of a teacher, student teacher, school security officer, or school administrator, while engaged in the performance of his or her duties, and the person committing the offense knows, or reasonably should know that the victim is a teacher, student teacher, school security officer, or school administrator engaged in the performance of his or her duties, the assault is punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in the county jail not exceeding one year, or by both such fine and imprisonment. (Penal Code 241.2)

When a battery is committed on school property against the person of a teacher, student teacher, school security officer, or school administrator, while engaged in the performance of his or her duties, and the person committing the offense knows or reasonably should know that the victim is a teacher, student teacher, school security officer, or school administrator engaged in the performance of his or her duties, the battery is punishable by a fine not exceeding one thousand dollars (\$1,000), or by imprisonment in the state prison not exceeding one year, or by both such fine and imprisonment. (Penal Code 243.1)

1022.0 Teaching of Controversial Issues

Board policy and good teaching practice require that teachers be sensitive to the needs of students in teaching controversial subjects, and in using materials in the classroom which may be controversial, or which may affect the beliefs or feelings of students. (BP 6141.6) This is particularly true of materials that may contain derogatory racial, ethnic, or sexual expressions, or profanity. Care should be exercised to use the material in an appropriate and sensitive manner, remembering that teachers have an affirmative responsibility under state law to teach students to avoid the use of profanity, and to "instruct them in manners and morals." (See Education Code Section 44806.) Questions about the appropriate use of materials should be referred to the principal.

1023.0 District Wellness Policies

District Wellness Policies – Excerpts from BP/AR 5030:

Health Education

Quality and Effective Health Education – helps students develop health literacy as defined in the Health Framework for California Public Schools Kindergarten through Grade Twelve.

Health Literacy - The capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing. The purpose of school-based health education is to develop health literate individuals. The four unifying ideas of health literacy are:

- *Acceptance of personal responsibility for lifelong health.* Health-literate individuals acknowledge that they have some control over their health, incorporate health-related knowledge into everyday behavior, and make a lifelong commitment to healthy living.
- *Respect for and promotion of the health of others.* Health-literate individuals understand and acknowledge the effects of personal behavior on the health and well-being of others. In addition, they understand the influence that people have on the environment and the way in which elements within the environment affect the health of groups and individuals. They translate this understanding into concern for the health of others in the family, school, peer group, and community.
- *An understanding of the process of growth and development.* Health-literate individuals understand and acknowledge the aspects of physical, mental, emotional, and social growth and development common to all people as well as those aspects that are unique to individuals. They respect the dignity of all individuals and recognize that people continue to develop throughout their lives.
- *Informed use of health-related information, products, and services.* Health-literate individuals select and use available health-related information, products, and services carefully and wisely. Being health literate involves the ability to think critically about health-related information and be a selective consumer of health-related services and products.

Health Education includes the development, delivery, and evaluation of a planned, sequential curriculum for students in kindergarten through grade twelve and for parents and school staff and is designed to influence positively people's knowledge, attitudes, skills, and behaviors related to health. Health education addresses the four unifying ideas of health literacy and the following nine content areas: personal health; consumer and community health; injury prevention and safety; alcohol, tobacco, and other drugs; nutrition; environmental health; family living; individual growth and development; and communicable and chronic diseases.

Health Framework for California Public Schools Kindergarten Through Grade Twelve (2003) includes Expectations and Content, by Grade Level: Middle School, High School and Scope and Sequence of Health Instruction.

The Expectations by Unifying Idea are as follows (they are specified in developmentally-appropriate format for middle school and high school in the Health Framework):

1. Acceptance of personal responsibility for lifelong health

Expectations:

- A. Students will demonstrate ways in which they can enhance and maintain their health and well-being.

- B. Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.
- C. Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

2. Respect for and promotion of the health of others

Expectations:

- A. Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.
- B. Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

3. An understanding of the process of growth and development

Expectations:

- A. Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.
- B. Students will understand and accept individual differences in growth and development.

4. Informed use of health-related information, products, and services

Expectation:

Students will identify information, products, and services that may be helpful or harmful to their health. (cf. 5131.6 – Alcohol and Other Drugs)

Physical Education

Quality Physical Education Program – exposes students to the skills necessary to perform a variety of physical activities, ensures that students participate regularly in physical activities, teaches the benefits of involvement in physical activities, and emphasizes the value of physical activity and its contributions to a healthful lifestyle.

Physical Education is a multifaceted process that teaches a wide range of skills and activities with the aim of the students becoming physically educated, physically fit, and able to enjoy a variety of physical activities and committed to lifelong health and physical wellbeing. It is a continuing process of articulated, sequential development of skills, talents, attitudes, and behaviors. (*Physical Education Framework, for California Public Schools Kindergarten through Grade Twelve.*)

It is important to make Physical Education a positive experience for all students. The purpose of positive Physical Education is to guide students in the process of becoming physically active and healthy for a lifetime.

There is a distinct relationship between academic achievement and the physical fitness of California's public school students: Students achieve best when they are physically fit. The healthy, physically active student is more likely to be academically motivated, alert and successful.

Quality Physical Education

- Middle School
 - o Introduction to many movement forms
 - o Emphasis on discovering personal tendencies
- High School
 - o Development of personal physical fitness program
 - o Specialization in few movement forms

Physical Education: 7-12 program is designed to encourage students to be physically active by introducing them to a variety of movement forms in a positive safe environment. All students are encouraged to support their peers, practice sportsmanship and recognize the need for athletic opportunities for members of both genders. Competition equates with making the most of one's physical potential and capabilities in a positive, meaningful way.

The California Physical Fitness Test (PFT) will be administered to grades seven and nine. The PFT is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscular strength, endurance and flexibility. The PFT provides information that can be used by students to assess and plan personal fitness programs; teachers to design the curriculum of physical education programs; and parents and guardians to understand their children's fitness levels.

After school sports and programs that support physical activity are to be supported at the school site and within the community. Physically active students become physically active adults because they are physically competent, enjoy physical activity, understand sport/activity protocols, understand and accept their tendencies and preferences and have participated in a plethora of activities. (cf. 6142.7 – Physical Education)

The Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade Twelve represents the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle. *Education Code* section 51222 provides for 400 minutes of physical education every 10 school days for students in grades seven through twelve.

The Physical Education Model Content Standards establish specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

There are five overall model content standards for middle school children. They are:

- Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Standard 3: Assess and maintain a level of physical fitness to improve health and performance.
- Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

For high school youth, there are only three overall model content standards. They are:

- Standard 1: Demonstrate knowledge and competency in motor skills, movement patterns and strategies to perform a variety of physical activities.
- Standard 2: Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. AR 5030 (g)
- Standard 3: Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

To fulfill the requirement for high school graduation, students must take two years of physical education in high school.

Integrating Physical Activity into the Classroom Setting – For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical

activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Physical Activity Opportunities Before and After School – All middle and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special healthcare needs.

Physical Activity and Punishment – Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Nutrition

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Promoting nutritional integrity in school will be a cooperative effort between child nutrition professionals, teachers, staff, administrators, parents, community and students.

Schools are encouraged to:

1. Create an environment which supports healthy eating practices and allows adequate time for food consumption. To the extent possible, students should have at least 10 minutes to eat after sitting down for breakfast, and 20 minutes after sitting down for lunch.
2. Maintain dining areas that are pleasant, clean and inviting places to eat school meals.
3. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program.
4. Establish a greater collaboration between Nutrition Services Department and the classroom, including nutrition education for parents, staff and students.
5. Develop and practice good nutrition. All school activities including fund raising, classroom parties and incentive awards, should reflect the same sound nutritional education practices that are taught in the classroom and implemented by the Nutrition Services Department.

6. Comply with safety and sanitation requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-114455 as outlined in Attachments A, B, & C.
7. Comply with California Education Code, State and Federal law regarding food as outlined in Attachments A, B, & C.
8. Maintain nutritional integrity. Nutritional integrity is a guaranteed level of performance that assures that foods available in schools for children are consistent with the recommended dietary allowances and dietary guidelines, and when consumed, contributes to the development of life-long, healthy eating habits. Nutritional standards are outlined in Attachments A, B, & C.
9. Encourage all children to have breakfast, either at home or at school.
 - a. Schools will, to the extent possible, operate the School Breakfast Program.
 - b. Schools will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, including promotion of service breakfast in the classroom, “grab-and-go” or “second chance” breakfast, or breakfast during morning break, recess, or passing periods.
 - c. Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
 - d. Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.
 - e. Free and Reduced-Price Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income (Provision II sites); promote the availability of school meals to all students, including field trips; and/or promote nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Sharing of Foods and Beverages – Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies, disease transmission and other restrictions on some children’s diets.

Fundraising Activities – The district administration expects the sale of nutritious foods and beverages. Therefore, all fundraising activities involving the sale of food must be in conjunction with all State and Federal regulations regarding child nutrition. Student and parent organizations must plan food sales at least 30 minutes after school hours so that there is no interference with the school's breakfast or lunch programs. Attachments A, B, & C clarify what is permissible in the district's schools. Student and parent organizations may contract with Nutrition Services for acquisition of food to be sold on campus for the purpose of fundraising after school.

(cf. 1321 – Solicitation of Funds From and By Students)

Rewards/Punishment – Schools and staff will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment. See attachments A & B.

Celebrations – Celebrations and classroom parties offering food and/or beverages may not occur more than twice per year, and must be held after the end of the lunch period. Items offered must be commercially prepared, and stable at room temperature. School staff shall ensure parents/guardians or other volunteers support the district's nutrition education program by ensuring nutritional quality and adherence to the District's Wellness Policy when selecting any snacks which they may donate for occasional class parties and by eliminating foods or beverages that do not meet nutritional standards.

Wellness Policy 5030: Food and Beverages Sold or Served in Middle Schools

Issue	Standards	Rationale
General Statement: District Non-Profit Food Service Program	<p>Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program.</p> <p>All snack and beverage items offered outside the meal program may not exceed 250 calories.</p> <p>Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, with no beverage larger than 12 oz., except water. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold.</p> <p>Snacks offered for sale, except food served as part of the USDA meal program, shall meet all the following standards:</p> <ul style="list-style-type: none"> Not more than 35% of its total calories shall be from fat. Not more than 10% of its calories shall be from saturated fat. Not more than 35% if its total weight shall be composed of sugar, including naturally occurring and added sugar. Exemptions are nuts, nut butters, seeds, cheese packaged for individual sale, fruits & vegetables that have 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>

	<p>not been deep fried, and legumes.</p> <p>Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories.</p>	
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<p>ASB's may sell up to 3 snack and/or beverage items each day, including vending, providing that:</p> <p>Items selected for sale must meet the nutritional standards outlined above for snacks and beverages.</p> <p>Have approval from the District prior to the sale.</p> <p>The items offered for sale are intended to supplement the meal program or meals brought from home. Not be offered for sale by the district food service program. All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature.</p> <p>Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that:</p> <p>The sale is approved by the District</p> <p>The items selected for sale meet the nutritional requirement outlined above. The school cafeteria staff is given a minimum of two weeks notice.</p>	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to life long healthy eating habits.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>

	<p>All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day.</p> <p>Sales not approved by the District may not occur at anytime on school campuses.</p> <p>“Sold” is defined as any item exchanged for cash, token or voucher.</p> <p>Clubs and school sponsored organizations may not sell food and beverage products during the school unless approved by the school ASB. These sales when approved must meet the district standards for food sales.</p>	
Other food and beverages used outside District meal programs	<p>Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations.</p> <p>Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered shall follow the same guidelines outlined above.</p> <p>Items offered must be commercially prepared, and stable at room temperature.</p>	Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.

