Annual Notification of the Rights and Responsibilities of Parents and Guardians

2019-2020
# 2019-2020 Student Calendar

## July

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**Special Ed. Extended School Year**: July 1 - July 26, 2019

**First Day of School**: Wednesday, August 14 (**Early Release Day**)

### Holidays/Breaks

- Independence Day: July 4
- Labor Day: Sept 2
- Veterans Day: Nov 11
- Thanksgiving Week: Nov 25 - Nov 29
- Winter Break: Dec 23 - Jan 10
- Martin Luther King Jr. Day: Jan 20
- George Washington's Birthday: Feb 17
- Spring Break: Mar 23 - Mar 27
- Abraham Lincoln Day: (floating)
- Memorial Day: May 25

**Great California ShakeOut**: Oct 17, 2019

**Minimum Days**

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<td>Dec 20</td>
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<td>May 22</td>
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<td>June 5</td>
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**Semester Days**

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**Non Student Days**

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Early Release Wednesdays: Total = 38

### After Hours Emergency Numbers

- Special Education: 661-789-6746
- Student Services: 661-789-6744
- PSD Transportation (Rider Eligibility, etc): 661-789-6588
- Stroller Dispatch - Bus Issues (Running Late, etc): 661-229-4065
- Welcome & Enrollment Center: 661-789-6707

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www.palmdalesd.org

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Palmdale School District 2019-2020 Annual Notification | 2
Dear Parents and Guardians,

Welcome to the 2019-2020 school year! In the Palmdale School District, all students are valued and respected and I expect the very best from every student enrolled in our District. In return, we commit to providing an excellent instructional program for every student, one that builds on their language, culture, ethnicity, strengths, and interests to create future successes.

As part of this commitment to students, we will continue implementing the Palmdale PROMISE. Over the last couple of years, we have launched a major, ground-breaking effort to design a districtwide strategic plan that promises to transform our District and community so that we engage all students in high-level learning and prepare them for success in a globalized environment and position the District as a national model of excellence.

As a fundamental approach to creating the Palmdale PROMISE, we have engaged our diverse community, including parents/guardians and students, with the intent of strengthening the relationships essential to our students’ success, and with the hope that each of us will embrace the opportunity and responsibility to create the school and community environments that nurture that success. I invite you to be part of this monumental and innovative effort to move our District and our community to the forefront of powerful and transformative education for all our students; we have an opportunity to make an incredible and sustainable impact for our students, our families, our schools, and our communities.

We will continue building and deepening partnerships and collaborations, and continue exploring possibilities together about how to best invest in our students’ futures. The Palmdale PROMISE allows for collaboration opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in the innovative design of 21st century pathways for our students’ success. We know that the Palmdale PROMISE has produced positive results and outcomes, and will reach far beyond what we can imagine today.

In compliance with the requirements of Education Code 48980, this Annual Notification contains important information regarding state and federal laws and District policies and procedures that will assist parents/guardians in navigating through the school system and that promote school and family partnership to positively impact students’ educational outcomes. Please take the time to review the information provided in this document. You will be asked to sign a form acknowledging that you have received a copy of the Annual Notification. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child’s school for assistance. You may also visit our website for current updates and valuable information at www.palmdalesd.org.

I look forward to spending time at every school, saying hello to our students, parents/guardians, and community members, and ensuring we are keeping our PROMISE. I truly believe that together we can build the BEST school district in the world. Thank you for your support and vested interest in the Palmdale School District.

Attentively,

Raúl Maldonado
Superintendent of Schools
Vision
Palmdale will become a district where ...Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

Mission
The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential.

VALUES & BELIEFS
After reviewing the current values in the context of today’s realities and a globalized 21st century environment, Palmdale School District has adopted a new set of five values that incorporate most of the current beliefs, sharpening and focusing them:

- **HIGH INTELLECTUAL PERFORMANCE** that prepares every student to graduate ready for college, career, and the global 21st century world.

- **EQUITY** for all our students, schools, and communities as reflected in outcomes and opportunities.

- Facilitating and supporting every student’s achievement by **BUILDING ON THEIR STRENGTHS, CULTURES, LANGUAGES**, and experiences to create new successes.

- **MULTILINGUALISM and MULTICULTURALISM** as individual, community, national, and global assets in the 21st century.

- **INTEGRITY and COMMUNITY** based on trust and common purpose that empower individuals and communities.
### DISTRICT AND SCHOOL INFORMATION

www.palmdalesd.org • 661-947-7191
39139 10th Street East • Palmdale, California 93550

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<th>School Name</th>
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<td>661-285-9270</td>
<td>3636 Ponderosa Way, Palmdale, CA 93552</td>
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<td>Buena Vista Elementary</td>
<td>661-285-4158</td>
<td>37005 Hillcrest Drive, Palmdale, CA 93552</td>
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<tr>
<td>Cactus Intermediate</td>
<td>661-273-0847</td>
<td>3243 E. Avenue R-8, Palmdale, CA 93550</td>
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<tr>
<td>Chaparral Elementary</td>
<td>661-285-9777</td>
<td>37230 37th Street East, Palmdale, CA 93552</td>
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<tr>
<td>Cimarron Elementary</td>
<td>661-285-9780</td>
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<tr>
<td>David G. Millen Intermediate</td>
<td>661-947-3075</td>
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<tr>
<td>Desert Rose Elementary</td>
<td>661-272-0584</td>
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<td>Desert Willow Intermediate</td>
<td>661-285-5866</td>
<td>3655 Sunny Lane, Palmdale, CA 93550</td>
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<tr>
<td>Dos Caminos Dual Immersion</td>
<td>661-947-1849</td>
<td>39066 Palm Tree Way, Palmdale, CA 93551</td>
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<tr>
<td>Golden Poppy Elementary</td>
<td>661-285-3683</td>
<td>37802 Rockie Lane, Palmdale, CA 93550</td>
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<tr>
<td>Joshua Hills Elementary</td>
<td>661-265-9992</td>
<td>3030 Fairfield, Palmdale, CA 93550</td>
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<td>Los Amigos Dual Immersion</td>
<td>661-285-1546</td>
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<td>Manzanita Elementary</td>
<td>661-947-3128</td>
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<td>Mesquite Elementary</td>
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<td>Oak Tree Community Day School</td>
<td>661-285-1548</td>
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<td>661-947-9987</td>
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<td>Palm Tree Elementary</td>
<td>661-265-9357</td>
<td>326 East Avenue R, Palmdale, CA 93550</td>
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<td>Innovations Academy of Palmdale</td>
<td>661-285-8908</td>
<td>38136 35th Street East, Palmdale, CA 93550</td>
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<td>Palmdale Discovery Center</td>
<td>661-274-0849</td>
<td>39174 Palm Tree Way, Palmdale, CA 93552</td>
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<td>Palmdale Learning Plaza</td>
<td>661-538-9034</td>
<td>38043 Division Street, Palmdale, CA 93550</td>
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<td>Quail Valley Elementary</td>
<td>661-533-7100</td>
<td>37236 58th Street East, Palmdale, CA 93552</td>
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<td>S.A.G.E. Academy</td>
<td>661-537-6101</td>
<td>38060 20th Street East, Palmdale, CA 93550</td>
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<td>Shadow Hills Intermediate</td>
<td>661-533-7400</td>
<td>37315 60th Street East, Palmdale, CA 93552</td>
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<td>Summerwind Elementary</td>
<td>661-947-3863</td>
<td>39360 Summerwind Drive, Palmdale, CA 93551</td>
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<td>Tamarisk Elementary School</td>
<td>661-225-9647</td>
<td>1843 East Avenue Q-5, Palmdale, CA 93550</td>
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<td>Tumbleweed Elementary</td>
<td>661-273-4166</td>
<td>1100 East Avenue R-4, Palmdale, CA 93550</td>
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<td>Yellen Learning Center</td>
<td>661-456-1600</td>
<td>37015 Goldenview Way, Palmdale, CA 93552</td>
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<tr>
<td>Yucca Elementary</td>
<td>661-273-5052</td>
<td>38440 2nd St East, Palmdale, CA 93550</td>
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### OTHER IMPORTANT CONTACTS

- Child Nutrition Services (661) 789-6565
- District Office (661) 947-7191
- Early Childhood Education (661) 273-4710
- Educational Services (661) 789-6755
- Special Education Services (661) 789-6746
- Student Services (661) 789-6745
- Transportation (661) 789-6588
- Welcome Center - Enrollment (661) 789-6707
- After Hours Emergencies (888) 474-8107
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INSTRUCTIONAL PROGRAMS

Academic Progress and Retention

EC 48070, 48070.5, 51101; (BP 5123)
The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction is designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed. Students are to progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Students who fail to satisfy grade level standards as established in Board Policy may be retained. Notice of retention shall be sent to identified students prior to the 2nd semester report card. A teacher’s decision to promote or retain a child may be appealed consistent with Board Policy, administrative regulation, and law.

Middle School Promotion Requirements

(BP 5123)
The Palmdale School District remains committed to providing all students the academic and social skills necessary for a successful transition from 8th grade to high school. While promotion to 9th grade is achieved with a minimum grade point average (GPA) of 1.67, the District has agreed to reserve the promotion ceremonies and culminating activities solely for those 8th grade students who accomplish this mission and satisfy the following requirements:

- Students must have a cumulative GPA of at least 2.0.
- Students may have no more than 10 unexcused absences. (See list of “Excused Absences” on page 27)
- Students may have no more than 2 incidents of suspension. (See “Grounds for Suspension” on page 42)
- Students may not have any incidents of truancy. (See definition of “Truancy” on page 28)
- Students must have all school materials turned in, paid for, or otherwise accounted for (textbooks, library books, musical instruments, lab equipment, cafeteria charges cleared, fundraiser charges cleared, etc.).
- Students must be present and on time at all promotion rehearsals for their time slot. Students who disrupt the promotion ceremony rehearsal may be excluded from participating.

Each site principal reserves the right to make exceptions to any of the above requirements at his/her discretion.

Homework

EC 48204, 48913; (BP 6154)
Homework is a teacher-planned learning activity which takes place largely outside of a student’s regular school hours. As such, homework should reinforce classroom learning and expand on a student’s school experiences. Homework assignments are to be specific and related to classroom objectives and should not require use of specialized materials at home unless the school provides such materials to the students. The amount of homework assigned, its complexity and scope, and even the grading of homework should be related to the needs and abilities of the individual students.