Attachment A: Middle Schools

Attachment B

Wellness Policy 5030: Food and Beverages Sold or Served in High Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<p>Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program.</p> <p>All snack and beverage items offered outside the meal program may not exceed 250 calories.</p> <p>Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, and electrolyte replacement beverages containing no more than 42 gms. of added sweetener per 20 oz. serving. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold.</p> <p>Snacks offered for sale, except food served as part of the USDA meal program, shall meet all the following standards:</p> <ul style="list-style-type: none"> Not more than 35% of its total calories shall be from fat. Not more than 10% of its calories shall be from saturated fat. Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. Exemptions are nuts, nut butters, seeds, eggs, cheese packaged for individual sale, 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are</p>

	<p>fruits & vegetables that have not been deep fried, and legumes.</p> <p>Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories.</p>	implemented to prevent food borne illness in schools.
Food and beverage sales outside the District Non-Profit Food Service Program	<p>ASB's may sell up to 3 categories of snack and/or beverage items each day, including vending, providing that:</p> <p>Items selected for sale must meet the nutritional standards outlined above for snacks and beverages. Have approval from the District prior to the sale. The items offered for sale are intended to supplement the meal program or meals brought from home. Not be offered for sale by the district food service program. All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature. Categories may include eligible fruit drinks, isotonic, waters, grain products, confections, dairy, and nuts & seeds.</p> <p>Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: The sale is approved by the District.</p>	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to life-long healthy eating habits.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>

	<p>The items selected for sale meet the nutritional requirement outlined above. The school cafeteria staff is given a minimum of two weeks notice.</p> <p>All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day.</p> <p>Sales not approved by the District may not occur at any time on school campuses.</p> <p>“Sold” is defined as any item exchanged for cash, token or voucher.</p>	
Other food and beverages used outside District meal programs	<p>Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations.</p> <p>Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above.</p> <p>Items offered must be commercially prepared, and stable at room temperature.</p>	Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.

Attachment B: High Schools

SECTION XI

GENERAL INFORMATION

1101.0 Student Organizations

In order to be recognized as an official student organization and operate on campus, clubs must be chartered by the Associated Student Body (ASB) organization, and approved by the site principal, and then forwarded to the District office for Board approval. Clubs must follow the rules for a club established by ASB. Forms for organizing a club may be obtained in the ASB Office.

1101.1 Club Sponsors

Every school club must have a certificated sponsor, constitution, application and projected budget on file with the ASB and the District.

1101.2 Initiations

Initiations involving any form of student hazing or special dress are forbidden. Other types of initiation must have the approval of the principal.

1102.0 Extracurricular Activities

Any event that a student participates in and sponsored by members of the faculty, is a school activity and, therefore, all district and school rules apply.

1. Calendar: In order to avoid conflicts, it is essential that each extracurricular activity be scheduled by the sponsor on the master calendar maintained in the school office.
2. Events scheduled during school holidays and on Sundays are to be discouraged, and may only be held by pre-arrangement and approval of the site principal and the District Office.
3. School sponsored dances are to be held on campus or at school approved off campus sites.
4. Regular Scheduled Athletic Events and Field Trips: All coaches, teachers and advisors are required to distribute to the faculty AT LEAST TWO (2) days PRIOR to the first scheduled sport activity of the season or field trip a MASTER STUDENT EXCUSE LIST. It is the teacher's responsibility to communicate without delay to the faculty any name changes that occur on the Master Student Excuse List.
5. A Weekly Activity Calendar will list ALL forthcoming events.

NOTE: Failure to follow this procedure may result in cancellation of event.

All athletic and social activities of pupils, wherever held, if conducted under the name or auspices of a public school or of any class or organization thereof, shall be under the direct supervision of certificated employees of the district. (Calif. Admin. Code, Title V, Sec. 553)

1103.0 Conferences with Parents

Parent-teacher conferences are encouraged. Teachers should meet parents in the lobby of the administration building. The conference can then be conducted in a prearranged school location. The teachers' lounges may not be used for conferences. Conferences also may not be held during a regularly assigned class period. State Education Code 48910 requires that anytime a student is suspended from class, the teacher shall, as soon as possible, ask the parent or guardian to attend a parent conference. Whenever practicable, a counselor or a school psychologist shall attend this conference. A school administrator may be invited to attend this conference either by the teacher or the parent. It is recommended that teachers do not meet alone with a parent in their classroom.

The teacher should always review a student's work and/or grades prior to a parent conference and take his/her grade book, or a copy of a computer printout from Infinite Campus, to the conference. It is recommended that all conferences be held in the counseling / Administration building.

Results of all conferences should be documented through the counseling office.

1104.0 Conferences with Students

Nothing can strengthen the position of the classroom teacher more than the "extra" time devoted to the helping of individual pupils with their school problems. Students should be made to realize that the teacher is available to interested, sincere students needing help.

1105.0 Care of Examination

A great amount of criticism may rise from students and/or parents when a test or tests "get-out" before or during a term or final examination week. Tests should be kept under lock and key and carefully protected. Students are not allowed to type, prepare or grade examinations.

1106.0 The Pledge of Allegiance

The Pledge of Allegiance is to be conducted daily. (Ed Code 52720)

1107.0 Assignments for Class Work

Class assignments should be clearly and definitely made. Students are recommended to keep an assignment log that clearly indicates the date the assignment is given, the pages to be read, the problems to be solved, the collateral reading work to be covered, and the date the assignments are due. This

serves as an effective tool for parent notification and negates the parent's criticism that the child has no homework. It is particularly essential for use by substitute teachers. Teachers should use the available technology (Google Classroom, Haiku) to post all assignments so that students and parents may be able to locate this information as needed.

1108.0 Homework

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom-learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services. (BP 6154) (Teachers are expected to post homework assignments using the available technology (Google Classroom, Haiku)).

1109.0 Makeup Work

Students who miss schoolwork because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

Students who miss schoolwork because of unexcused absences may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. (BP 6154)

1110.0 Co-curricular Activities

All faculty members are encouraged to attend athletic and social events of the school. Students appreciate an interest shown in all of their activities. Such interest will improve faculty-student relationships. By contract all teachers will provide 2 supervision assignments during the school year

1111.0 Changing Classrooms

Teachers are to notify the Principal's Secretary and the Attendance Office of any change, even for one period, from the regular classroom and where the class is meeting. Notice should also be posted on the door of the regular room, indicating where the class is to be found. This is necessary in order to locate teachers and students in case of emergencies.

1112.0 Forms

School forms are not to be left available where students may have access to them. Students are also not allowed access to the teacher's desk.

1113.0 Requests by Community Groups

Requests made by community groups for art work, mimeograph work, musical groups, speech groups, etc., must be referred to the principal prior to any commitments.

1114.0 Punctuality

Teachers are expected to be in their classroom on time and remain there while students are in the room except in an emergency. Many problems are avoided by being in the classroom before the students arrive. Teachers have been sued and damages collected when they failed to provide proper supervision in the classroom.

1115.0 School Faculty Meetings (Monthly)

- a. These meetings are planned by the principal and staff for the specific purpose of administrative and curriculum coordination within the individual high school. All certificated employees are expected to attend unless excused by the principal. The principal will chair these meetings.
- b. Faculty meetings are usually held on Wednesdays once a month. Principals will determine the necessity of meetings and actual dates.

1115.1 Professional Learning Community (PLC) & Collaborative Meetings (weekly)

PLC meetings are important meetings where department members are provided time during the school day to work together to improve student learning. This time is provided as part of teachers' work day and, therefore, all teachers are expected to attend and participate in the PLC's and Collaborative Meetings .

1115.2 Subject Area Council Meetings

The department chairpersons at the individual schools are members of this committee. Curriculum development, articulation and coordination at the individual school level are stressed.

1115.3 Board of Education Meetings

The Board of Education holds its regular meeting monthly - usually on the third Wednesday evening at 5:00 p.m. - in open (public) session in the Perris Union High School District Office Board Room at 155 East Fourth Street, Perris, California. Special meetings are scheduled on an "as-needed" basis.

1116.0 Employee Safety

PUHSD EMPLOYEE SAFETY

More information is available on the District or School Site Webpage from the Staff Tab at the top of each page. Under the pulldown menu go to Employee Benefits and Safety.

What to do When a Work Related Injury Occurs

“Call 911 for any life threatening emergency”

Immediately report all injuries, no matter how minor, to your Site Secretary and ask for a DWC (Dept. of Workers Comp) claim form and “Employee Statement of Injury.” The Perris Union High School District is self-insured for Workers Compensation, which means that coverage for an injured employee comes out of the General Fund. To protect employees and the District, it is important that

injuries are reported whether or not medical attention is needed, for three reasons:

1. Protects employees by documenting an injury that occurred at work.
2. Protects the District by documenting an injury that occurred at work.
3. May identify an unsafe condition. The site secretary will report the “who, what, when, where, and how” information by email to the Risk Manager. Risk Management will review the information and work with your supervisor or administrator on a Supervisor’s Investigation Report to determine the root cause(s) of the incident so that the injury does not happen again to you or another employee.

If medical attention is needed, the site secretary has the location of local physicians that will treat employees right away, without an appointment. If medical attention is not needed, the “Decline Treatment” box can be checked. If symptoms persist, call Risk Management for authorization to seek medical treatment at a later date. (951) 943-6369 x 80281 or (951) 529-4691 cell. Report all “close calls” to your supervisor. A close call this time might be an injury the next time. “Close Calls” will also be investigated to find out what steps need to be taken to protect staff, students and property in the future.

**Always follow-up with Risk Management
after being treated for a work injury
Call or Email (951) 943-6369 x 80281,
(951) 529-4691 cell or judy.miller@puhsd.org**

Return to Work Program

The Perris Union High School District has implemented a transitional Return to Work program to benefit all employees as well as the District. Employees that are injured in the course and scope of their employment may be assigned to a temporary modified/alternate position that is within the medical abilities and limitations outlined by their treating physician; or they may be instructed to modify their current position if able to perform the essential job function(s).

This is a temporary assignment that is not intended to create a new position. The work assignment is subject to change and will not exceed 45 days. The employee will receive their regular pay provided they work the assigned number of hours. No overtime or extra duty is authorized while working in a modified or alternative Return to Work assignment.

Employee Assistance Program

The Employee Assistance Program (EAP) is designed to help employees cope with emotional, family and other personal problems. There are no costs involved as long as you stay in the MHN network and ALL PUHSD employees (full time, part time and substitutes) can participate. The program provides a wealth of resources for a healthier, happier life.

Eligible members are entitled to as many telephone or web-video consultations as needed or five (5) office consultations per incident, per calendar year. MHN CAN HELP you and your family with personal and work-related issues, including:

- Grief and depression
- Substance abuse
- Marital, family & relationship issues
- Stress and anxiety
- Health & wellness
- Domestic violence
- Financial & legal issues
- Identity theft

Call (888) 327-0020 toll-free 24 hours a day, seven days a week, or visit MHN at members.mhn.com and register with the company code: REEP.

If you have any additional questions or concerns, please contact Employee Benefits at 951.943.6369 Ext. 80283.

Employee Safety Programs

The District has designed and implemented several employee safety programs for the purpose of providing a safe and healthful workplace. Employees have rights and responsibilities relative to these programs and receive detailed information about them during the District hiring process. Your supervisor will provide you with information about safety programs (other than those below) that may apply specifically to your job or task. The following is an overview of employee safety programs that apply to all employees.

Injury and Illness Prevention Program (IIPP) – (C.C.R., Title 8, Section 3203)

The Governing Board believes that District students and employees have the right to learn and work in a safe and peaceful school environment (BP 3630). The object of every safety program is to provide this safe environment through prevention. By achieving this objective, employee and student injuries, damage to materials or equipment, and the related costs both direct and indirect are eliminated or reduced. The Program Coordinator is Judy Miller, Risk Manager, (951) 943-6369 x 80281.

This program includes:

1. A system for identifying and evaluating workplace hazards
2. Methods and procedures for correcting unsafe and unhealthful conditions and work practices
3. A system designed to encourage employees to report hazards at the workplace without fear of reprisal
4. A system for ensuring employees compliance with safe and healthful work practices that include disciplinary actions
5. A procedure to investigate workplace injuries and illnesses
6. Identification of a person responsible for implementing the program
7. An employee safety training program

EMPLOYEES HAVE THE RIGHT TO:

1. Receive training specific to the tasks they are required to perform and the equipment/tools they are required to use
2. Report, anonymously if they choose, unsafe working conditions and unsafe work practices without fear of reprisal (*Report of Unsafe Conditions can be found on the District website, on the Risk Management page under “Employee Safety” Report of Unsafe Conditions, or at each site posted in the staff lounge).
3. Have access to the District’s written IIPP (on District’s web site, and all district locations). Refuse hazardous work that they believe might lead to death or serious injury (L.C. § 6311).

EMPLOYEES HAVE THE RESPONSIBILITY TO:

1. Work safely
2. Not create unsafe conditions
3. Follow all safety policies/safe practices
4. Report unsafe conditions

Reporting Unsafe Conditions

Pursuant to the Injury Illness Prevention Plan (IIPP), employees have a right and the responsibility to report unsafe conditions with the option to report anonymously. The first method available to report an unsafe condition is through the Maintenance & Operations Work Order System. Find out who at your site enters Work Orders and report your concerns to them. In addition to the Work Order System, the Report of Unsafe Conditions can be accessed from Risk Management on the District's or each school's website. Go to the **"Staff"** tab at the top of the website, then from the pull down menu go to Employee Benefits & Safety, then to Employee Safety (on left of page), to Report of Unsafe Conditions. www.puhsd.org

Bloodborne Pathogens Exposure Control Plan (BBP ECP) – (C.C.R., Title 8, Section 5193)

This program includes:

1. A written plan
2. Determination of employee potential occupational exposure to bloodborne pathogens
3. Procedures for control of exposure to bloodborne pathogens
4. An employee training program
5. Procedures to offer Hepatitis B vaccinations and post-exposure follow-up, at no cost to the employee

EMPLOYEES HAVE THE RIGHT TO:

1. Receive training specific to the control of exposure to bloodborne pathogens
2. Receive, at no cost, Hepatitis B vaccinations and post-exposure follow-up
3. Privacy in regards to medical examination reports, testing and other post-exposure follow-up

EMPLOYEES ARE RESPONSIBLE FOR:

1. Complying with instructions and procedures provided during BPP ECP Training
2. Reporting potential exposure incidents immediately
3. Using personal protective equipment provided
4. Maintaining confidentiality regarding all information about a source individual
5. (Refer also to PUHSD *Bloodborne Pathogens* publication on District's web site, and all district locations)

Hazard Communications: Right to Understand (GHS) Program – (C.C.R., Title 8, Section 5194)

Also known as the "Right to Understand" law says you have a right to know what chemical hazards you face on the job and how to protect yourself against them. The law has recently been changed to include the **Globally Harmonized System** (GHS) that was established to standardize and streamline the information on chemicals worldwide.



What has changed?

- **Revised and standardized labeling on chemicals**
- **Material Safety Data Sheets (MSDS) are now known as Safety Data Sheets (SDS)**
- **Specified format for safety data sheets**
- **Standardized signal words, pictograms and hazard statements**

What needs to be done?

- **Check for a current SDS for each chemical**
- **Read the SDS for understanding prior to using a chemical**
- **Learn the new label format on chemicals. New labels will include:**
 - **Signal word – “danger” for most severe and “warning” for less severe**
 - **Symbols/pictograms**
 - **Product name or identifiers**
 - **Hazard statements**
 - **Precautionary statements**
 - **Manufacturer information**

EMPLOYEES HAVE THE RIGHT TO:

1. To have access to the written plan (on District’s web site, and all district locations)
2. To receive information about specific hazardous substances to which they may be exposed
3. To receive emergency information relative to the release of hazardous substances
4. To have access to SDS, formally called MSDSs

EMPLOYEES ARE RESPONSIBLE FOR:

1. Reading and complying with the instructions on container labels and the SDS
2. Only using substances as directed by container labels and SDS
3. Only storing substances as directed by container labels and SDS
4. Properly labeling all substance containers that are not labeled by the substance manufacturer
5. Not introducing to the workplace a substance that is not purchased and authorized for use by the District (i.e. bringing items, chemicals from home)
6. Using personal protective gear provided

SAFETY DATA SHEETS (SDS) are required for all chemicals or products that contain hazardous materials. The SDS provides important information regarding the health effects of the chemical, routes of entry into the body, appropriate personal protective equipment to use, and first aid treatment if an exposure occurs.

PERRIS UNION HIGH SCHOOL DISTRICT has provided printed copies of SDSs, as well as electronic copies that can be accessed through the internet, as described below.

1. **PRINTED COPIES: Red and Yellow Binders** containing copies of SDSs for chemicals, or for products that contain a hazardous material, have been installed at each school or district location.
2. **ELECTRONIC FILES: SchoolMSDS** is an internet-based tool for viewing SDSs, for keeping track of chemical inventories, and for adding SDSs when a new chemical or product is purchased or is brought on to a PUHSD school or district location. To access the electronic SDS files, go to <http://puhsd.ca.schoolmsds.com/>.

Please ask your site administrator, or call Risk Management if you cannot locate the SDS for a specific chemical or product, or if a SDS needs to be added because a new chemical or product has been purchased. ***(951) 943-6369 x 80282***,

Environmental Health Management Program / Indoor Air Quality

The indoor air quality in a classroom or office depends largely on each of us. Because of increased rodent populations and asthma problems in students and/or staff, it is in everyone's best interest not to allow eating or drinking (other than water) in a classroom. Train students to pick up after themselves and practice good housekeeping. In addition, **DO NOT** bring items from home including air fresheners, candles or aerosols of any kind that could create an airborne exposure for those with respiratory or allergy related conditions. It will make everyone's job easier.

If you have concerns related to smells, ventilation or other conditions please notify your administrator who will start the process by having you complete an occupant survey and/or log, which will also initiate site and District level inspections. A lack of fresh air, poor ventilation, spores, dust and dander can all reduce air quality in schools.

If the issue/concern is not resolved, Risk Management will work with a Certified Industrial Hygienist (CIH) to collect and analyze air and/or surface samples to determine the appropriate response.

If you notice any leaks or water damage, immediately report them to Maintenance & Operations.

Integrated Pest Management; Healthy Schools Act of 2000

The Healthy Schools Act limits what schools can use to control pests, weeds and rodents. Only those licensed or certified can apply a pesticide. In addition, the law includes posting/notification requirements, and records must be kept at school sites for four years.

Keep Pesticides Out of the Classroom. Only those licensed or Certified can use pesticides.

Instead you can prevent a pest invasion:

1. Keep surfaces clean and dry
2. Use soapy water to clean up ant trails
3. Store food in tight-fitting containers
4. Reduce clutter, like cardboard boxes and old files
5. Make sure trash cans are emptied at the end of each day.
6. DO NOT BRING PESTICIDES FROM HOME

REMEMBER: Sanitation is the key to eliminating pests.

Wastes Banned From the Trash

Regulations to protect public health and the environment have been changing. This is because we now know that some common items having traditionally been thrown in your household's or business' trash cannot be safely disposed in landfills. These common items are referred to as hazardous waste and some of them as "universal waste" (u-waste). As of February 9, 2006, all "u-waste" items are banned from the trash.

Fluorescent lamps and tubes, batteries (AAA, AA, C, D, button cell, 9-volt etc.), computer and television monitors, and a variety of other electronic devices may no longer be thrown in the trash. For more information on specific items from your home and where to take those for disposal go to: <http://www.ciwmb.ca.gov/HHW/>.

At your site or department we have placed buckets for old batteries used in the course of your work. When those buckets fill up they can be picked up by a local Hazardous Waste hauler for appropriate disposal. Site custodians will collect used fluorescent tubes for appropriate disposal through our Maintenance & Operations Department.

Any other electronic equipment that has been purchased by the District and is no longer working should be collected by your site and reported to the Purchasing Department for removal.

Emergency Response Plan: Hour-Zero

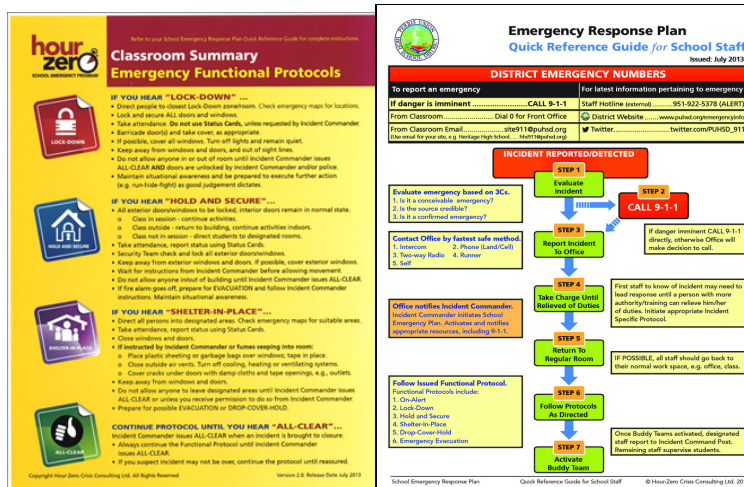
Hour-Zero is the district's Emergency Response web-based tool that provides staff and supporting first responders with all the training, tools, and protocols needed to prepared for and respond to an emergency.



At the beginning of each school year all staff should receive an email message with Hour-Zero log-in instructions and a password. Once logged into the system, staff are asked to update their personal information, emergency contact information and emergency medical information. Please note that emergency medical information is strictly voluntary and includes an email notification system that alerts the employee if/when anyone accesses their emergency medical information.

If you do not receive your Hour-Zero Log-in/password, please let your site administrator know or contact Risk Management at (951) 943-6369 x 80282

Each classroom should have the Hour-Zero Emergency Response Protocols Classroom Summary, the Emergency Response Plan Quick Reference Guide (August 2013), and multiple sets of the Emergency Response Status Cards. Teachers are asked and expected to follow the protocols and use the Status Cards during Emergency Drills, and Evacuations.



Crisis Notification Network

Communications is one of the most important functions of managing an emergency. To keep stakeholders informed during a crisis, beyond email messages, the following has been implemented.

For the latest information pertaining to an emergency the District has the following Hotlines:

Please note, the hot lines are informational lines only;; lines are NOT monitored.

Staff: 951-92-ALERT (922-5378)

Community: 951-821-NEWS (821-6397)

Emergency Updates will also be posted on the District and School Site Web pages.

www.puhsd.org/emergencyinfo

Staff/Community members can also follow us on Twitter, @PUHSD_911

Classroom Emergency Communication Protocol

To improve response time and coordination between the front office and classrooms, the following strategies are being recommended for all school sites.

For life threatening emergencies Call 9-1-1 !!!

PLEASE NOTE: 9-1-1 calls should be dialed from site telephones. When 9-1-1 is dialed from a site phone, an e911 Alert email is automatically generated and sent to administration.

To request assistance from the front office for emergencies:

1. Dial "ZERO" from the classroom

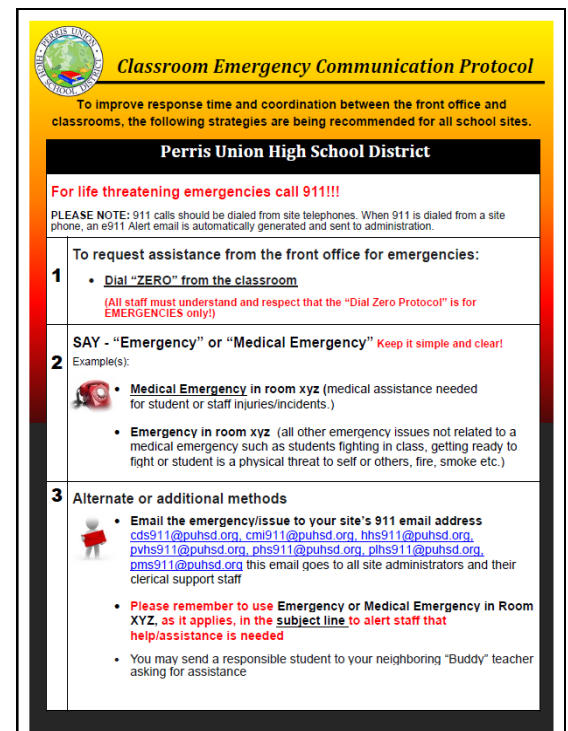
(All staff must understand and respect that the "Dial Zero Protocol" is for EMERGENCIES only!)