- Kindergarten and first grade students may be given homework at least two (2) nights per week for 10-15 minutes, except on Friday or before a holiday.
- Second through eighth grade students may receive homework four (4) nights per week, Monday through Thursday, except before a holiday.

Students may be given long-term assignments. These assignments may include science projects, preparation of an oral presentation or research paper. Assignments may make it necessary for students to work on weekends and holidays. Such commitment should be voluntary on the part of the student. Students and teachers should have a clear understanding of the purposes and procedures for successfully completing long-term homework assignments.

Homework shall not be given for disciplinary measures. However, the teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. Unfinished class work may be assigned as homework when a student has failed to complete assignments due to poor work habits (not because he/she is a slow worker or learner) – a contract shall be established with the parent/guardian and student in such cases. Students may be excused from homework, if a note is received from the parent/guardian.

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 test missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.
Course Selection and Career Counseling

EC 221.5(d)
Commencing grade 7, school personnel shall assist students with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the student and not on the student’s gender. Parents/guardians are notified so that they may participate in such counseling sessions and decisions.

Gifted and Talented Education

(BP 6172)
The Gifted and Talented Education (GATE) program exists to meet the unique needs of gifted students in academic and social areas. Identified students are clustered with trained teachers to receive a differentiated curriculum based on their needs. Students may be referred for evaluation for the GATE program by a teacher, parent, or student.

Title I

20 USC 6312; (BP 6171)
Title I provides services from federal monies for identified students. These services are in addition to the basic program supplied to all students in the Palmdale School District. Title I supplementary services may consist of additional instruction by teachers and other school personnel, computer lab tutorial programs, additional instructional materials, and parent education. Parents/guardians of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students’ classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds shall also provide to each individual parent/guardian information on the level of achievement and academic growth of his/her child, if applicable and available, on each of the required State academic assessments, and timely notice that his/her child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Language Acquisition Program

5 CCR 11309, 11310; EC 310; (BP 6174)
The District offers research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development (ELD) standards. At a minimum, the District offers a structured English immersion program which includes designated and integrated ELD. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. Parents/guardians are annually notified of placement, English language proficiency, academic progress, and exit criteria.

The District also offers a dual-language immersion program in select schools that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

Parents/guardians of English learners have a right to decline or opt their children out of the District’s language acquisition program or opt out of particular English learner service(s) within a language acquisition program. However, the District remains obligated to annually assess the student’s English language proficiency, provide the student meaningful instruction until the student is reclassified, inform the parent/guardian when progress is not made, and offer the parent/guardian programs and services to consider at that time.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, the school shall offer any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level. For more information, contact the Director of Academic Achievement – Target Populations at (661) 223-3305.
**Literacy Program – Footsteps2Brilliance**

The Palmdale School District, in partnership with the City of Palmdale, provides access to a FREE Literacy & Vocabulary Program for District students and Palmdale residents. The Footsteps2Brilliance online program supports the District’s goal of literacy for all and is available in English and Spanish.

Please visit the Palmdale School District Website at [www.palmdalesd.org](http://www.palmdalesd.org) under the “For Parents” tab to obtain instructions for access and registration to Footsteps2Brilliance. If you have any questions, contact Educational Services at (661) 789-6755.

**California Healthy Youth Act**

*EC 51934, 51937-51939; (BP 6142.1)*

The California Healthy Youth Act requires schools to offer integrated, comprehensive, accurate, and unbiased sexual health and human immunodeficiency virus (HIV) prevention education at least once in middle school and once in high school. It is intended to ensure that students in grades 7-12 are provided with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. It also promotes students’ understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

Parents/guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education, or participate in research on student health behaviors and risks. When a parent/guardian does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty or other sanction.
3. Request a copy of EC 51930-51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
   a. The date of the instruction
   b. The name of the organization or affiliation of each guest speaker
   c. The right to receive a copy of EC 51933, 51934, and 51938
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

**Surveys Regarding Health Behaviors**

*EC 51513*

Anonymous, voluntary and confidential research and evaluation tools to measure student’s health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes and practices relating to sex, family life, morality, and religion may be administered to students. Parents/guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

**Harm or Destruction of Animals**

*EC 32255-32255.6, 48980(a); (AR 5145.8)*

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

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

EC 35330; (BP 6153)

The District recognizes that field trips are important components in the instructional program of the schools. Parents/guardians must grant permission after being notified of the field trip location and time of return prior to embarking on any field trip. An alternative educational experience shall be provided to students whose parents/guardians do not wish them to participate in a trip. All persons making the field trip shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip.

Notice of Alternative Schools

The following notice is required per EC 58501, and shall be posted in at least two places normally visible to students, teachers, and visiting parents at each school for the entire month of March in each year:

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

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

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

Independent Study

EC 48980(h), 51745-51749.6; (BP 6158)

Innovations Academy is a more permanent program for students from Kindergarten through 8th grade who are looking for an alternative to traditional schools and classrooms. This model is specially designed for families that are interested in a new learning option, one that provides an academically rigorous education with the flexibility of a home school program. Innovations Academy offers a blended learning experience that combines interactive online education modules (offered through our partnership with Connections Learning – a Pearson Company) with class time directed by a credentialed teacher. Please note that for a student with disabilities, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation.

Innovations Academy requires a higher level of parental involvement and a higher degree of self-motivation on the part of the student. The program is not easier than that of any other Palmdale School District school; it is only presented in a different way. This program is located on the Oak Tree campus at 38136 35th Street East. If interested, call Innovations Academy directly at (661) 265-8908 or (661) 265-8909.

Individual Instruction for Students with Temporary Disabilities

EC 48206.3, 48207, 48207.3, 48207.5, 48208, 48240, 48980(a)-(b)

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled and after which the student can reasonably be expected to return without special intervention. Temporary disability is not a disability for which a student is identified as an individual with exceptional needs.

A student with a temporary disability which makes attendance in his/her regular day classes or alternative educational program impossible or inadvisable may receive individual instruction provided in the student’s home for one hour a day.

If a student with a temporary disability is in a hospital or other residential health facility (“qualifying hospital”), excluding a state hospital, that is located outside the school district in which the student’s parent/guardian resides, it is the
parent’s/guardian’s responsibility to notify the school district in which the qualifying hospital is located of the student’s presence. The location of the qualifying hospital is considered the student’s place of residence during his/her stay there; therefore, the student will receive individual instruction by the school district in which he/she is temporarily residing.

Once notified that a student with a temporary disability is in a qualifying hospital, the school district must determine, within five working days, whether the student should receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made. The school district may enter into an agreement with the student’s previous school district to have that district provide the student with individual instruction.

A school district or charter school may continue to enroll a student with a temporary disability who is receiving individual instruction in a qualifying hospital to facilitate the timely reentry of the student in his/her prior school after the hospitalization has ended, or to provide a partial week of instruction at school or at home to a student who is no longer confined to the hospital setting. The total days of instruction may not exceed the maximum of five days in the combined setting, and attendance may not be duplicated. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

Please contact the school principal for further information regarding instruction for students with temporary disabilities.

**Statewide Testing**

5 CCR 852; EC 60615

The California Assessment of Student Performance and Progress (CAASPP) is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. CAASPP includes computer adaptive tests in English language arts (ELA) and mathematics for grades 3 through 8 as well as an online assessment in science for students in grades 5 and 8.

A parent/guardian may annually submit a written request to excuse his/her student from any or all parts of the CAASPP assessments for the school year. Palmdale School District has a written form for this purpose. Please contact Diana Nardi, Coordinator of Testing and Assessment, at (661) 789-6715 to arrange an appointment or for any questions regarding your child’s participation. Please refer to “Appendix A” in this document for descriptions of each statewide test that will be administered to applicable students.

**Student Score Reports** can now be accessed electronically through the Infinite Campus parent portal. This report shows scores for ELA and mathematics. The English Language Proficiency Assessment in California (ELPAC) summative reports are also available electronically. Students in grades 4 through 8 who took the test in previous years can view past scores and their progress over time. For information on how to log in to the parent portal, please contact your school site office staff. Each school site offers a computer for parent use, and have staff trained to help access these reports. Once in the parent portal, go to “More” in the menu and then “Assessments” and “Generate”.

To learn more about your child’s scores, go to the new parent web page called **Starting Smarter**, available at [https://ca.startingsmarter.org/](https://ca.startingsmarter.org/). This site includes:

- Resources to help understand results on the student score reports
- Access to sample test questions and practice tests
- No-cost resources to support learning
- A guide for parent-teacher conferences

In Palmdale School District, the test results are just one way to look at how well our students are doing. We use the results to find areas where students are doing well and areas in which they need help. It is also important to know that the test results are not used to determine whether a student moves to the next grade.

Helpful links:

- California Department of Education, CAASPP Information – [https://www.cde.ca.gov/ta/tg/ca/](https://www.cde.ca.gov/ta/tg/ca/)
- Palmdale School District, Assessment for Learning webpage – [https://www.palmdalesd.org/domain/64](https://www.palmdalesd.org/domain/64)
EQUITY AND ACCESS

Nondiscrimination in District Programs and Activities

EC 200-262.4; (BP 0410)
The Palmdale School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District’s academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person’s actual race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, political beliefs, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Nondiscrimination in Career Technical Education

The Palmdale School District ensures all parents, students, employees and the general public that all Career Technical Education (CTE) opportunities will be offered regardless of age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, nationality, parental status, pregnancy, race, religion, sex, sexual orientation, political beliefs, or association with a person or group with one or more of these actual or perceived characteristics. This includes classes on Robotics, Law and Government, STEM-PLTW, Media Arts, to name just a few of our offerings. There are no admission prerequisites to enroll in these classes. Students will complete an elective request form with their top three placement choices. Additional questions will be answered by the Title IX and Section 504 contacts. For questions regarding facilities please contact the person responsible for Title V. For questions regarding employment non-discrimination please contact the person responsible for Title II.

Section 504  Julie Ferebee  39139 N. 10th Street East, Palmdale, CA 93550  (661) 789-6718
Title II  Ryan Beardsley  39139 N. 10th Street East, Palmdale, CA 93550  (661) 789-6540
Title V  Al Tsai  39139 N. 10th Street East, Palmdale, CA 93550  (661) 789-6575
Title IX  Elena Esquer  39139 N. 10th Street East, Palmdale, CA 93550  (661) 789-6755

Safe Place to Learn Act

EC 234, 234.1; (BP 5131.2)
The Palmdale School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in PC 422.55, including immigration status, and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. The policy addressing discrimination, harassment, violence, intimidation, or bullying shall be posted in all schools and offices, including staff lounges and student government meeting rooms. The posting shall provide information to students, parents/guardians, employees, members of the Governing Board, and the general public on how to file a complaint at the school, the process for investigating complaints, and all applicable timelines. Generally, any student, parent/guardian, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section.
For a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying, please visit the following California Department of Education webpage: https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp.

**Sex Equity in Education Act: Title IX**

20 USC 1681-1688; EC 221.6

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female students and employees, as well as transgender students and students who do not conform to sex stereotypes, against discrimination based on sex (including sexual harassment). California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Additionally, students may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting students may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify.

Under Title IX, students in the Palmdale School District have the right to:
1. Fair and equitable treatment that is free from discrimination based on sex
2. Equitable opportunity to participate in all academic extracurricular activities, including athletics
3. Receive assistance with course selection or career counseling, exploring the possibility of career, or courses leading to careers based on the student’s interest and not on the student’s gender, gender identity, gender expression, or sexual orientation
4. Not be required to take and/or denied enrollment in a course based on the student’s gender, gender identity, gender expression, or sexual orientation
5. Not be offered vocational or school program guidance that is different from that offered to a student of the opposite sex
6. Equitable treatment and benefits in regards to all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity
7. Not be subjected to separate or different rules of behavior, sanctions, or other treatment, such as discriminatory discipline policies and practices, based on sex
8. Access to a gender equity coordinator to answer questions regarding gender equity laws
9. Contact the State Department of Education to access information on gender equity laws
10. File a confidential discrimination complaint with the United States Office of Civil Rights (OCR) or the California Department of Education if discrimination, or unequal treatment, on the basis of sex has occurred
11. Pursue civil remedies as a result of discrimination
12. Protection against retaliation for filing a discrimination complaint

The following personnel has been designated to address questions and complaints regarding the District’s non-discrimination policies specific to Title IX: Elena Esquer, Assistant Superintendent of Educational Services, meesquer@palmdalesd.org or (661) 789-6755. Any complaint alleging noncompliance with Title IX shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

**Sexual Harassment**

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

Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity shall be subject to disciplinary action. For students in grades 4 through 8, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

**Instructional Program**

As a preventative measure, students shall receive age-appropriate instruction and information on sexual harassment, including:
1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment even where the victim of the harassment has not complained
4. Information about the District’s procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues

**Defining Sexual Harassment**
Prohibited sexual harassment includes, but is not limited to, unwanted sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual’s body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

**Reporting and Investigating Allegations of Sexual Harassment**
Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee.

An employee who receives a report or observes an incident of sexual harassment shall notify the principal or the District compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation. Any complaint alleging sexual harassment shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section, in coordination with the District’s Title IX compliance officer.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. Records of all reported cases of sexual harassment are maintained to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

**Married, Pregnant and Parenting Students**
34 CFR 106.40; EC 221.51, 222, 222.5, 46015, 48205, 48980(a); (BP 5146)
Married, pregnant and parenting students often face overwhelming obstacles to receiving an education of equal quality to that of their peers, placing them at higher risk of dropping out of school. A student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even
if the marriage has been dissolved. Suspected pregnant or parenting students should be referred to the District’s Health Services Department for case management and referral assistance, provided by school nurses and school psychologists. The District further supports pregnant and parenting students by providing them with the opportunity to succeed academically while protecting their health and the health of their children in the following ways:

1. The District will not adopt any rule concerning a student’s actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. The District will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of his/her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery; the District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery in the same manner and under the same policies as any other temporary disabling condition.
3. Pregnant and parent students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Students who voluntarily participate in an alternative education program must be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.
4. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that he/she is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
5. The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
   a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
   b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
   c. Access to a power source for a breast pump or any other equipment used to express breast milk
   d. Access to a place to store expressed breast milk safely
6. A reasonable amount of time to accommodate the student’s need to express breast milk or breastfeed an infant child
7. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of his/her child, including absences to care for a sick child.
8. During the school year in which the birth of the student’s infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student’s physician, parental leave may be extended beyond eight weeks.
9. Specific to parental leave:
   a. No student is required to take all or part of the parental leave.
   b. A student on parental leave cannot be required to complete academic work or other school requirements but has the right to make up work missed upon return to school.
   c. The student has the right to return to the school and course of study in which he/she was enrolled before taking parental leave.
   d. The District’s Supervisor of Attendance will ensure that absences from school, as a result of the parental leave, are excused until the student returns to school.

A student cannot be penalized for exercising the rights listed above. A complaint of noncompliance by the District can be filed through the Uniform Complaint Procedures, as described in this section.

**Educational Equity**

**EC 234.7**
All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, the Palmdale School District: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) shall receive and investigate related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the Governing Board any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) shall first exhaust parents'/guardians' instruction concerning a student's care in the emergency contact information in the parents'/guardians' absence and to avoid contacting Child Protective Services unless the District is unable to arrange
for care based on parental instruction. The “know your rights” information regarding immigration-enforcement actions provided by the California Attorney General can be found in “Appendix B” of this document.

Education for Foster Youth

EC 48204, 48853, 48853.5, 51215.1, 51225.2; (BP 6173.1)

A foster youth means a child who has been removed from his or her home pursuant to WIC 309, is the subject of a petition filed under WIC 300 or 602, or has been removed from his/her home and is the subject of a petition filed under WIC 300 or 602, or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in WIC 450, who satisfies the criteria specified in EC 42238.01.

The District’s educational liaison for foster youth is Aaron Yoscovitz at ayoscovitz@palmdalesd.org or (661) 789-6735. The role of the educational liaison is to: 1) ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of foster youth; 2) assist foster youth when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades; 3) notify a foster youth’s attorney and county welfare agency representative(s) when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review, when he/she is a student with a disability; and 4) address any disputes over school selection or enrollment.

The California Department of Education has posted on its Web site a standardized notice of the rights afforded to foster youth. The notice can be obtained by visiting the following link: https://www.cde.ca.gov/ls/pf/fy/documents/fosteryouthedrights.pdf

The following is a brief summary of a foster youth’s rights:

1. Right to attend either the “school of origin” or the current school of residence. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months.
2. Right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to file a complaint through the Uniform Complaint Procedures if there is allegation that the District has not complied with requirements regarding the education of foster youth.

Education for Homeless Youth

42 US 11432, EC 48853, 49069, 51225.1, 51225.2 (BP 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who: are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; may be living in motels, hotels, trailer parkers, or shelters; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings; or are migratory children who qualify as homeless because of similar living circumstances.

The District’s educational liaison for homeless youth is Aaron Yoscovitz at ayoscovitz@palmdalesd.org or (661) 789-6735. The role of the educational liaison is to: 1) ensure that homeless students are identified so that they have access to and receive educational services for which they are eligible; 2) assist homeless students when transferring from one school or school district to another school or school district in ensuring proper transfer of records and grades; 3) ensure that homeless families and students receive referrals for services, such as health care, dental, mental health, and housing; 4) assist, facilitate, or represent a homeless student who is undergoing disciplinary proceeding that could result in his/her expulsion; 5) participate in an individualized education program or Section 504 team meeting to make a manifestation determination regarding the behavior of a student with disability; and 6) address any disputes over school selection or enrollment.

The following is a brief summary of a homeless youth’s rights:

1. Right to attend either the “school of origin” or the current school of residence. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, transcript, immunization), does not have clothing normally...
required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.

3. Right to automatically qualify for child nutrition programs.

4. Right to file a complaint through the Uniform Complaint Procedures if there is allegation that the District has not complied with requirements regarding the education of homeless youth.

Unaccompanied youth who meet the definition of homeless youth are also eligible for rights and services under the McKinney-Vento Act. An unaccompanied youth is defined as a minor who is not in the physical custody of a parent/guardian.

**Section 504**

29 USC 794; 34 CFR 104.32; (BP 6164.6)

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. The Palmdale School District provides a free and appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the District’s basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment which substantially limits one or more major life activity. For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

1. **Physical impairment** means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine.

2. **Mental impairment** means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.

3. **Substantially limits major life activities** means limiting a person’s ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The District has a responsibility to identify, evaluate, and if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. Additionally, a parent/guardian, teacher, other school employee, or community agency may refer a student to the principal or Section 504 Coordinator for identification as a student with a disability under Section 504. A Student Success Team (SST) shall be convened to consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student’s school records, including those in academic and nonacademic areas of the school program; consultation with the student’s teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student’s needs. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall develop a written 504 services plan specifying the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

For additional information about the rights of parents/guardians of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Julie Elliott-Braswell, Director of Special Education, at jaelliott@palmdalesd.org or (661) 789-6747.

**Special Education**

34 CFR 300.111; EC 56026, 56300, 56301; (BP 6164.4)

Special education programs and services are provided to students with identified disabilities which adversely impact the students’ educational program. The Individuals with Disabilities Education Act (IDEA) defines “children with disabilities” to mean children with intellectual disabilities, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof,
need special education and related services. Eligible students are provided a free and appropriate public education (FAPE) in the "least restrictive environment" (LRE).

The Palmdale School District actively seeks out and evaluates District residents from birth through the age of 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. Additionally, a parent/guardian, teachers, and appropriate professionals may refer a student who is believed to have a disabling condition that may require special education programs or services by contacting Julie Elliott-Braswell, Director of Special Education, at jaelliott@palmdalesd.org or (661) 789-6747.

Before the initial provision of special education and related services to a student with a disability, the District shall conduct, with the consent of the parent/guardian, a full and individual initial evaluation of the student. The evaluation shall be conducted by qualified personnel who are competent to perform the assessment and shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. If a determination is made that a student has a disability and needs special education and related services, an individualized education program (IEP) shall be developed.