2. SAY- Emergency or Medical Emergency!

Keep it simple and clear!

Example(s):

- **Medical Emergency in room xyz** (medical assistance needed for student or staff injuries/incidents).
- **Emergency in room xyz** (all other emergency issues not related to a medical emergency such as students fighting in class, getting ready to fight or student is a physical threat to self or others, fire, smoke etc.).



The poster is titled "Classroom Emergency Communication Protocol" and is for the Perris Union High School District. It provides instructions for handling emergencies. It includes a "PLEASE NOTE" about dialing 911 from site telephones. It lists three methods for requesting assistance: 1. Dialing "ZERO" from the classroom, 2. Saying "Emergency" or "Medical Emergency", and 3. Alternating or additional methods like email. It also includes a reminder to use the subject line to alert staff that help/assistance is needed.

Classroom Emergency Communication Protocol

To improve response time and coordination between the front office and classrooms, the following strategies are being recommended for all school sites.

Perris Union High School District

For life threatening emergencies call 911!!!

PLEASE NOTE: 911 calls should be dialed from site telephones. When 911 is dialed from a site phone, an e911 Alert email is automatically generated and sent to administration.

To request assistance from the front office for emergencies:

1

- Dial "ZERO" from the classroom
(All staff must understand and respect that the "Dial Zero Protocol" is for EMERGENCIES only!)

2

SAY - "Emergency" or "Medical Emergency" Keep it simple and clear!

Example(s):

- **Medical Emergency in room xyz** (medical assistance needed for student or staff injuries/incidents.)
- **Emergency in room xyz** (all other emergency issues not related to a medical emergency such as students fighting in class, getting ready to fight or student is a physical threat to self or others, fire, smoke etc.)

3

Alternate or additional methods

- Email the emergency/issue to your site's 911 email address
cds911@puhsd.org, cms911@puhsd.org, lms911@puhsd.org, pwhs911@puhsd.org, phs911@puhsd.org, pms911@puhsd.org, pms911@puhsd.org this email goes to all site administrators and their clerical support staff
- Please remember to use **Emergency or Medical Emergency in Room XYZ**, as it applies, in the **subject line** to alert staff that **help/assistance is needed**
- You may send a responsible student to your neighboring "Buddy" teacher asking for assistance

3. Alternate or additional methods

- Email the emergency/issue to your site's 911 email address (XYZ911@puhsd.org). This email goes to all site administrators and their clerical support staff.
Examples: CDS911@puhsd.org, CMI911@puhsd.org, HHS911@puhsd.org, PHS911@puhsd.org, PLHS@puhsd.org, PMS911@puhsd.org, PVHS@puhsd.org, etc.
- Please remember to **use the Emergency or Medical Emergency in Room XYZ, as it applies, in the email subject line** to alert staff that help or assistance is needed.
- May send a responsible student to a neighboring classroom or office to get help.

PUHSD Emergency Preparedness

The District Safety Committee determined that all classrooms should have basic emergency supplies because disasters or lockdown situations can happen at any moment. Emergency preparedness kits are a large portion of our emergency readiness and response systems in the event staff and students are in an extended “lock-down” and unable to leave the classroom/area and/or if they are trapped due to an earthquake or explosion



Phase 1 - Classroom Emergency Kits

Classroom kits are mounted on wall brackets inside of each classroom. Each kit contains essential emergency supplies (water, sanitation supplies, basic first aid, duct tape, and emergency blankets). These kits are tracked and checked out to teachers through the library system.



Phase 2 - Large Emergency Kits

The second phase of implementation included Large Emergency kits that have been installed in larger areas and classrooms on campus (libraries, locker rooms, multipurpose rooms, etc.) Each kit contains twice the amount of essential emergency supplies as the Classroom Emergency Kits (water, sanitation supplies, basic first aid, duct tape, and emergency blankets).



Phase 3 - Compact Emergency Response Kits

The final phase includes emergency supplies for offices and workstations. These kits will be installed at each workstation or desk in administrative areas and contain basic first aid, sanitation supplies, a whistle, etc-etc.



SafeSchools is an on-line training resource that currently includes over 100 training modules that are, on average, 15 to 20 minutes in length. The training categories include:

- ◆ Emergency Management
- ◆ Environmental
- ◆ Health
- ◆ Human Resources
- ◆ Media and Information (copyright infringement)
- ◆ Nutrition Services
- ◆ Security
- ◆ Social and Behavior
- ◆ Special Education
- ◆ Transportation

Go to <http://puhsd.ca.safeschools.com> and **login with your employee ID number to access these training modules.** Or go to Risk Management on the District's or each school site's webpage from the **"Staff"** tab at the top of the website, then from the pull down menu go to Employee Benefits & Safety, then to Employee Safety (on left of page), to Keenan SafeSchools.

SAFE PRACTICES – TEACHERS/AIDES

General Classroom Safety Rules

1. **Wipe up or isolate and report spills promptly.**
2. **Report all accidents and injuries** to your administrator, supervisor or Risk Manager.
3. **Be aware of where you are walking.** Trip and slip hazards – stacks of paper or boxes, for example, or recently polished and slick floors, or extension cords – are common in the classroom.
4. **Means of egress/exits shall be kept clear of obstructions,** well lighted and unlocked during work hours.
5. **Aisles must be kept clear** of items that can be tripped over and all areas under stairways that are egress routes should not be used to store combustibles.
6. **Be aware of the location of the nearest fire extinguisher.** Read the instructions on the extinguisher now, before you need to use it.
7. **Maintain a minimum 36" clearance in front of fire extinguishers, electrical panels, water heaters, emergency dredge showers, and eye wash stations.** Access must be maintained at all times.
8. **Familiarize yourself with the emergency exit procedures.** An emergency evacuation plan must be posted near the classroom exit to notify all employees and

students of how to exit the room, the evacuation route and where they are to assemble.

9. **Chairs are not step stools.** Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
10. **Don't climb on tables, counters or furniture.** Use a step stool or ladder when reaching for elevated supplies and materials or to an elevated surface (shelves, files etc.).
11. **Extension cords cannot be used for permanent wiring.** Extension cords should be unplugged, rolled up and stored immediately after use. Improper use of electricity is the second most common cause of fires in schools.
12. **Multi-plug adapters cannot be used without surge protection.**
13. **Surge protectors cannot be "piggy backed" into each other.**
14. **Only three pronged plugs should be used** to ensure proper grounding.
15. **All cords running into walk areas** must be taped down or inserted through rubber protectors to preclude them from becoming tripping hazards.
16. **Portable heaters are discouraged. However, only heaters with an emergency shut off switch, that activates if tipped over, can be used on district property.**
17. **Appliances such as coffee pots, warmers, microwave ovens, refrigerators, toaster ovens etc., are discouraged in the classrooms.** However, when used, staff will be responsible to inspect for signs of wear, heat or fraying cords.
18. **Lit Candles are not allowed** in classrooms or at school sites.
19. **Aerosol sprays (air fresheners, cleaners etcetc.)** should not be used in classrooms or around students/staff with respiratory illness/concerns. If there are air quality concerns/issues, they should be reported to your administrator, supervisor or Risk Management and not covered up with air fresheners (aerosol, solids, melt pots, plug-ins etcetc.).
20. **Plug-in air fresheners are not allowed in classrooms or any district buildings.**
21. **Flammable and combustible liquids may not be stored in classrooms.** These liquids are the third most common cause of school fires.
22. **Be cautious with flammable materials; including paper products on walls.** They may not be attached to windows and doors and no more than 20% of all the wall space may be covered with flammable materials. Window coverings, drapes and curtains may not be installed unless they meet the Fire Marshall's fireproofing requirements. Keep decorations for holidays only.
23. **Do not store combustibles (paper, boxes etcetc.) within 24" of the ceiling.**
24. **Don't bring products from home** unless you have a Material Safety Data Sheet (MSDS) that can be reviewed for hazards and stored on-site (staff lounge, work room etc.) ensuring access to all staff. Contact your administrator, supervisor or Risk Management with questions.
25. **Don't bring pesticides from home. Pesticides can only be applied by a licensed or certified applicator. Report all insect, pests or vermin concerns to your administrator, supervisor, Maintenance and Operations or Risk Management;** keep work areas free from food and sweet liquids.

Office Ergonomic Safety Rules

Teachers and Aides don't spend the majority of time at their desks using the computer, but they still need to be aware of Repetitive Motion Injuries (RMI) and should take the following steps to reduce the chance of such an injury:

1. **Complete a workstation ergonomic evaluation.** If available, utilize an in-house resource to complete the evaluation (Risk Management) or complete a self-evaluation.
2. **Make the necessary adjustments to your chair.** Most chairs will have at least two or three adjustment levers to use to change the height and tilts of the seat and backrest. Adjust the chair so you can achieve the most comfortable typing position.
3. **Take the weight on your feet.** Ensure that your feet rest on the floor so that all the weight is not on your lower back. If your feet do not reach the floor, use a footrest. **Type with your wrist at a neutral position.** Adjust the height of chair and keyboard to ensure that, when typing, the shoulders are relaxed, there is a 90-degree angle at the elbow, and the wrist is in a flat position (i.e. no raising or lowering of the wrist from the forearm in order to reach the keys).
4. **Avoid neck and eye strain.** Position the monitor directly in front of you at a distance with its top at eye level. Keep the monitor between 18” and 24” from the eye, and place it at a right angle to the window. If you are entering data from a document, prop the document up or, better still, place it at eye level with the use of a document holder.
5. **Keep the mouse close.** Avoid having to reach either up or out to use the mouse. If possible it should be kept next to and at the same height as the keyboard. Hold the mouse gently and move it with the arm rather than the wrist.
6. **Take your breaks.** Take micro-breaks from typing for 2-3 minutes every half-hour and stop typing for ten minutes after typing uninterrupted for 2 hours. If possible, get outside during breaks for some valuable fresh air and, during the day, regularly stretch the hands, arms and back.

Office Equipment Safety Rules

1. **Electric Powered Equipment can be a shock hazard.** Periodically, check the equipment for frayed cords and defective plugs. Never clean or service electric powered equipment with the power on; always disconnect the equipment from the power source. Don't use the equipment with wet hands or while on a damp floor.
2. **Shut off electrical equipment.** Before leaving the classroom, be sure electrical equipment, like audiovisual equipment, is shut off and unplugged.
3. **Be careful with paper cutters.** Cutters should only be used on a level, unobstructed and clear surface. The finger guard must be in place before using the cutter. The lever should be put down and in the locked position when it is not being used.
4. **Photocopy machines could be harmful to the eyes.** These machines emit an extremely bright light. Always make sure the machine cover is down when operating it.
5. **Close file cabinet and desk drawers when not in use.** File cabinets are unstable with the drawers open and a co-worker or student could walk into an open drawer.

6. **Do not change a burnt out projection bulb when the projector is still hot.** Disconnect the projector and wait for it to cool before changing the bulb.

Materials Storage Safety Rules

1. **Store materials in an organized way.** Do not overload shelves/drawers. Do not store materials on top of cabinets. Materials may not be stored within 36" of the ceiling.
2. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower.
3. **Place cabinets and shelves away from room exits.** They could fall over and block the exit.
4. **Keep aisles and passageways free of materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.
5. **Keep the storeroom neat.** Everything should have its place in the storeroom. Avoid placing old files in there on a permanent basis and keep clutter to a minimum.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can when lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

1. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
2. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
3. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.