Student Fees, Deposits, and Charges

5 CCR 4622; EC 48904, 49013, 49014; (BP 3260)

It is the responsibility of the Palmdale School District to ensure that books, materials, equipment, supplies, and other resources necessary for students’ participation in the District’s educational program are made available to them at no cost. No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the District’s educational program, including curricular and extracurricular activities.

As necessary, the Governing Board may approve and impose fees, deposits and other charges which are specifically authorized by law – such as, eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, food sold at school, or reimbursement for the direct cost of materials provided by the District to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use. In determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of students’ families and their ability to pay.

The District shall recover any debt owed as a result of unpaid fees lawfully imposed by the Board, but shall not bill a current or former student for accumulated debt, nor take negative action (e.g., limiting or denying participation in any classroom activity, extracurricular activity, field trip, or ceremony; denying or withholding grades or transcripts) against a student or former student because of such debt. The District may withhold grades or transcripts only for debt owed as a result of vandalism or loss of District property loaned to the student. Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the District shall provide an itemized invoice, referencing applicable District policies, for any amount owed by the parent/guardian on behalf of a student or former student. For each payment received, a receipt shall be provided to the parent/guardian. The District shall not sell debt owed by a parent/guardian.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Any complaints of unlawful imposition of fees, deposits, or other charges shall be investigated and resolved through the Uniform Complaint Procedures, as described in this section. If, upon investigation, the District finds merit in the complaint, the Superintendent or designee shall recommend, and the Board shall adopt, an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Uniform Complaint Procedures

EC 33315; 5 CCR 4622; (BP 1312.3)

The Palmdale School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Uniform Complaint Procedures (UCP) shall be used to investigate and resolve complaints that require a more formal process, alleging:

1. Violation of applicable state or federal law or regulations governing District-implemented programs, including After School Education and Safety; bilingual education; state career technical and technical education, career
technical, and technical training; child nutrition; compensatory education; consolidated categorical aid; the federal
Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety
plans; special education; California State Preschool; Tobacco-Use Prevention Education

2. Unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student,
employee, or other person participating in District programs and activities, including, but not limited to, those
programs or activities funded directly by or that receive or benefit from any state financial assistance, based on
the person’s actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin,
immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical
or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information,
or any other characteristic identified in EC 200 or 220, GC 11135, or PC 422.55, or based on his/her association
with a person or group with one or more of these actual or perceived characteristics

3. Noncompliance with the requirement to provide reasonable accommodation to a lactating student on school
campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the
student

4. Noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in
EC 46015, including those related to the provision of parental leave, right of return to the school of previous
enrollment or to an alternative education program

5. Noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for
participation in educational activities

6. Noncompliance with legal requirements related to the implementation of the local control and accountability plan,
including the development of a local control funding formula budget overview for parents/guardians

7. Noncompliance with requirements related to the development of a school plan for student achievement or the
establishment of a school site council, as required for the consolidated application for specified federal and/or
state categorical funding

8. Noncompliance with any legal requirement applicable to a foster youth regarding placement decisions, or the
responsibilities of the District’s educational liaison to the student

9. Noncompliance with the physical education instructional minutes requirement for students in elementary school

10. Retaliation against a complainant or other participant in the complaint process or anyone who has acted to
uncover or report a violation subject to this policy

These uniform procedures require the complainant to submit a written complaint to the appropriate compliance officer
who will coordinate an investigation and response within 60 calendar days of receipt of the written complaint, unless
the complainant agrees in writing to extend the timeline. If the District finds merit in a complaint, the District shall
provide a remedy to all affected students and parents/guardians.

A complainant may appeal the District’s decision to the California Department of Education (CDE) by filing a written
appeal within 15 calendar days after receiving the District’s decision. The CDE may directly intervene in the complaint
without waiting for action by the District when one of the conditions listed in 5 CCR 4650 exists, including cases in
which the District has not taken action within 60 calendar days of the date the complaint was filed. If the District is
found to have violated a state or federal law and/or regulation, and the District does not take corrective action to
comply, then various civil remedies may be available.

Go to https://www.palmdalesd.org/site/default.aspx?PageID=2549 to obtain a copy of the complaint form and review
additional UCP-related information. The following personnel has been designated as the primary compliance officer
to receive and investigate complaints and to ensure District compliance with law: Cassandra Ziskind, Director of
Student Services, at cziskind@palmdalesd.org or (661) 789-6744.

Williams Complaint

5 CCR 4600-4687; EC 35186; (BP 1312.4)
Every school must provide sufficient textbooks and instructional materials. Every student, including English learners,
must have textbooks or instructional materials, or both, to use in class and to take home. School facilities must be
clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments – meaning,
there should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The
teacher should have the proper credential to teach the class, including the certification required to teach English
learners, if present.

A complaint form may be obtained at the school office or through the California Department of Education by visiting:
General Complaints

The Governing Board believes that all parent/guardian complaints and concerns can be resolved by meeting with site personnel. If not, the following procedure should be used:

- Make an appointment to discuss the problem with the appropriate site staff member.
- In the unlikely event that the concern is not resolved, an appointment should be made with the school principal.
- If you not satisfied after meeting with the school principal, a complaint form can be requested and secured from the principal.
- Once the complaint form has been completed, the parent/guardian should deliver the complaint to the District Office. The complaint will be submitted to the Superintendent’s Office for review.
SCHOOL ATTENDANCE

Meeting Residency Requirements for School Attendance

EC 48200, 48204, 48204.3, 48204.4, 48207, 48980(g); (BP 5111.1)

A student complies with the residency requirements for school attendance in the Palmdale School District if he/she meets any of the following criteria:

1. The student’s parent/guardian resides within the District’s boundaries.
2. The student is placed within the District’s boundaries in a regularly established licensed children’s institution, licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student is an emancipated minor residing within the District’s boundaries.
4. The student lives with a caregiving adult within the District’s boundaries and the caregiving adult submits an affidavit to that effect.
5. The student resides in a state hospital located within the District’s boundaries.
6. The student is confined to a hospital or other residential health facility within the District’s boundaries for treatment of a temporary disability.
7. The student’s parent/guardian resides outside of the District’s boundaries but is employed within the District’s boundaries and lives with the student at the place of employment for a minimum of three days during the school week.
8. The student’s parent/guardian resides outside of the District’s boundaries but is physically employed within the boundaries of the District for a minimum of 10 hours during the school week.
9. The student’s parent/guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing his/her removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student was enrolled in a California public school immediately before moving out of state as a result of his/her parent/guardian’s departure.
10. The student is a homeless or foster child who remains in his or her school of origin.
11. The student is a child of a military family who continues to attend his/her school of origin.

A student also complies with residency requirements if his/her parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within California. The school must accept enrollment applications by electronic means, and the parent must provide proof of residence within 10 days after the published arrival date provided on official documentation.

Proof of Residency

5 CCR 432; EC 234.7, 48204.1; (BP 5111.1)

Reasonable evidence that the student meets residency requirements for school attendance must be provided by the parent/guardian upon request by a District employee. Verification of residency is required at the time of school enrollment and annually, thereafter, to comply with California laws related to the maintenance of specified information in a student’s mandatory permanent records. Evidence of residency may be established by presenting one of the following documents in their original form (no copies):

1. A current utility bill (e.g., gas, electric or water) showing the parent’s/guardian’s name and home address
2. Final escrow papers
3. Property tax payment receipt
4. Voter registration
5. Current pay stub with employer’s name and address and parent’s/guardian’s name and address

The District will not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the District.

The District will investigate any cases where there may be reason to believe that a student does not comply with residency requirements for school attendance, that the parent/guardian has provided false information with respect to residency, or that the information provided at the time of enrollment is no longer current or accurate. The investigation may be conducted by a trained District employee or a private investigator employed by the District, and may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student’s residency. The investigation will not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.
Intradistrict Transfer (Lottery)

EC 35160.5, 48980(g); (BP 5116.1)
The parents/guardians of any student who resides within the attendance boundaries of the Palmdale School District may apply to enroll their child in any District school, regardless of the location of their residence within the District. No student currently residing with a school’s attendance area shall be displaced by another student transferring from outside the attendance area. Transportation to any other school is the responsibility of the parent.

Applications to request for an intradistrict transfer are available beginning February 1 of each year and must be submitted by March 1 of the school year preceding the school year which the transfer is requested. Parents/guardians may submit an online application at any time of the day, from any internet-capable device, through SchoolMint at www.palmdalesd.schoolmint.net. Applications are also available at any school office. Only one application per student may be submitted; submission of multiple applications may result in the cancelling of all applications for that student.

If there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted as openings occur. Late applicants may be added to the waiting list in the order in which they were received. The waiting list will expire on June 30 of each year.

Admission to a particular school shall not be influenced by a student’s academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as dual immersion or special education programs. Such standards shall be uniformly applied to all students. Any complaints regarding the selection process should be submitted in writing to the Superintendent or designee.

Persistently Dangerous Schools

5 CCR 11992; 20 USC 7912; (BP 5116.1)
Upon receipt of notification from the California Department of Education (CDE) that a District school has been designated as “persistently dangerous,” the Superintendent or designee shall, within twenty (20) days, provide parents/guardians of students attending the school with notice of the school’s designation and the option to transfer their students to another school.

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

If parents/guardians decline the assigned school, the student may remain in his/her current school. For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school’s designation from the CDE. The transfer shall remain in effect as long as the student’s school of origin is identified as “persistently dangerous.” The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student’s ability to succeed if returned to the school of origin.

Victim of a Violent Crime

20 USC 7912; (BP 5116.1)
A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the District. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. The District has 14 calendar days to offer the student the option to transfer. For more information, please contact the principal.

Interdistrict Permit

EC 46600 et seq., 48980(g); (BP 5117)
Beginning in March 1 of each year, a parent/guardian may seek release from the Palmdale School District for his/her child to attend a school in any other school district through an interdistrict permit for the subsequent school year. The District may consider granting a permit under the following circumstances:
1. When the student has been determined by either the District or staff of the district of proposed enrollment to be a victim of an act of bullying as defined in Education Code 48900(r).