4. **Push, don't pull.** Whenever you have to move something that is on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
5. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist than you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
6. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Classroom Environment Safety Standards

Teachers are responsible for the safety of students during classroom and instructional periods. While every classroom is designed to be a place for learning, there are a number of potential hazards that can be avoided to make a classroom a safer environment. If the following standards are followed as a classroom is set up at the beginning of the year, or bulletin boards are changed during the year, the learning environment will be safe from fire and other hazards. Classroom hazards addressed here fall into four categories: 1) fire & electrical hazards, 2) earthquake hazards, 3) trip hazards and 4) indoor air quality hazards. These standards are designed to proactively address those hazards.

Fire & Electrical Hazards

1. Extension cords cannot be used as permanent wiring. Unplug and roll up after daily use, if needed. Zip cords (extension cords with 2-3 plug-in places at the end) are not allowed at all. (CFC 605.5)
2. No "piggybacked" surge protectors. Make sure surge protectors can handle the equipment plugged into them. (CFC 605.4)
3. Do NOT place electrical cords under carpet or tape. If needed, use UL approved cord cover (reduces friction that can damage wire and create fire danger). (CFC 605.5)
4. Portable heaters need to have an auto shut-off.
5. Do NOT bring or use "plug-in" air fresheners (fire hazard).
6. Do NOT cover small windows on doors. No paper on internal doors or windows other than a class list (heat transfer risk).
7. No items should be posted on exit doors. (CFC 1028.4)
8. No more than 50% of vertical surfaces or walls should be covered with paper, including designated bulletin boards. (CSFM IB -9-1-2009)

9. Leave 18” (if ceiling sprinklers are in room) or 24” (for rooms with no sprinklers) of clearance from ceiling and floor of continuous paper (isolated laminated items in that space are OK as long as they fall at least 6” below ceiling line).
10. The tops of items on high shelves should not be within 18” of the ceiling. (CFC 315.2.1)
11. All fabric on windows, walls, or furniture needs documentation that it has been treated with a fire retardant. This includes decorative pillows, stuffed toys, bean bag chairs, natural and artificial vegetation. (Title 19, 3.08)
12. No “three-dimensional” paper items on walls or freestanding three-dimensional paper creations.
13. Keep fire extinguisher and fire pulls clear of any distracting paper or notices (approximately 36” clearance). Make sure access to fire extinguisher, fire pulls or safety shower/eye wash is not hampered by furniture.
14. If anything hangs from the ceiling, it must hang by fish line, not yarn. Keep hanging items to a minimum (no more than 5-6). Items hanging from ceilings must be laminated or treated with a fire retardant (with documentation). (CFC 807.1)

Earthquake Hazards

1. Evaluate stored items and placement of files and mobile cabinets as to what type of hazard it would pose should an earthquake cause an item to fall from the shelf or project across the room and injure you or a student.
2. Rearrange file cabinets and stored items accordingly.
3. Have all file cabinets, book shelves or other pieces of furniture over 4 ft. in height, anchored to the wall.
4. Ensure all items placed on shelves or on top of cabinets are secured (knick-knacks, plants, pictures, pots etc.).
5. Remove all loose items from shelves that could fall and injure you or a student.
6. Keep the area under your desk clear for “Drop, Cover, Hold” drill or incident.

Trip Hazards

1. Design your room in such a way that chairs, backpacks and electrical cords do not pose a trip hazard to you or others.
2. Aisles should be clearly established and be at least 22 inches wide.

Indoor Air Quality

1. **Do NOT** bring candles to your classroom (or office) for decorating purposes or to burn for “aroma” purposes.
2. **Do NOT** bring items/products from home. PUHSD is required to have a Materials Safety Data Sheet on file for every substance or product.
3. **Do NOT** bring or use aerosols, example: cleaners, air fresheners, sanitizers, fragrance, etc. (respiratory hazard).
4. **Do NOT** bring or use any form of pesticides. Report any pest concerns to administration for appropriate action.
5. Keep all plants free of dead leaves, wilted flowers, etc.
6. All signs of water intrusion immediately (leaks, unusual condensation in windows, wet ceiling tiles, etc.

SECTION XII

TRANSPORTATION AND FIELD TRIPS

1201.0 Field Trip Approval

All trips involving out-of-state or overnight travel shall require the prior approval of the Board of Education. Please allow eight (8) weeks for processing.

Requests for out-of-state or overnight field trips are to be submitted to the District Office at least eight (8) weeks in advance of the trip for approval **PRIOR TO THE DATE OF THE FIELD TRIP**.

Other trips may be approved by the Superintendent or designee after receiving approval from the site principal or designee. Requests for field trips are to be submitted to the District Office at least three weeks in advance of the trip for approval **PRIOR TO THE DATE OF THE FIELD TRIP**. This includes non-CIF athletic events. (BP 6153). Funding sources must be identified for each request.

1201.1 Requests for Bus

Requests for buses are to be submitted to the business office (after site approval) with the field trip requests if applicable. Request forms are available in the school's office. Please allow eight (8) weeks for processing.

1201.2 Parental Permission

Parental permission forms must be obtained for all students participating in all field trips/off-campus activities (other than athletics). Check with principal for school policy on parent permission forms.

1201.3 Faculty Supervision

On all field trips and extracurricular trips (athletic and others), a certificated person must be present to be responsible for the welfare and conduct of the students and to enforce all school rules and regulations during the trip. (EC 35330)

1201.4 Delivery of Students on Return from Extracurricular Activities

If the bus arrives at the school after the regular transportation runs have been completed, all students will be discharged at the school and transportation home will have to be furnished by their parents. Timely parent notification is the responsibility of the supervising staff member. Students must be supervised until

picked up by parents after school hours. The use of private vehicles is discouraged.

1201.5 General Rules Governing Field Trips

1. All students must go and return by bus unless permission is granted to the students in writing to ride with their parents. Students must obtain such permission from the faculty sponsor of the trip in advance, prior to departure.
2. The use of private vehicles is discouraged.
3. Student groups should be ready on time to board the bus and depart.
4. Caution students about conduct on field trips; they represent our school. Discuss appropriate dress.
5. All district school rules apply on field trips.
6. Students must obey stated safety regulations.
7. Be sure students know where the bus will pick them up and the exact time.
8. Check the roll when students board the bus for the return trip home. Verify the count of students with the bus driver.
9. Write a thank-you note to those who arranged for the trip.
10. It is the responsibility of the teacher to notify the assistant principal and Hemet Unified School District Transportation Department (951-943-6640) of any cancellation or changes in the proposed field trip as well as student violation of rules. Failure to cancel transportation prior to the requested date will result in a fee that will be charged to the sponsoring organization.
11. Obtain telephone information card from driver of school bus.

For further information, consult AR 6153.

1201.6 Instructions for Adult Drivers Using Private Vehicles

All drivers must be approved in advance to transporting students.

When using your vehicle to transport students on field trips or other school activity trips:

1. Be sure that you have registered with the district for such purposes and have a valid driver's license and current liability insurance as listed in Administrative Regulation 3541.1 (currently \$100,000 Bodily Injury and/\$300,000 Property

Damage). Contact the business office with questions regarding insurance requirements.

2. Be sure that the students' parents/guardians have signed the appropriate waivers in order to transport their student(s).
3. Check the safety of your vehicle: tires, brakes, lights, horn, suspension, etc.
4. Carry only the number of passengers for which your vehicle was designed. If you have a pickup truck, carry only as many as can safely sit in the passenger compartment with a seatbelt.
5. Require each passenger to use an appropriate child passenger restraint system (child car seat or booster seat) or safety belt in accordance with law.
6. Do not smoke a pipe, cigar, or cigarette or any kind while there are minors in the vehicle, as required by law. This includes water vapor products.
7. Obey all traffic laws.
8. Take the most direct route to the destination or event without unnecessary stops.

In case of emergency, keep all students together and call 911 and the District Office at 951.943.6369 x101. (AR 3541.1)

SECTION XIII

EQUIPMENT AND SUPPLIES

1301.0 Purchasing and Contracting

All business operations are under the general supervision of the district office.

1. Purchasing is the responsibility of the Governing Board. All purchases and formal contracts must be approved by the Governing Board with specific approvals indicated in the official board minutes. All purchase requests must be in accordance with all legal and internal procedures, which govern the District's authority to purchase and contract for goods and services. All purchases must be approved and encumbered against an operating budget before the order is submitted to a vendor. The following is a brief summary of the procedure to be followed when completing a purchase request.

NOTE: Reimbursements will NOT be processed for purchases made without prior authorized approval.

2. Procedure for making a purchase request:
 - a. Obtain department chairperson approval of the purchase request using the site-designated form.
 - b. Submit the approved request to the principal for approval and electronic purchase requisition processing by designated site personnel. Purchase requisitions must include a valid funding line(s), complete item description, quantities, unit price, vendor name, address, phone, and fax.
 - c. Upon approval of the purchase requisition and PO assignment, the Purchasing department will fax or mail the order to the vendor. Teachers may contact site-designated staff regarding questions related to an order.
3. Procedure for Employee Reimbursement Claims
 - a. Employee Reimbursements are issued for district related out-of-pocket expenditures resulting from immediate or unplanned needs such as inexpensive supplies or materials, refreshments for a meeting, or items that are deemed emergency in nature and approved by the principal.
 - b. A "Pre-Authorization" form must be submitted before purchases are made. This procedure must not be used as a method to bypass the Purchasing system. District funds are never to be obligated without

authorized approval. Reimbursement to employees is not guaranteed if the purchase is not in accordance with Education Code, Board Policy and/or it has not been previously authorized.

- c. To be reimbursed for pre-authorized purchases, the employee must submit an “Employee Reimbursement Claim”. The completed claim must include the date of purchase, the vendor name, a description of what was purchased, the reason and the amount of the purchase, and an original itemized store receipt. Tape receipts to 8 ½” x 11” sheets of paper. Do not highlight or write on receipts as this will cause the receipts to deteriorate over time. Also, attach a copy of the approved “Pre-Authorization” form.
- d. Employee reimbursements will be sent to the employee’s mailing address unless otherwise indicated. Forms are available on the District’s website under Business Services.

1302.0 Payroll Accounting

The Business office is responsible for payroll. No one will be placed on the payroll until he/she is properly authorized by Human Resources and approved by the Board. Payroll warrants and direct deposit stubs will be distributed according to the published payroll schedules. The payroll schedule is available on the District’s website under Business Services.

Any pay warrants and direct deposit stubs not picked up by the deadlines according to the published payroll schedules will be mailed to the address of record. Employees who wish to change their mailing address should do so through the Human Resources Department.

1303.0 Borrowing of Equipment

The law prohibits district or school equipment use for personal reasons. Employees are not authorized to remove or borrow equipment, supplies, etc., for personal or home use. Any personal property brought to school is at the risk of the owner.

1304.0 Cash Deposits to Student Accounts

All deposits are to be made with the account clerk or designated employee in the administration office. If a teacher is collecting cash or checks from students, a receipt must be written to each student for all monies collected. The account clerk or designated employee will issue a receipt for the total of all monies to the teacher submitting the money.

1305.0 Associated Student Body (ASB) Activities

ASB adheres to the appropriate rules and regulations as outlined in the ASB manual and according to ASB trainings.

1306.0 Conference and Travel Procedures

Use the PUHSD Conference/Workshop Request & Approval form to attend workshops, trainings, or other Staff Development activities. Please allow at least 15 working days to process once received in the Business office. These forms are available through your site secretary and/or account clerk. It is imperative that you follow the instructions and timelines outlined on the form to avoid unnecessary delays in the processing of your paperwork. Expense reimbursements are to be submitted on the Conference/Workshop Expense Claim form. Forms are available on the District's website under Business Services. Samples are below.

The Board of Trustees must approve all out-of-state conferences/workshops. These require additional time so be sure to submit these requests in plenty of time (minimum of 6-8 weeks prior).

SECTION XIV

MAINTENANCE AND OPERATIONS

1401.0 Requests for Repairs

It is expected that all staff report broken equipment or hazardous situations to the site administration immediately. Requests for repair of facilities equipment should be in writing on work order forms and submitted to the Principal's Office for approval. In cases of emergency, contact the Principal's Office immediately.

1402.0 Defacing or Destroying of School Property

Teachers are urged to be especially alert to students defacing or damaging school property and report such action to the principal. Students who willfully destroy or damage school property will be asked to make restitution for such damage.

1403.0 Campus, Restrooms and Halls

Teachers are requested to assist in keeping a clean and orderly campus by being alert to students who are in any way failing to do their part in this regard. A gentle but firm reminder is usually all that is necessary. Flagrant violations should be reported to the principal.

1404.0 Classroom Maintenance

Students and teachers are asked to help keep the buildings clean. A clean and warm friendly atmosphere in a classroom helps to promote good study habits.

To prevent destruction of property and theft, teachers are to keep their rooms locked at all times when they are not directly supervised by a teacher.

Teachers using classrooms such as laboratories, art, shops, physical education, etc., are requested to keep the stockrooms under control at all times. Students should not have free access to stockrooms.

Teachers need to adhere to fire department regulations concerning fire safety issues.

1405.0 Keys

School keys are issued to teachers for the school year and are to be properly labeled and turned in at the end of the year. Keys are to be issued through the Principal's Office only. If keys are lost, it should be reported to the office immediately. Teachers must lock and secure doors whenever leaving the classroom.

KEYS ARE NOT TO BE LOANED TO STUDENTS.

IT IS A MISDEMEANOR IN CALIFORNIA TO DUPLICATE A SCHOOL KEY. (Penal Code 469)

1406.0 Lights and Computers

Teachers are asked to always turn out the lights, log off and shut down computers, and lock all windows before leaving for the night. Computers and computer labs should be completely shut down during weekends.

SECTION XV

1501.0

ADMINISTRATIVE ASSIGNMENTS

District Superintendent	Grant Bennett	943-6369 x 80102
Assistant Superintendent, Educational Services	Marilyn Saucedo	943-6369 x 81102
Chief Human Resources Officer, Human Resources	Tonya Davisz	943-6369 x 80302
Assistant Superintendent, Business Services	Candace Reines	943-6369 x 80202
Executive Director of Technology	Joseph Williams	943-6369 x 80261
Director of Educational Services	Julie Zierold	943-6369 x81105
Director of Facilities Services	Art Fritz	943-6369 x 80271
Director of Facilities	Hector Gonzalez	943-6369 x 80274
Director of Fiscal Services	Chris Rabing	943-6369 x 80213
Director of Human Resources	Tim Heck	943-6369 x 80304
Director of Nutrition Services	<i>vacant</i>	943-6369 x 80241
Director of Pupil Services	Charles Newman	943-6369 x 81201
Director of Purchasing	Nick Newkirk	943-6369 x 80231
Director of Risk Management	Judy Miller	943-6369 x 80281
Director of Special Education	Brian Morris	943-6369 x 81301
MOT Supervisor	Michael Slipich	943-6369 x 80277

Coordinator of Educational Services	Dian Martin	943-6369 x81106
Coordinator of Educational Services	Charles Tippie	943-6369 x81108
Coordinator of Special Education	Cindy Barris	943-6369 x 81306
EARMS Therapist:	Perris HS Kathleen Dougherty	657-2171 x21144
	Paloma Valley Tania Nicholas	672-6030 x22112
	Heritage HS Rebecca Gehlke	940-5447 x20258
	Pinacate MS Martha Chapa	943-6441 x40255
Student Information		
Systems Supervisor	Kerry Bobbitt	943-6369 x 81104
<u>Principals:</u>	Perris HS Nicholas Hilon	657-2171 x 21101
	Paloma Valley HS Don Williamson	672-6030 x 22101
	Heritage HS Frank Arce	947-5447 x 20101
	Perris Lake HS Dean Hauser	657-7357 x 30101
	Pinacate MS Rebecca Brown	943-6441 x 40101
	The Academy Pauline Garcia	657-2174 x 31101
	Calif. Military Institute Michael Rhodes	443-2731 x 70101

1502.0

PSEA Officers

Executive Board 2016-17

President	Vickey Mueller (PMS)
Vice President	Chris Maddalena (HHS)
2 ND Vice President	Kim Frieberg (PVHS)
Secretary	Holly Santistevan (PVHS)
Treasurer	Gary Stone (DO)
Director of Ethnic Minorities	Angelica Apodaca (PVHS)

Site Representatives

Heritage High School	Jeri Bowman
	Adam Cyhan

	Courtney Ziani
Paloma Valley High School	Tony DiMauro Carrie Higgins Stephen Kaas Barbara McKenna Foster Pineaux
Perris High School	Broderick Crager Debbie Georgianna Elizabeth Lyman Gabriela Lopez Matt Schmidt
Perris Lake High School	Dyanna Young
Pinacate Middle School	Charles Manning Amanda Reynolds
The Academy	(Vacant)

1503.0 Perris Union H S District Office (4th Street) Telephone Extensions
(951-943-6369)

Perris Union High School District Directory					
NAME	TITLE or OFFICE	PHONE/EXT	NAME	TITLE or OFFICE	PHONE/EXT
Superintendent's Office ~ Fax 951.940.5378			Educational Services ~ Fax 951.943.6799		
Grant Bennett	Superintendent	80102	Dr. Marilyn M. Saucedo	Assistant Superintendent	81102
Lori Ortell	Executive Assistant	80102	Christine Harris	Administrative Assistant	81102
Sarah Rico	Assistant to the Superintendent	80103	Julie Zierold	Director of Curriculum Instruction	81105
Business Services ~ Fax 951.940.5301			Beth Heyden	Secretary II - Data Support	81114
Candace Reines	Assistant Superintendent	80202	Charles Tippie	Coordinator of Educational Services	81108
Anna Fetzner	Administrative Assistant	80202	Dian Martin	Coordinator of Educational Services	81106
Fiscal Services			Helen Stimach	Secretary II	81113
Chris Rabing	Director of Fiscal Services	80211	Kerry Bobbitt	Student Info Systems Supervisor	81104
Edward Hebert	Accountant	80221	Alice Kelly	Parent Liaison	81111
Audrey Parada	Accounting Technician	80215	Angela Phillips	Professional Development Tech.	81103
Jennifer Prince	Accounting Technician	80214	Monica Comejo	Receptionist	81110
Angelica Opetala	Accounting Technician	80216	Susan Smyth	Account Clerk	81109
Lisa Baker-McDaniel	Payroll Technician (Me-Z)	80218	Norma Canillo	TOSA - ELD	
Robbin Campbell	Payroll Technician (A-Md)	80219	Amanda Darton	TOSA - Math	81107
Liu Yeung	Payroll Technician	80217	Pupil Services ~ Fax 951.943.6419		
Teresa West	Account Clerk	80220	Charles Newman	Director of Pupil Services	81202
Maintenance & Operations and Facilities			Analuisa Gonzales	Pupil Services Secretary	81202
Art Fritz	Director of Facilities Services	80271	Marlen Hernandez	Attendance Specialist	81212
Adrienne Bridges-Kilgo	Secretary II	80278	Brandie Smith	Attendance Specialist	81213
Arrow Gerfen	Account Clerk	80276	Gwen Jones	District Nurse (cell 830.6971)	81205
Hector Gonzalez	Director of Facilities	80274	Bevy Escobar	District Nurse	81207
Martha Gonzalez	Account Clerk	80272	Martha Valenzuela	District Translator	81210
Mike Stipich	Supervisor of M & O	80277	Rosee Mary Guvlekian	District Translator	81204
Xochitl Tafolla-Molina	Accountant	80273	Sonia Rezkalah	Independent Study	81209
Nutrition Services ~ Fax 951.940.5301			Sofia Rubio	Intermediate Clerk	81206
Vacant	Director of Nutrition Services	80241	Janie McWilliams	SARB/Senior Clerk	81203
Laura Medrano	Field Supervisor	80244	Special Education ~ Fax 951.943.6501		
Juanita Nava	Secretary IV	80243	Brian Morris	Director of Special Education	81302
Veronica Rangel	Accounting Technician	80242	Dorothy Leis	Special Education Secretary	81302
Purchasing ~ Fax 951.657.5638			Cindy Barris	Coordinator	81306
Nick Newkirk	Director of Purchasing	80231	Myrna Sanchez	Secretary IV Special Ed	81303
Andrea Morris	Administrative Assistant	80234	Coco Marufo	Senior Clerk	81304
Claudia Davis	Purchasing Clerk	80232	Kathleen Dougherty	ERMS - PHS	81300
Elizabeth Carvajal	Purchasing Clerk	80233	Dr. Rebecca Gehlke-Baez	ERMS - HHS	81300
Risk Management ~ Fax 951.943.5356			Martha Chapa	ERMS - PMS	81300
Judy Miller	Director of Risk Management	80281	Tania McLean-Nicholas	ERMS - PVHS	81300
Christine Smiderly	Secretary II	80282	Ann Fedorchak	Psychologist	40110
Brenna Dorado	Risk Management Technician	80283	Lael Staricka	Speech Therapist	at sites
Patrice Harrison	Risk Management Technician	80284	Linda Weck	At-Risk Counselor	at sites
Richard Blackmon	Energy Manager, Cenergistics	80213	Lucia Barragan	Speech Therapist	at sites
Technology			Martha Perez	Psychologist	20266
	HELP DESK	80250	Mike Hendrick	Psychologist	22129
Joseph Williams	Director of Technology	80261	Ryan Doblado	Special Ed Teacher	at sites
Xochitl Trujillo	Administrative Assistant	80252	Tonya Jenkins	Psychologist	21118
Shane Pinnell	Assistant Director of Technology	80256	Valencia Jones-Smart	Program Specialist	
Tom Hong	Network Engineer	80253	Chad Shaner	Program Specialist	
Emergency Numbers			Human Resources ~ Fax 951. 943.9852		
Animal Control	210.1000 or 358.7387		Tonya Davis	Chief Human Resources Officer	80302
Child Protective Services	800.442.4918 or 413.5000		Mayra Chavez	Administrative Assistant	80302
Dept of Public Health	Riverside 358.5000		Tim Heck	Director of Human Resources	80304
Emergencies	911		Vacant	Confidential Secretary	80304
Menifee Fire Department	679.5163		Corey Leutz	Office Clerk	80311
Menifee Police Dept	776.1099		Sharon Cortez	Receptionist	80309
Perris Fire Department	940.6900		Helene Astorga	Personnel Technician	80306
Perris Police Department	940.6200		Delisa Provost	Certificated Personnel Technician	80307
Poison Control	800.222.1222		Juno Fernandez	Classified Personnel Technician	80308
Riverside Sheriffs	800.950.2444 #5 or 696.3000		AESOP		800.942.3767
PUHSD Schools					
Academy	615 E. 7th Street, Perris, CA 92570	31000	Perris High School	175 E. Nuevo Rd, Perris, CA 92571	21000
CHS	755 North "A" Street, Perris, CA 92570	35000	Perris Lake HS	418 E. Ellis Avenue, Perris, CA 92570	30000
District Admin Center	155 E. 4th Street, Perris, CA 92570	951.943.6369	Pinacate Middle School	1990 South "A" Street, Perris, CA 92570	40000
Heritage High School	26001 Briggs Rd, Menifee 92584	20000	Student Services Center	1151 North "A" Street, Perris, CA 92570	81000
Paloma Valley HS	31375 Bradley Rd, Menifee 92584	22000	Transportation		951.943.6640
Collaborative Districts					
Menifee Valley Union SD	30205 Menifee Road	Menifee 92584	951.672.1851	Fax 951.672.1385	
Nurview Union School District	29780 Lakeview Avenue	Nuevo 92567	951.928.0066	Fax 951.928.0324	
Perris School District	143 E. First Street	Perris 92570	951.657.3118	Fax 951.940.5115	
Romoland School District	25900 Leon Road	Homeland 92548	951.926.9244	Fax 951.926.2170	

Section XVI

1601.0 Program Improvement

The No Child Left Behind (NCLB) Act of 2001 requires all states to create their own high academic standards for what a child should know and be able to do for all grades in English-language arts and mathematics. Every school must improve each year until all students meet these standards. This yearly improvement in school performance, which includes the academic standards and other components, is called Adequate Yearly Progress (AYP).