2. To meet the child care needs of the student that cannot be met within the boundaries of the District.

3. To meet a child’s special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel.

4. When the student has siblings attending school in the district of proposed enrollment, to avoid splitting the family’s attendance.

5. To complete a school year when parents/guardians have moved out of the District during that year.

6. If the student is matriculating from seventh to eighth grade and wishes to be graduated with his/her present class.

7. When the parent/guardian provides written evidence that the family will be moving to the receiving district in the immediate future and would like the student to start the year in that district.

8. When recommended by the School Attendance Review Board or by county child welfare, probation or social service agency staff in documented cases of serious home or community problems which make it advisable for the student to attend any school in the District.

9. When there is valid interest in a particular educational program not offered in the District.

10. To provide a change in school environment for reasons of personal and social adjustment.

The District will not prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer.

If the request for transfer is granted, the student shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement between the two districts. Transportation will not be provided for students attending school through an interdistrict permit.

An application to request for an interdistrict transfer from the District to attend school in another district may be obtained from the Welcome and Enrollment Center. More information, including the application form, is also available at https://www.palmdalesd.org/domain/2050. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the District has until 14 calendar days into the new school year to determine whether to approve or deny a request. For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the District shall make its final decision within 30 calendar days from the date a request was received. A denial of the request by the District may be appealed to the Los Angeles County Board of Education within 30 calendar days from the date of denial.

Compulsory Education and the Importance of Good Attendance

EC 48200, 48293, 48400 et seq.

California law requires full-time attendance and punctuality of every student between 6 and 18 years of age. Schools are required to enforce the law and parents/guardians are responsible to compel the attendance of their children at school. Any parent/guardian who fails to meet this obligation may be guilty of an infraction and subject to prosecution.

Regular attendance plays an important role in student achievement and is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance. Preliminary data from a California study found that children who missed at least 10% or more of school days in kindergarten or first grade were far less likely to read proficiently at the end of the third grade and more likely to be held back in later grades. By sixth grade, absenteeism is one of the three signs that a student may drop out of high school. By ninth grade, regular attendance is a better predictor of graduation rates than eight grade test scores.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Parents/guardians must make school attendance a priority.

Exclusion from School

EC 48213; (AR 5112.2)

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded for any of the following reasons:

1. He/she resides in an area subject to quarantine pursuant to HSC 120230.

2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to EC 49451.

3. The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the safety or health of other students or school personnel.
However, in such cases, the Superintendent or designee shall send a notice as soon as reasonably possible after the exclusion. Upon exclusion of the student, a parent/guardian may meet with the Superintendent or designee to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee, he/she may appeal the decision to the Governing Board. The parent/guardian shall have an opportunity to inspect all documents upon which the District is basing its decision, to challenge any evidence and question any witness presented by the District, to present oral and documentary evidence on the student’s behalf, and to have one or more representatives present at the meeting.

**Excused Absences**

*EC 46014, 48205, 48980(a) and (i); (BP 5113)*

Each person between the ages of 6 and 18 is subject to compulsory full-time education, unless exempted by law. In order for an absence to be excused, the reason(s) for such absence must meet the criteria specified under EC 48205 (see full text below). It is the responsibility of the parent/guardian to notify the school office of any absences or tardies in written or verbal form within 72 hours. Written notes should include the student’s name, date(s) of absence, reason for absence, and parent's/guardian’s signature and daytime contact number. A doctor’s note may be requested by the principal or designee when a student has had more than 10 absences in the school year due to illness. Absences not cleared within 72 hours will remain unverified.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil’s illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the pupil’s immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil’s religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil’s absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil’s immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purpose of attending the pupil’s naturalization ceremony to become a United States citizen.
11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

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

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

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

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

Additionally, a student, with the written parent/guardian consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at his/her place of worship or other suitable place away from school property designated by the religious group, church, or denomination. The student must attend school at least the minimum school day and cannot be excused from school for such purpose on more than four days per school month.
Confidential Medical Services

EC 46010.1; (BP 5113)
Students in grades 7-12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent/guardian. When excusing students for confidential medical services or verifying such appointments, staff will not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. In accordance with a November 2004 opinion issued by the California Attorney General, staff may not notify a parent/guardian when a student leaves school to obtain confidential medical services.

Truancy

EC 48260-48273; (BP 5113.1)
A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the District has made a conscientious effort to meet with the family, the student is considered an habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205, 46010.1 and 46015, as described previously.

Parents/guardians of students who are identified as truant shall receive truancy notifications that may result in a referral to the School Attendance Review Team and the School Attendance Review Board if attendance does not improve. Additionally, the school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district.

Chronic Absenteeism

EC 60901; (BP 5113.1)
A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement. As part of the new State accountability system, a school’s performance ranking will be penalized for high rates of chronic absenteeism.

Abolish Chronic Truancy (ACT) Program

Palmdale School District participates in the ACT Program, a partnership between the District Attorney’s Office and elementary schools that focuses on assisting families in complying with school attendance laws and increasing in-seat attendance of children. A list of students between the ages of 6 to 18 years of age with 10 full day absences in a semester or 15 full day absences in a preceding 12-month period is submitted to the District Attorney Representative (DAR) for a referral to the ACT Program. These absences may include both excused and unexcused absences, but may not include verified absences. Verified absences are those for which appropriate documentation has been provided, such as a doctor’s note for illness or a death certificate for absences for funerals. The following briefly outlines the ACT process:

1. Students identified for inclusion in the ACT Program are based on absences. List of students is provided to the DAR and parents/guardians are notified.
2. A meeting is scheduled and held with parents/guardians, DAR and school representatives. Information about the ACT Program is provided to parents/guardians.
3. Students’ school attendance is monitored. If there is no significant improvement made, a School Attendance Review Team (SART) meeting is scheduled and held between individual families, an ACT Officer, and school personnel to discuss the challenges to the student’s attendance and to seek solutions. At the conclusion of the meeting, a contract provided by the ACT Officer is signed by all attendees at the meeting.
4. Adherence to the contract and student attendance is monitored. If there is still no improvement, the student’s case is referred to SARB.
5. The District Attorney’s Office is notified of the SARB referral.
6. Failure to improve attendance after a SARB meeting may result in the filing of charges against the parents/guardians and/or the student.
School Attendance Review Board

EC 48263, 48263.5, 48321(b)(1); (BP 5113.1)
The School Attendance Review Board (SARB) is a multidisciplinary panel composed of school personnel, agency partners and community-based organizations that work to address attendance and/or behavior problems. Specifically, the panel may include, but is not limited to a parent, District staff, representatives from child welfare and attendance personnel, school guidance personnel, county office of education, county probation department, county welfare department, law enforcement agencies, community-based youth service centers, school/county health care personnel, school/county/community mental health personnel, county district attorney’s office, and county public defender’s office. The intent of SARB is to resolve school-related issues through the use of available school and community resources. Failure to meet with SARB or follow its directives can result in a referral to the District Attorney’s Office for truancy mediation and/or prosecution.

PROMISE Saturday Academy

Students who are absent due to illness or other circumstances may make up the absence by attending the PROMISE Saturday Academy that is offered on various Saturdays throughout the year. At PROMISE Academy, students engage in Language Arts, Math, Science, Social Studies, Physical Education and technical projects that address the academic standards missed when absent. PROMISE Academy, while an opportunity, should not be viewed as a chance to gain credit for an upcoming need (doctor’s appointment or family event) – only absences that have already occurred may be made up.

Short-term Independent Study Program

When requested by the parent/guardian, short-term independent study may be used to ensure that the student is able to maintain academic progress in his/her regular class if he/she will be absent for at least 5 consecutive days, and for no more than 5 weeks. The program requires a signed agreement between the school and the family that reflects the amount of instructional time that is missed during the anticipated absence. Parents/guardians must give the school 5 days advance notice for all short-term independent study requests.

Attendance Awards

Attendance awards are given at the end of the first semester and the school year to students who have attended class(es) on a daily basis. The perfect attendance award can be earned by students who attend class(es) every day, and remain in school for the entire school day, without being tardy or leaving early.
STUDENT RECORDS

Student Records

34 CFR 99.7, 99.34; EC 234.7, 49063; (BP 5125)

A cumulative record must be maintained on the history of a student’s development and educational progress. Student records are any items of information, whether recorded by handwriting, print, tapes, film, microfilm or other means, gathered within or outside the District that are directly related to an identifiable student and maintained for the purpose of second-party review.

Per State and Federal law, the District shall keep the following mandatory permanent records indefinitely: student’s legal name, date and place of birth, sex, enter and leave date each school year, subjects taken, marks or number of credits toward graduation, verification of or exemption from required immunization, date of high school graduation or equivalent, and parent’s/guardian’s name and address (including the student’s address if different, and the annual verification of residency for both the student and the parent/guardian). The District shall also keep the following mandatory interim records until three years after the student leaves or graduates, or their usefulness has ceased: log identifying persons or agencies who have requested or received information from the student record, health information, information on participation in special education programs, language training records, progress slips/notices, parental authorizations/restrictions/ waivers, rejoinders to challenged records, results of standardized tests administered within the past three years, expulsion orders, and independent study evaluation and findings.

The Director of Student Services has been designated as the custodian of records at the district level, and at each school site, the principal shall act as the custodian of records for students enrolled at his/her school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, he/she must protect the student and the student’s family from invasion of privacy by ensuring only authorized persons may access student records. Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log shall be maintained for each student’s record which lists all persons, agencies, or organizations that have requested or received information from the records and the legitimate educational interest of the requester.

School officials and employees with legitimate educational interests may access student records without parental consent as long as access to such records is required to fulfill their duties and responsibilities, whether routine in nature or as a result of special circumstances (e.g., working with the student, compiling and analyzing student data, connecting a student to education programs or services). School officials and employees also include contractors, consultants, volunteers, or other parties to whom the District has outsourced district functions and who perform services for which the District would otherwise use employees. Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

A student’s citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Parents/guardians have the right to:
1. Inspect and review the student’s educational record maintained by the school
2. Request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights
3. Consent to disclosures of personally identifiable information contained in the student’s records, except to the extent that State and Federal laws authorize disclosure without consent

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

A request by a parent/guardian to access his/her student’s educational records must be submitted in a written form to the school, who will, in turn, have five (5) business days from the day of receipt of the request to provide access.
to the records. Copies of student records are available to parents/guardians for a reasonable fee not to exceed the actual cost of furnishing the copies.