NCLB also requires the California Department of Education to annually review the performance of each local educational agency (LEA) that receives funds under NCLB, Title I, Part A. An LEA can be a school district or a county office of education. An LEA receiving Title I, Part A, funds is identified as a Program Improvement LEA if it does not meet AYP goals for two consecutive years within specific areas, focused primarily on academic achievement in English-language arts and mathematics.

NCLB requires the California Department of Education to inform parents/guardians of students about LEA performance. The Perris Union High School District has been identified as a Program Improvement District. You can find specific achievement data used to make this decision at www.puhsd.org. If you do not have access to the Internet, please contact Educational Services in the district office at 951-943-6369, ext. 106, and a hard copy of the report will be provided.

Program Improvement District LEAP Addendum Summary

Instruction

1. Provide highly qualified teachers for all core subjects, emphasis on highly qualified teachers for reading, language arts, math and ELD.
2. Provide eight (8) site reading and math coaches.
3. Provide a district ELD Coordinator.
4. Reduce challenging or negative conditions for new teachers through classroom management training.
5. Train teachers (RLA and math) through 40 hours of SB 472 (with 80 hours of follow-up training) and administrators in AB 430 (with 40 hours of follow-up training) on state approved textbooks, instructional materials and interventions.
6. Train EL teachers in *Pearson Longman Keystone* adopted ELD and reading intervention.
7. Train Special Education teachers in collaborative model to provide use of Highly Qualified Teachers in ELA and Math.
8. Provide training for all staff in Marzano's *Classroom Instruction That Works*.

Interventions

1. Provide standards based core adoptions in Math, RLA, and ELD programs.
2. Provide RLA, Math, and ELD SBE approved intervention programs.
3. Develop and implement placement criteria for strategic and intensive intervention based on multiple assessments.

4. Develop and implement exit criteria for interventions.
5. Determine and implement ongoing diagnostic assessment for movement across intervention levels.

Assessment Data and Accountability

1. Provide Data Literacy Training for site Data Teams and Data Coaches.
2. Develop an Assessment and Data Plan.
3. Use EADMS as the monitoring system, based on standards to inform instruction and identify strengths and weaknesses to guide instruction.
4. Develop and implement full use of common assessments and benchmarks used to inform instruction and for placement and exit criteria in intervention courses.
5. Improve data entry process and provide training for continued clean and useable data.

District Policies

1. Revise Local Education Agency Plan (LEAP) to update district mission, core values and beliefs to align with the Nine Essential Program Components (EPCs) refueling commitment to move all students toward proficiency.
2. Update and create district policies that support the LEAP.
3. Revise district budget to focus and provide support to the Nine Essential Program Components.

Site Planning

1. Articulate LEA Plan Addendum with the sites to provide key stakeholders knowledge of the plan.
2. Build and implement at sites master schedules that provide interventions for all appropriate students. including special education and ELs, ELD classes and identification of collaborative teachers.
3. Provide training in development and implementation of Professional Learning Communities (PLCs) at each site.
4. Update Single Plans for Student Achievement (SPSAs) at all schools.

Parent Involvement

1. Increase effective parental communication through Infinite Campus, Connect Ed, district and site level Parent Community Liaisons, district parent center, district web page, newsletters, and newspaper.
2. Increase parental involvement through parenting classes, Coffee with the Principal, ELAC, and DAC, family literacy nights, parent/teacher conferences, and math and science nights.

Section XVII

Fidelity of Implementation

Administrators will observe classroom instruction regularly to validate program implementation. Test data will be reviewed by the site teachers, site administration, district coaches and the District TOSA quarterly.

Master Schedule

The master schedules will be designed to balance Reading Intervention course offerings during the school day. Counselors will use data from reading assessments to move students as needed. District coaches will assist counselors and administrators in master schedule offerings and placement of individual students. Teachers with obligations that remove them from the classroom on a regular basis should not be teaching Reading Intervention during class periods they are chronically absent from (i.e., coaches who are regularly absent during 5th and 6th periods for games should not have Reading Intervention scheduled during those periods).

1702.0 District Adopted, Research Based Instructional Strategies

The Perris Union High School District has adopted the following Research Based instructional strategies for the purpose of increasing student achievement.

1. Knowledge objectives are clearly and explicitly stated for every exercise for both teacher and students.
 - a. Standard and Objective written and accessible to students
 - b. Used interactively throughout the lesson
2. Continuous and intensive interaction and communication between teacher and students.
 - a. Varied and frequent communication styles
 - b. T-S, S-T, T-G, G-T, S-S (T=Teacher; S=Student; G=Group)
3. Instructional Communication is predetermined.
 - a. Classroom communication norms are consistent and automatic.
 - b. Clear visual and verbal protocols
4. During the structured/scripted dialogue, teachers wording and demonstrations are clearly defined
 - a. Teacher knows who, what, when, where, why, and how of lesson
 - b. Teacher questions and Student responses are explicit
 - c. Use of Instructional Material
 - d. Completed examples of all student work
5. Students participate in a sequence of short, quick-paced interactive exercises.
 - a. Explicit and purposeful use of time (min/sec)
 - b. Structured student interaction
 - c. Chunked, short periods of time

6. Teacher reinforces student learning with explicit procedures,
 - a. Total physical response (TPR)
 - b. Constant checking for understanding (e.g. choral response)
 - c. Model Example
7. Students receive immediate correctives and feedback from teacher.
 - a. Motor, Memory, Discrimination, Process
 - b. Targeted, immediate, and reinforcing feedback
8. Throughout the lesson, there is a high level of intensity and a high level of orientation for success.
 - a. Students aware of what they are learning
 - b. Work directly correlated to content and cognition of standard/objective
 - c. "Active" learning environment

1703.0 Credit Recovery

Purpose of the Program

The Credit Recovery program allows students to complete previously failed courses in a timely manner, with the intent of allowing them to graduate on time.

Administration of Program

Site administration is charged with ensuring that the program is being administered as designated by District regulations.

Questions and/or administrative approvals must be sought through the District's designated program administrator.

Enrollment Rules

1. Students are recommended for program participation by their counselor, after failing a course.
2. Students may not be concurrently enrolled in both direct instruction (classroom) and Credit Recovery for the same course.
3. Students may not be placed into a course that was not previously failed without specific administrative approval.
4. Students may not take the Lifetime Fitness course in lieu of the PE requirement without specific administrative approval.

Class Overview and Rules

1. All of the work assigned is administered on a computer within the context of the Credit Recovery Program, in a classroom environment with a credentialed teacher present. Students work at-their-own-pace with the expectation that progress is made on a daily basis. Attendance is the key to getting the work completed in a timely manner.
2. Credit recovery is a serious commitment to getting a diploma. Students must have the motivation and willingness to work at the quickest pace possible in order to complete the assignments in a timely manner. Teachers assigned to oversee a Credit Recovery lab are responsible for motivating students to progress in their courses, and to assist students with their course material as needed.
3. The Credit Recovery program may not work for every student. Special Needs, English Learner, and students with very low reading skills may not progress well in the program; however, they have a right to attend and should be given the opportunity for success before making the determination that they are not right for the program. Special Needs students may have an aide assist them within the confines of the requirements listed below.

Students must make progress EVERY DAY. This is not an option. Students are expected to complete the following **at a minimum**:

Two 2 lessons per hour

Completion of one course every 6-8 weeks (i.e.: complete *Health* for a grade)

Attendance Policy

While the Credit Recovery program is generally self-paced, student success in the program is dependent upon consistent attendance in the lab.

Students are assigned to a lab that is open at specific times for the purpose of completing A+ courses. Students are expected to attend every day until they finish their course work. *Every day that they miss class is one less day they have to complete their work.* There is no make-up or extra credit work available.

Lab Rules

1. All regular school rules apply while in the lab, including dress code and conduct rules. All regular school discipline applies. Students are expected to attend class everyday and arrive to class on time.
2. No food, drink or gum allowed in the lab – no exceptions.
3. Students should respect the equipment – computers, chairs, etc., are school property. Vandalism is not acceptable and will receive appropriate discipline per school rules. Students are responsible for their work station.
4. Students should respect other students in the room – everyone needs the right environment to study and master the material.

5. No cell phones, iPods, or other electronic devices allowed – except at the discretion of the teacher.
6. No Internet or other computer program use on lab computers *except* as required through the Credit Recovery software.

Note-Taking

Students are required to take notes from the Study Guide which can be used on all of the tests. The notes they complete are part of their overall grade for each course and must be relinquished at the end of the course when they request a grade check. Notes, after review, should be shredded to prevent reuse.

Cheating Policy

There are several forms of cheating in the A+ program:

1. Copying test questions and/or answers
2. Using others' notes
3. Use of the Internet while taking an exam (either on a computer, cell phone, or other electronic device)
4. Logging in as another student, no matter what the reason

None of these actions are acceptable; if caught, students should receive *one* warning (reminder); a second offense will result in:

1. Restarting the course currently working on (if you do not have another course to complete)
And/or
2. Removal from the course currently working on and start in another course

Testing Requirements (minimum to pass)

- Study – Minimum 15 minutes in the Study section before the practice and mastery tests open for access - Notes must be hand-written by the enrolled student. Note-taking is not allowed in any software program or on any electronic device.
- Practice Test – Not required* / only one opportunity to take / allows test taker to re-access the study guide during the test / Practice Test will average into overall lesson percentage
- Mastery Test – 70% (7/10)
- Review Test – 70% (14/20)
- Essay/Projects/ Short Answers – varies by course – graded by teacher when coursework is complete
- Midterm - 60% (24/40) - MUST BE COMPLETED IN THE THE WBA+ LAB WITH A CERTIFICATED TEACHER
- Final – 60% (45/75) - MUST BE COMPLETED IN THE THE WBA+ LAB WITH A CERTIFICATED TEACHER

After three failed attempts on the final, the notes are submitted to the teacher and the

student must restart the course. The notes remain with the teacher. The student will have to redo the notes as they work their way through the new course.

All assignments listed for each course must be completed to receive a grade. Writing assignments/projects are part of your grade and are graded by the instructor. You will not receive a grade until you have completed all of the work assigned.

Grading

Once you have completed the final in an WBA+ lab session, you are to notify the teacher who will then calculate your grade based on the following weights. The teacher will give you a grade report before you leave and submit a signed copy to the site registrar. Students are encouraged to save their grade report to compare with their updated transcript.

Notes – 15% (hand-written)

Practice tests / Mastery tests / Writing Assignments (average of all attempts*) – 15%

Review Tests (average of all attempts*) – 15%

Midterm - No Weight

Final (average of all attempts*) – 55%

Section XVIII

Standards-based Instruction and Assessment

1800.0 Board approved curriculum

Teachers will teach the Board approved curriculum. The curriculum is based on the California Content Standards.

1800.1 District benchmark assessments

Teachers will administer the district benchmarks and end-of-level assessments to students following the established District pacing guides.

Appendix #1

Guidelines for Responding to Unhealthy Air or High Heat Conditions

The following guidelines for responding to high heat conditions or unhealthy air alerts have been developed. These Guidelines are not to be considered exhaustive. **Reason and good judgment** must be used at each site to protect students.

The Superintendent's Office will make the determination, when it is appropriate, to cancel competitive sporting events and other school functions. Athletic Coaching staff should be in contact with their Athletic Director when air quality/temperature conditions cause concern.

High Heat Conditions – Each site should have a thermometer in place and a person designated to read the outside temperature periodically on days of anticipated high heat. The following website can be used to help you determine current weather conditions in our area and information regarding future weather conditions.