**Teacher Notice Regarding Student Behavior**

*EC 49079; (BP 0450, 4158)*

State law requires that teacher(s) of each student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three school years which could constitute grounds for suspension or expulsion under EC 48900, with the exception of the possession or use of tobacco products, or EC 48900.2, 48900.3, 48900.4, or 48900.7 be informed that the student engaged in, or is reasonably suspected to have engaged in, those acts. The information shall be based upon District records maintained in the ordinary course of business or records received from a law enforcement agency.

**Juvenile Court Records**

*WIC 827, 831*

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

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

**Directory Information**

*20 USC 1232g; 34 CFR 99.3; EC 49061, 49073, 49073.2; (BP 5125.1)*

“Directory information” means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes the student’s name, address, telephone number, email address, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended. Directory information may include a student identification number, user identification, or other personal identifier used by the student for purposes of accessing or communicating in electronic systems as long as the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.

The primary purpose of directory information is to allow the school and the District to include this type of information from the student’s education records in certain school and/or District publication (e.g., a playbook showing the student’s role in a drama production, honor roll or other recognition lists, annual yearbook, promotion programs, sports activity sheets showing weight and height of team members). Additionally, the District has determined that the following individuals, officials, or organizations may receive directory information: any school or District parent organization; school resource officers; elected officials; Department of Public Health; and companies that publish yearbooks.

No information may be released to private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. No directory information of a student identified as a homeless child or youth shall be released unless the parent/guardian has provided written consent that directory information may be released. For all other students, directory information shall not be released if his/her parent/guardian notifies the school in writing that such information not be disclosed without his/her prior consent. Additionally, the District shall not include the directory information or the personal information of a student or the parent/guardian of a student in the minutes of a meeting of the Governing Board, except as required by judicial order or federal law, if the parent/guardian has provided a written request to the secretary or clerk of the Board to exclude his/her personal information or the name of his/her minor child from the minutes of a Board meeting.

**Yearbooks**

Unless a parent/guardian requests in writing at the beginning of the year that his/her child be excluded from the school’s yearbook, the student’s name and picture will appear in the publication. All material images or texts received for inclusion in any Palmdale School District yearbook will be reviewed by student staff and journalism advisor.
Expression that is obscene, defamatory, or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, including non-discrimination and anti-bullying rules, or the substantial disruption of the orderly operation of the school, is prohibited. Further, material which is inconsistent with professional standards of English and journalism may also be rejected.

Social Media and Student Information

20 USC 1232g; 34 CFR 99.3; EC 49073; (BP 1113)
The Superintendent or designee shall ensure that official District social media content and postings protect the privacy rights of students, parents/guardians, staff, board members, and other individuals. Social media and networking sites and other online platforms shall not be used by employees to transmit confidential information about students, employees or other District operations. Users of District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act and federal disclosure laws.

As such, phone numbers, home addresses, and email addresses of students or their parents/guardians shall not be published on any school or District webpage or social media platform. Other directory information including, but not limited to, photographs of individual students with their names may be published except when a student’s parent/guardian has prohibited the release of the student’s directory information without prior written consent. Photographs of groups of students, such as at a school event, may be published provided that students’ names are not included.

Student work may be published on District or school websites provided that both the student and his/her parent/guardian provide written permission, or the work is part of an existing publication such as a school newspaper.

Challenging Student Records

34 CFR 99.20; EC 49066, 49070; (AR 5125.3)
The parent/guardian may submit to the principal a written request to correct or remove from the student’s records any information concerning the student which he/she alleges to be any of the following: inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer’s area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or in violation of the privacy or other rights of the student. If the challenge involves a student’s grade, the teacher who gave the grade shall be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. To the extent practicable, the teacher shall be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student’s grade as determined by the teacher shall be final.

The following process and timelines guide the process for challenging student records:
1. The request for correction or removal of a record must first start with the principal.
2. If the request is denied, the parent/guardian may submit a written request, including a summary of the attempt(s) to resolve the issue with the principal, to the Superintendent.
3. Within 30 days of receiving the request, the Superintendent or designee shall meet with the parent/guardian and the employee (if still employed) who recorded the information in question. The Superintendent shall either deny or approve the parent’s/guardian’s request. If the request is approved, the Superintendent shall order the correction or removal and destruction of the information.
4. If the Superintendent denies the parent’s/guardian’s request, the parent/guardian may within 30 days submit a written appeal to the Governing Board.
5. Within 30 days of receiving the appeal, the Board shall meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board shall decide whether to approve or deny the request. If the request is approved, the Board shall order the correction or removal and destruction of the information from the student’s records.
6. If the Board denies the parent’s/guardian’s appeal, the parent/guardian has the right to submit a written statement of objections. The statement shall become part of the student’s record.
7. The decision of the Board shall be final.

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

Immunizations

EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375; (BP 5141.31)
To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. Students may not be admitted into any District elementary or middle school, preschool, or child care and development program for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirement. The District shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents/guardians have consented in writing.

Beginning January 1, 2016, parents/guardians of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade. A parent/guardian may file with the District a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe. The statement must indicate the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents/guardians must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above. Please refer to “Appendix C” in this document for a Parent’s Guide to Immunizations.

Entrance Health Screening

HSC 124085, 124100, 124105; (AR 5141.32)
State law requires that the parents/guardians of each student provide the school within 90 days after entrance to first grade documentary proof that the student has received a health screening examination by a doctor within the prior 18 months. The parent/guardian may submit a waiver on a form developed by the California Department of Health Care Services indicating that he/she does not want or is unable to obtain a health screening. If the waiver indicates that the parent/guardian is unable to obtain the services, the reasons should be included in the waiver. Students may be excluded, beginning the 91st day after the student’s entrance into the first grade, up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health and Disability Prevention Program.

Oral Health Assessment

EC 49452.8; (AR 5141.32)
Many things influence a child’s progress and success in school – and one of the most important is their health. Children must be healthy to learn and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease. Additionally, dental disease is one of the most common reasons for school absences, and children in pain, even when they attend class, are unable to concentrate and learn.

Baby teeth are very important – they are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school. Tooth decay is an infection that does not heal and can be painful if left without treatment. If cavities are not treated, children can become sick enough to require emergency room treatment, and their adult teeth may be permanently damaged.

To make sure children are ready for school, state law requires that children have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his/her first in public school. Assessments that have happened within the 12 months before the child enters school also meet this requirement. The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional.
The school and District shall maintain the privacy of all students' health information. A student’s identity shall not be associated with any report produced as a result of this requirement.

For children with Medi-Cal/Denti-Cal insurance, parents/guardians can find a dentist who takes this insurance by calling (800) 322-6384 or by visiting the Denti-Cal website at https://www.denti-cal.ca.gov. To find a low, or no-cost clinic in the community, visit www.californiahealthplus.org or www.211.org, or call 2-1-1.

Health Services and Examinations

20 USC 1232h; EC 48980(a), 49451; (BP 5141.3)
The major focus of school health services is the achievement of optimal health, with prevention of illness and disability through early detection and correction of health problems. The Health Services staff is committed to promoting and establishing the following conditions for all students:

- Access to an appropriate education in a safe and welcoming environment
- Active student participation in managing their chronic health conditions
- Participation in comprehensive health education programs, and demonstration of the ability to practice appropriate health-enhancing behaviors and reduction of health risks
- Regular school attendance in optimum health and ready to participate in the learning process
- Utilization of appropriate community healthcare resources

School nurses are credentialed and assigned to multiple schools to provide students and staff with counseling and guidance concerning individual health needs. They conduct annual screenings in hearing, vision, and dental needs, scoliosis, and general health screenings; as well as providing assessments and referrals to community resources. A parent/guardian may annually file with the principal a written statement withholding consent to the physical examination of his/her child. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected.

Health assistants work in the school health office daily. Although they are not nurses, they are trained in first aid/CPR, and assist students with medication, first aid/emergency care, and maintain student records.

Vision

Each student’s vision shall be tested during the kindergarten year or upon first enrollment or entry in a District elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the District in grade 4 or 7 will not be required to be tested in the next immediate year. The vision test will include tests for visual acuity, including near vision. Male students will also be tested once for color vision in grade 1 or later and the results of the test shall be entered in the student’s health record. Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect.

Hearing

Each student shall be given a hearing screening test upon first entry into the California public school system; during the kindergarten year or grade 1; and in grades 2, 5, and 8. Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team’s evaluation of the student. A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. Parents/guardians of any student who fails the hearing tests shall be provided with written notification of the test results. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that further medical and audiological evaluation be obtained. The dates and results of all screening tests and copies of threshold tests shall be included in the student’s health records.

Scoliosis

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources.

Access to Student Mental Health Services

EC 49428

A child’s mental health is essential to his/her social and cognitive development, and to learning healthy social skills and how to cope when there are problems. Mentally healthy children have a positive quality of life and can function...
well at home, in school, and in their communities. Mental health problems that are not recognized and treated in childhood can lead to severe consequences, including exhibiting serious behavior problems, at higher risk of dropping out of school, and increased risk of engaging in substance abuse, criminal behavior, and other risk-taking behaviors. As such, the District is committed to promoting the well-being of its students by ensuring that, at least twice a year, students and parents/guardians are provided with information on how to initiate access to available student mental health services at school and/or in the community.

The Palmdale School District is proud to announce that for the past 7 years, each of its schools have partnered with a Co-Located Outpatient Mental Health Provider. These providers are authorized with/between the agency, Palmdale School District, and the Los Angeles County Department of Mental Health for the purpose of providing on-site School Based Mental Health (SBMH) to those students that have been referred on behalf of the parent/guardian and school. SBMH supports resiliency, assists students to learn how to handle challenges, builds self-esteem and confidence, and teaches coping strategies and capacity. SBMH promotes positive student connections with peers, family, school, and community by promoting healthy relationships, self-reflection and problem-solving skills to optimize school success. They facilitate the ability to successfully manage traumatic experiences, crises, and mental health issues.