<http://weather.weatherbug.com/CA/Perris-weather.html?zcode=z6286>

When temperatures are between 85 and 95 degrees the Administrator or designated person shall evaluate conditions related to temperature such as shade structures, breeze factors, humidity, and pollutants. With direct sun, certain areas of the school site (i.e. blacktop or concrete areas) may increase heat exposure. The principal or his/her designee shall make a decision regarding a reduction in physical activities for the students.

When temperatures are 95 degrees or above the principal or his/her designee shall notify teachers and institute a reduction in exposure to the sun and outdoor physical activities. Outdoor physical activities should be limited to non-strenuous activities. Lunch should be provided under shade structures or in an air-conditioned building, with limited time given for free outdoor play. Teachers should encourage students to wear light clothing, remain in designated areas, reduce running/exertion activities, participate in “quiet” play, and drink large amounts of liquids. Staff members should observe all students for symptoms of overheating. Students with special health issues affected by heat (i.e. asthma, cancer, heart or lung disease, high blood pressure) shall be identified at the site and given special consideration by school personnel.

Signs or symptoms of heat exhaustion include body cold, skin clammy; ashen colored skin; physical exhaustion; dilated pupils; normal or subnormal temperature. If a student becomes overheated, he/she should be placed in a cool room, provided a cool cloth to the head, and offered cool liquids (preferable sports-type drink or juice, both of which contain some salt).

Call 911 for any student with the following signs or symptoms of **heat stroke**; body hot, skin hot, red and dry; irritability; pupils constricted; temperature elevated; pulse rapid and strong.

Unhealthy Air (Smog) Alerts

Unhealthy air (smog) episodes are defined as those identified and called by the South Coast Air Quality Management District (SCAQMD) when the ozone level ranges on an hourly average between 138 and 500 on the Pollutant Standards Index (PSI). Each site should have a designated person periodically evaluate the conditions related to unhealthy air on days when an Unhealthy Air Alert is anticipated. The ozone level ranges for our region can be obtained by visiting the following site:

<http://ozone.aqmd.gov/smog/area24.shtml>

The following chart developed by the SCAQMD shows the various levels of smog episodes that are reported for the pollutant ozone. The protective actions listed will help reduce exposure to unhealthful levels of ozone. ***Generally, in the event of an unhealthy air alert, outdoor activities should be scheduled for hours outside the peak period of ozone pollution.***

Any student with heart or lung problems should be excused from participation in strenuous PE activities and provided with a modified (non-strenuous) program whenever PSI ratings are above 138. Some students may also need a modified program when ratings are 100, which exceeds the federal clean air standard.

Air Quality	AQI	AQI	Persons Affected	Health Impact
Good	0	50	Everyone	No health impacts are expected
Moderate	51	100	Unusually sensitive people	Should CONSIDER LIMITING prolonged outdoor exertion.
Unhealthy for Sensitive Groups	101	150	Active children and adults, people with respiratory disease, such as asthma.	Should LIMIT prolonged outdoor exertion.
Unhealthy (All)	151	200	Active children and adults, people with respiratory disease, such as asthma. Everyone else, especially children.	Should AVOID prolonged outdoor exertion. Should LIMIT outdoor exertion.

Very Unhealthy	201	300	Active children and adults, people with respiratory disease, such as asthma. Everyone else, especially children.	Should AVOID all outdoor exertion. Should LIMIT outdoor exertion.
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Appendix #2

Utility (cart-type) Vehicles - Safety Policy & Procedures

Contact Risk Management for required training (951) 943-6369 x 80282

What are Utility Vehicles?

Motorized vehicles including utility vehicles/carts and other 3 or 4-wheeled vehicles that are powered by electric or internal combustion motors. NOTE: Does not apply to tractors or other machinery.

Who is authorized to operate?

“Only drivers who have been authorized by the employer and trained in the safe operations of industrial trucks shall be permitted to operate such vehicles.”

Per CCR Title 8, Section 3203 and CCR Title 8, Art 25, Section 3664

Authorized Personnel include:

Custodians, Campus Supervisors, Coaches, PE Teachers, Administrators, Band Teachers, any other personnel who have received pre-authorization from their administrator or supervisor, and pre-authorized board approved adult volunteers.

Authorized Use

1. Transporting equipment/supplies for events on PUHSD Property.
2. Transporting equipment/supplies.
3. Delivering products and goods.
4. Transporting **injured students** or staff (with Administration or medical authorization)
5. **Student use of utility vehicles is prohibited.**

Operation

1. General:
2. Vehicles shall not be operated in a manner that may endanger passengers or other individuals (e.g., pedestrians), or harm PUHSD property.
3. Passenger Limit/Load Capacity:
4. Do not exceed the passenger limit and load capacity designated by the vehicle’s manufacturer. Example: Two seats, two passengers total.
5. Restricted areas:
6. Utility vehicles shall not be driven through inside hallways or buildings.

7. Utility vehicles shall only be driven on school district property and not driven on public streets or right-of-ways except under the following circumstances:
8. Police or medical emergency.
9. District approved functions/events. (i.e. Band competition, sporting events)
10. Speed Limits:
11. Operators **must not exceed** speed limits for motorized vehicles.
12. Operators must reduce speed on walkways and in pedestrian areas. In crowded pedestrian areas, operators must park or proceed at a slow walking pace.
13. Parking:
14. When parked the ignition key must be removed from the vehicle and the emergency brake engaged. Parking is allowed only on hard covered surfaces (e.g., asphalt, concrete, brick). Parking is prohibited on soft services, including but not limited to: landscaping, unpaved surfaces, tanbark-covered areas, etc. Do not block entrances to buildings, stairways, disability ramps, or main thoroughfares.
15. Recharging Electric Vehicles:
16. Electric vehicles will be recharged at location designated for such use. Use of extension cords from inside buildings to vehicles is prohibited.
17. Refueling internal combustion vehicles:
18. Fueling will be done outdoors at location designated for such activities.

Maintenance/Repairs

1. Administrators/Supervisors shall assure that each utility vehicle is inspected on a regular basis, and copies of inspections are sent to the Director of Maintenance, Operations and Transportation.
2. Maintenance and/or needed repairs must be completed through purchase agreements with outside vendors or through the PUHSD Transportation department. As needed, Transportation will arrange to have the utility cart picked up.

Reporting Accidents/Injuries

1. Promptly report all vehicle accidents to an immediate supervisor. For serious injuries call Risk Management (951) 943-6369 ext 80281 or (951) 529-4691 (cell)

Purchased/Donated Utility Vehicle

1. Any utility vehicle that is purchased or accepted as a gift, must meet minimum safety requirements. The minimum safety equipment required must include, but not limited to:
2. Key operated
3. Deadman switch
4. Reverse alarm
5. If the vehicle does not come with such equipment, the manufacturer should be contacted to see if it can be modified to add the missing equipment.
6. A utility vehicle must be certified in writing as meeting cart manufacturer safety requirements before it is purchased or accepted as a donation. **Please note: All**

donated vehicles must be inspected and approved by the Transportation Department before the board will accept the donation.

7. District vehicles must be added to the liability coverage policy by contacting the Risk Management Office (951) 943-6369 x80281.

Please contact your Site Administrator for the policy and procedure of accepting donations.

Appendix #3

DISTRICT COMPLAINT PROCEDURES AND TIMELINES

For use with Board Policies 4119.11, 4219.11, 4319.11 (Sexual Harassment) and Board Policies 4144, 4244, and 4344 (General Complaints)

Step 1: Informal Complaint

Within 7 working days of the offense, complainant shall discuss the complaint with his/her supervisor or the principal of the school. Formal complaint procedures shall not be initiated until the complainant has first attempted to resolve the complaint informally. If the complaint is against complainant's immediate supervisor, complainant may proceed to Step 3 in the complaint process.

Step 2: Site Level Formal Complaint

If the complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint (using the "District Complaint Form") with his/her immediate supervisor or principal within 20 working days of the offense. If the complaint is against complainant's immediate supervisor, the complainant may proceed to Step 3 in the complaint process. If the complainant fails to file a written complaint within 20 working days, the complaint shall be considered settled.

The written complaint shall include the nature of the problem, names, dates, locations, witnesses, and the remedy sought by the complainant. Within 15 working days, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant to resolve the complaint. Within 10 working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If the complaint has not been satisfactorily resolved at Step 2, the complainant may submit the written complaint to the Superintendent or designee within 5 working days of receipt of Step 2 response. Complainant shall include all information presented in Step 2.

Within 15 working days, the Superintendent or designee shall conduct any necessary investigation and meet with the complainant to resolve the complaint. Within 10 working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 4: Appeal to the Governing Board

If the complaint has not been satisfactorily resolved at Step 3, the complainant may submit a written appeal to the Board within 5 working days of receiving the Superintendent or designee's response. The written appeal shall include all information presented at Step 2 and Step 3.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or may hear the complaint at a regular or special Board meeting.

The Board shall make its decision within 30 working days of the hearing and shall send its decision to all concerned parties. The Board's decision will be final.

For questions or clarification, you may contact the Human Resources Department at 951-943-6369.

Revised July 2008



Superintendent
Jonathan L. Greenberg, Ed. D.

155 East Fourth Street
Perris, CA 92570-2124

Faxes: Superintendent's Office – 951-940-537
Business Office – 951-940-5301

Main Office No.
951- 943-6369

Personnel Office – 951-943-9852
Educational Services Office – 951-943-6799

Website: www.puhisd.org

District Complaint Form

**For use with Board Policies 4119.11, 4219.11, 4319.11 (Sexual Harassment) and
Board Policies 4144, 4244, and 4344 (General Complaints)**
(Refer to appropriate Board Policy and Administrative Regulation for timelines)

☐ Check here if this is a Sexual Harassment complaint

☐ **Step 2**
Immediate Supervisor

☐ **Step 3**
Superintendent/Designee

☐ **Step 4**
Governing Board

Complainant Name: _____

Home Address: _____ **Home Telephone:** _____

Work Telephone: _____

Date of Alleged Incident: _____ **Location of Alleged Incident:** _____

Narrative Summary of Alleged Incident - include time, place, participants and witnesses to the alleged violation (if more space is needed, please attach addition sheets):

Desired Outcome of Investigation:

Complainant's signature

Date

Complainants may, in some circumstances, have the right to appeal decisions to the California Department of Education, or to seek review by the U.S. Department of Education, Office of Civil Rights, or may seek civil remedies for allegations of employment discrimination through the U.S. Equal Employment Opportunity Commission and California Dept. of Fair Employment and Housing.

For questions or clarification, you may contact the Human Resources Department at 951-943-6369.

Revised July 2008

Appendix #4

Perris Union High School District Educational Equity

Nondiscrimination/Harassment/Intimidation/Bullying Policy

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. School personnel must take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation or bullying. (BP, 5145.3)

Sexual Harassment Policy

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 at school or at schoolsponsored or schoolrelated activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes. (BP 5145.7)

Sexual Harassment Policy (Personnel)

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. (BP 4030 Personnel)

To report complaints please contact

Assistant Superintendent Human Resources

155 E. Fourth Street

Perris, CA 92570

(951) 9436369 ext.

80302 puhsd.org

<http://www.puhsd.org/pages/haveacomplaint>

Appendix #5

**Perris Union High School District
UCP Annual Notice for 2016-2017**

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

The *Perris Union High School District* has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the noncompliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education, After School Education and Safety, Agricultural Vocational Education, Career Technical Education, Consolidated Categorical Programs, Discrimination, Harassment, Intimidation, and Bullying, Foster and Homeless Youth, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, NCLB Titles IV, VII, Nutrition Services, USDA Civil Rights, School Facilities, Special Education, Unlawful Pupil Fees

A pupil fee and/or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

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

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

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Human Resources Department Address: 155 East Fourth Street, Perris, CA 92570 Phone: 9519436369, ext. 80300 Email address: tonya.davis@puhsd.org

A pupil fee complaint is filed with the *Perris Union High School District* and/or the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 46804687 and in accordance with local procedures adopted under section 4621. The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision. The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.