SBMH works with all members of the educational team (e.g., principals, teachers, and related service providers) and school community (e.g., parents or other caregivers, community groups) to improve student mental health and well-being, student engagement, family engagement, and school climate by implementing targeted prevention and interventions, services, and mental health consultation. SBMH professionals support positive student connections with peers, family, school, and community by facilitating student development and the ability to successfully deal with problems, crises, or traumatic experiences. Furthermore, SBMH professionals foster resiliency – the ability to bounce back from challenges with a stronger sense of self-confidence and coping capacity – by promoting healthy relationships, self-reflection, and problem-solving skills to optimize school success.

The co-located agency has the permission of the District to enter the school site through a Memorandum of Understanding, during which Department of Justice Clearance through the Live-Scan Program has been confirmed for the individual clinician/therapist that is providing support on that campus. An agency other than the co-located agency wanting to provide service must obtain district and campus approval to do so. The Palmdale School District is committed to providing a safe and secure learning environment for students and staff.

Should a parent/guardian or caregiver be interested in gathering more information regarding the co-located SBMH agency, contact information, including the referral process, can be obtained from the school site administrator and/or school psychologist.

**Trauma-Informed Practices**

The Palmdale School District is Trauma-Informed Trained, which aides in the healing process for individuals who have experienced trauma in their lifetime. By being trained in this approach, District employees are able to identify those who may benefit from the healing process and provide early intervention, while also assisting in influencing the student’s ability to learn and achieve in school.

**Type 2 Diabetes**

*EC 49452.7; (BP 5141.3)*

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child’s blood glucose to determine if he/she has type 2 diabetes or pre-diabetes. Please refer to “Appendix D” in this document for more information about Type 2 diabetes.

**Health Care Coverage**

*EC 49452.9*

Students and their families may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, go to [www.CoveredCA.com](http://www.CoveredCA.com).

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

EC 49472; (BP 5143)
The District does not provide medical, accident or dental insurance for students injured on school premises or through school activities. In accordance with EC 49472, the District is making available low-cost medical/dental accident insurance programs. The purpose of the plans, as provided below, is to provide assistance at a minimum cost to meet some of the expenses for accidental injury. All plans for students in preschool to grade 8 are a one-time annual payment. To obtain detailed brochure/application information for each company, please contact the school office.

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<tr>
<th>Pacific Educators</th>
<th>Self-Insured Schools of California – SISC II</th>
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<td>Sign up online at <a href="http://www.peinsurance.com">www.peinsurance.com</a> (click on Products, then Student Insurance)</td>
<td>Fill out the application in the brochure or call (661) 636-4495</td>
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<td>24-Hour-a-Day Plan</td>
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LEA Medi-Cal Billing Option Program

The Palmdale School District, in cooperation with the California Departments of Health Services and Education, participates in a program that allows the District to be reimbursed with federal Medicaid dollars for select health services (such as health assessments including hearing and vision testing, nursing services, speech and language services, mental health services, occupational/physical therapy) provided to enrolled Medi-Cal students at school. This is a separate fund set aside for school districts to be reimbursed for Medi-Cal eligible services provided at school, to recover some of the funds expended by the school district to provide these services, and does not affect a student’s individual Medi-Cal status or benefits.

Any personally identifiable information from an eligible student’s education records, such as name, date of birth, select related data from the student’s IEP, and information from health-related services provided at school may be forwarded to the District’s reimbursement recovery vendor, Paradigm Healthcare Services and to the Department of Health Care Services (DHCS), to access eligible public benefits (Medi-Cal) through the Local Educational Agency (LEA) Billing Option. All information that is shared is encrypted and transmitted securely. The vendor holds a contract with the District that contains a specific confidentiality clause to ensure information is not disclosed inappropriately; further, the vendor is HIPAA (Federal Health Insurance Portability & Accountability Act) compliant. Parents/guardians will be requested to initial to indicate consent choice at an IEP meeting, during enrollment, or when completing physician authorization forms for specialized healthcare services.

School health services currently provided to all students will not be changed by this program. Parents/guardians may provide consent through the school registration paperwork process and/or during the IEP development and review process, and have the right to withdraw consent to disclose this health services related student information at any time. Students will not be denied services they require to attend school, and parents/guardians will never be billed by the District for services, regardless of consent or non-consent.

If students who are enrolled in Medi-Cal are also covered by a third-party insurer (private insurance), DHCS retains the right to attempt to recover third-party liability from the private insurance if Medi-Cal pays a school-based claim. Parents/guardians may receive an Explanation of Benefits (EOB) from their private insurance, indicating payment has been made to reimburse Medi-Cal, or a denial letter if not covered, but will never be billed for health services provided at school.

Wellness Policy

EC 49432; (BP 3050)
The wellness policy is a requirement established by the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004, and was further strengthened by the Healthy, Hunger-Free Kids Act of 2010. It is mandated that any school district participating in the National School Lunch Program and/or School Breakfast Program is to adopt a wellness policy that promotes the health of students and addresses the growing problem of childhood obesity. As a result, the District has adopted a Wellness Policy that includes goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the District determines is appropriate. Parents/guardians and staff are to follow the wellness policy and are encouraged to set an example of healthy eating habits to our students.
For more information about the District’s Wellness Policy and other wellness initiatives of the District, please visit https://www.palmdalesd.org/domain/2014. Any questions, comments, or concerns regarding the wellness policy can be addressed by contacting the Child Nutrition Director at (661) 789-6565 or wellness@palmdalesd.org.

Universal Meal Program

EC 48980(b), 49510 et seq.; (BP 3553)
Adequate nutrition is essential to the development, health, and learning of all students. The Palmdale School District participates in the Community Eligibility Provision, which allows the District to serve a nutritious breakfast and lunch to all students, free of charge, keeping them fueled and ready to learn. Please contact the Child Nutrition Offices at 661-789-6565 for more information regarding this program.

Food Allergies/Special Dietary Needs

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

Please help keep all of students safe and healthy at school by keeping in mind the following:
1. Parents/guardians are responsible for notifying the principal or school nurse, in writing, regarding their child’s food allergies or other special dietary needs.
2. When a student’s food allergy or food intolerance substantially limits one or more major life activities, he/she may be evaluated to determine if accommodations pursuant to Section 504 are required.
3. School lunch meals make dietary accommodations for students who have a medically certified disability that is verified by a medical statement.
4. Each school site has designated allergen-free area(s) to ensure students with allergies are safe.
5. Students should not share or exchange meals or utensils with other students.
6. Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.
7. Parents/guardians are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies.
8. When sending food for others to consume, do not send any foods that do not have food labels.

Emergency Treatment for Anaphylaxis

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

Emergency Medical Assistance at School

EC 49472; FC 6550; (BP 5141)
Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the District a written objection to any medical treatment other than first aid.

Any person 18 years of age and older who files with the District a completed caregiver’s authorization affidavit for a minor student shall have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver’s authorization shall be invalid if the District receives notice from the caregiver that the minor student is no
longer living with the caregiver. The caregiver’s consent to medical care shall be superseded by any contravening decision of the parent/guardian or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student’s life, health, or safety.

Parents/guardians are responsible for updating their student’s emergency card as information changes during the school year. It is also important to include and update all information regarding the student’s health needs (health conditions and/or medications). Any confidential health information provided to the school shall only be disclosed at the discretion of the principal to staff who have legitimate educational interest.

**Medication Regimen**

*EC 49423, 49480; (BP 5141.21)*

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

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

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

1. Talk to the student’s doctor about making a medicine schedule that does not require the student to take medicine while at school.
2. If the student is regularly taking medicine for an ongoing health problem, even if he/she only takes the medicine at home, provide a written note to the school nurse at the beginning of each school year. List the medicine being taken, the current amount taken, and the name of the doctor who prescribed it.
3. If the student must take medicine while at school, provide a written note from the student’s doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor.
4. Supply the school with all medicine the student must take during the school day. The medicine must be delivered to the school by a parent/guardian or other adult, unless the student is authorized to carry and take the medication by him/herself.
5. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. The parent/guardian or other adult who delivered the medicine should verify the count by signing the log.
6. Store each medicine the student must be given at school in a separate container labeled by a pharmacist licensed in the United States. The container must list the student’s name, doctor’s name, name of the medicine, and instructions for when to take the medicine and how much to take.
7. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.

**Medical Records Sharing**

*HSC 120440; (BP 5141.31)*

Medical information may be shared with local health departments and the State Department of Health Services. Such information will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, child care facilities, family child care homes, service providers, county welfare departments, foster care agencies, and health care plans. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.

The student or parent/guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it. The student or the parent/guardian may refuse to allow this information to be shared, or to receive immunization reminder notifications at any time, or both. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health, and the local health department and the State Department of Health Services may maintain access to this information for the purpose of protecting the public health.

**Inclement Weather**

High temperatures occur frequently in the Antelope Valley. It is important to avoid prolonged exposure to high temperatures and high relative humidity, as symptoms of heat-related illness can quickly escalate into an emergency
situation. Muscle cramping, heat exhaustion, and heat stroke are conditions caused by overexposure to heat. Drinking plenty of water, wearing loose clothing, and avoiding strenuous activities involving direct sun-exposure can help to minimize the risk. For safety reasons, no glass bottles or frozen plastic water bottles are allowed on school campuses.

**Asbestos Management Plan**

*40 CFR 763.93; (BP 3514)*
The Palmdale School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Facilities and Maintenance Department at (661) 789-6575.

**Pesticide Products**

*EC 17612, 48980.3; (BP 3514.2)*
The District refined its integrated pest management program to insure a safe school environment. Pesticides are applied by trained specialists, generally on weekends with no wide area spraying. Fields and school grounds that are to be treated in the normal rotation of maintenance work will have warning signs posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. Warning signs shall include the name of the product and manufacturer, the product's registration number, intended areas and dates of application, and reason for the pesticide application.

Parents/guardians can register with the Facilities and Maintenance Department by calling (661) 789-6575 to receive notification of individual pesticide applications. Persons who register for this notification shall be notified at least 72 hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department’s web-site at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).
STUDENT CONDUCT AND DISCIPLINE

Positive Behavior Support

Positive Behavior Support (PBS) is a school-wide approach to solving school discipline problems and promoting a safer, happier, and more productive and effective school environment. It is based upon over 30 years of applied research conducted within schools, communities, and the criminal justice system. The model is based on the premise that when appropriate behaviors are systematically taught, practiced, expected, and recognized consistently at school, they will be regularly demonstrated by the vast majority of students without the need for harsh, punitive disciplinary consequences. This will improve the climate of the campus and promote better social and academic outcomes.

Behavior Expectations

Each school site and each classroom teacher has established behavior expectations for their students. It shall be the responsibility of the teachers and administrators to see that rules are carried out in a fair and reasonable manner. Every teacher, administrator and other designated employee shall hold students to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, and on the school bus. Rules of conduct also pertain to students who pick up siblings on campuses other than their own. Students must conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Playground Rules

Playground rules are critical for the safety of all students. They include, but are not limited to:

- Keep hands, feet, and objects to oneself at all times.
- No food or drink, except water, is allowed on the playground.
- Drinks and bathroom breaks are to be taken before returning to class.
- No climbing on gates, fences, walls, and equipment not designed for that purpose.
- No jumping from swings or any apparatus that might cause injury to a student.
- No play fighting, tackle football, war ball, dodge ball, or any other game that might cause injury to a student.
- All play equipment must be supplied and/or approved by school personnel.
- Talk courteously and respectfully. Avoid shouting and screaming.
- Follow all directives from supervisors. Line up immediately when asked to do so.

Property Damage

EC 48900(u), 48904; (BP 3515.4, 6161.2)

Parents/guardians may be held financially liable if their child willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return District property loaned to the child upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The liability of the parent/guardian shall not exceed ten thousand dollars ($10,000), adjusted annually for inflation. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

Search and Seizure

(BP 5145.12)

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

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

All student lockers, desks, and school-issue electronic devices are the property of the District. The principal or designee may conduct a general inspection of school properties on a regular, announced basis, with students
standing by their assigned lockers, desks, or school-issued electronic devices. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

A student’s personal electronic signaling device (e.g., cellular or digital telephone) may not be searched, including, but not limited to, the accessing and reading of text messages and digital photos, unless the school official:
1. Has obtained the specific, written consent of the student or parent/guardian.
2. Believes there is an emergency involving danger of death or serious physical injury to any person.
3. Is attempting to identify or contact the owner or authorized possessor of the device that, in good faith, is believed to be lost, stolen, or abandoned.
4. Is a sworn peace officer who has orders to search the device pursuant to a search warrant.

Electronic Signaling Devices

EC 48901.5; (BP 5131)
As the technology of wireless communication in our society has evolved, there is now widespread use of electronic signaling devices, including cellular and digital telephones, among our student population that has previously been prohibited. Although the District does not encourage student possession or use of electronic signaling devices on a school bus or campus nor does it assume liability if such devices are damaged, lost, or stolen, restrictions on their use on a school bus or campus must exist to ensure that such use does not infringe upon the rights of others or interfere with classroom instruction or other school activities. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student’s health and the use of which is limited to purposes related to the student’s health.

Students who use electronic signaling devices on campus shall only do so before school, during nutrition, during lunch, and after school, and are encouraged to limit their use for family business and emergency purposes only. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

If the privilege of using these devices at school is abused or is in violation of District policy, the principal or designee has the right to revoke the privilege and prohibit a student from possession of an electronic signaling device on a school bus or campus.

Drug Suppression Efforts

(BP 5145.12)
The Palmdale School District is committed to offering every student the highest quality education on a safe, secure, drug free campus. A recent national study indicated that 44% of middle school students reported seeing drugs used, sold, or stored on campus at some time during the year.

To ensure that our children do not become part of this alarming statistic, the Governing Board has entered into an agreement with the Los Angeles County Sheriff's Department to conduct random searches of school property and student property outside the presence of the students by passive, narcotics detecting dogs. When necessary, personal property will be inspected in administrative offices with the student owner present. Parents/guardians will be notified immediately upon completion.

It is the District’s firm belief that this proactive approach sends a positive message to students, faculty and parents/guardians that its schools are focused 100% on education and safety and will not be disrupted by the presence of illegal drugs and activities.

Electronic Nicotine Delivery Systems

PC 308; (BP 5131.62)
The Palmdale School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in District vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

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

Grounds for Suspension and Expulsion

EC 48900 et seq., 48980(a); (BP 5144.1)
The Palmdale School District believes that high expectations for student behavior, effective classroom management,
and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive
conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects
student behavior without intentionally creating an adverse effect on student learning or health. At all times, the safety
of students and staff and the maintenance of an orderly school environment shall be priorities in determining
appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior
and implement appropriate discipline in a fair and consistent manner, in accordance with the District’s
nondiscrimination policies. Persistently disruptive students may be assigned to alternative programs or removed from
school in accordance with law, Board policy, and administrative regulation.

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. Expulsion
means removal of a student from the immediate supervision and control, or the general supervision, of school
personnel. A student shall not be suspended or expelled for any acts listed below unless that act is related to school
activity or school attendance that occur at any time, including, but not limited to, any of the following:
1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

The following are grounds for which a student in kindergarten through grade 8 may be suspended or expelled:
1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance,
alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of
any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material
and represented same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. 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.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary
proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student
for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student
organization or body, whether or not the organization or body is officially recognized by an educational institution,
which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental
harm to a former, current, or prospective student.
18. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including
communications made in writing or by means of an electronic act, directed toward one or more students that has
or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself
or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental
health; or cause the student to experience substantial interferences with his/her academic performance or ability
to participate in or benefit from the services, activities, or privileges provided by a school. Bullying also includes
an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to
disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit
photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

19. Aided or abetted the infliction or attempted infliction of physical injury on another person.

20. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Additional grounds for suspension and expulsion for students in grades 4 through 8 include:

1. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim’s civil rights, or damaging a victim’s property because of the victim’s race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim’s association with a person or group with one or more of those actual or perceived characteristics.

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Any student in grades 4-8 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Removal from Class by a Teacher

EC 48910; (BP 5144.1)

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from his/her class for the remainder of the day and the following day for any act listed in “Grounds for Suspension and Expulsion” above. A teacher also may refer a student to the principal or designee for consideration of suspension from school.

As soon as possible, the teacher shall ask the student’s parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without approval of the teacher of the class and the principal. During this period of suspension, the student shall not be placed in another regular class; however, if the student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. The teacher may require the student to complete any assignments and tests missed during the removal.

Requirement of Parent/Guardian School Attendance

EC 48900.1; (BP 5144.1)

The parent/guardian of a student suspended by a teacher for any of the following reasons, may be required by the teacher to attend a portion of a school day in the classroom from which his/her student was suspended:

• EC 48900(i) – committed an obscene act or engaged in habitual profanity or vulgarity
• EC 48900(k) – disrupted school activities or willful defiance

If the teacher imposes this requirement, the principal shall send a written notice to the parent/guardian stating that attendance by the parent/guardian, who is actually living with the student, is pursuant to law. The notice shall also ask the parent/guardian to meet with the principal after the visit and before leaving the school campus. Per LC 230.7, employers are not allowed to apply sanctions against the parent/guardian for complying with this requirement if the parent/guardian has given reasonable notice to his/her employer.
Suspension from School

EC 48911; (BP 5144.1)
A student may not be suspended from school for more than five consecutive school days unless the suspension is extended pending expulsion proceedings. A suspension by the principal or designee shall be preceded by an informal conference where the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in his/her defense. This conference may be omitted if the principal or designee determines that an emergency exists, involving a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

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

If a student is also being recommended for expulsion, the Superintendent or designee may extend the period of suspension beyond the five consecutive days if he/she determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

Expulsion Recommendations and Decisions

EC 48915, 48918; (BP 5144.1)
A student who is found to have committed any of the following acts shall immediately be suspended from school and recommended for expulsion:
1. Possessed, sold, or otherwise furnished a firearm.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance.
4. Committed or attempted to commit a sexual assault or committed a sexual battery.
5. Possession of an explosive.

For all other acts, a decision to recommend a student for expulsion must be based upon a finding of either or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

Involvement of Law Enforcement

EC 48902
The principal or designee must notify the appropriate law enforcement authorities, within specified timelines, of any acts committed by students occurring on school grounds that involve:
1. Assault with a deadly weapon or instrument
2. Sexual battery or sexual assault
3. Controlled substances, alcoholic beverages, or intoxicants
4. Firearms or explosives
5. Any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun (as defined in PC 244.5(a)), any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee shall ensure that copies of the student’s special education and disciplinary records are provided to law enforcement authorities for consideration.
USE OF TECHNOLOGY

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

Acceptable Use of Technology Agreement

The Palmdale School District (“District”) authorizes students to use District technology for educational purposes only. The use of District technology is a privilege, not a right. All use of District technology is subject to the restrictions set forth in state and federal law, Board policies, administrative regulations, and this Responsible Use Agreement. The District reserves the right to suspend or limit access at any time, without notice, for any reason.

The District expects all students to use any technology, the District’s or others’, responsibly at all times. The District may place restrictions on the sites, material, and/or information that students may access through District technology. Before a student is authorized to use District technology, the student and his/her parent/guardian shall sign and submit this Responsible Use Agreement indicating that they have read and understand it and agree to comply with it. All aspects of the Responsible Use Agreement apply equal whether District technology is accessed on or off site or through District-owned or personally-owned equipment or devices.

District Technology

District technology includes, but is not limited to, computers, the District’s computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Privacy

Students have no reasonable expectation of privacy in any use of District technology. The District may access, monitor, and record all student use of District technology without specific advanced notice, including, but not limited to, any and all student email and other District provisioned accounts, access to the Internet or social media, communications sent or received from District technology, or other uses. Students should be aware that, in most cases, their use of District technology (such as web searches and emails) cannot be erased or deleted and can be monitored. The District may create online accounts (Google, Apple, etc.) for students to be used for educational purposes. The District reserves the right, but is not obligated, to monitor, suspend, restrict access, and/or delete student accounts. All passwords created for or used on any District technology belong to the District. The creation or use of a password by a student on District technology does not create a reasonable expectation of privacy. The data that students create, store, and/or transmit using District technology is also not private and is considered the property of the District.

By using District technology, whether from personally- or District-owned devices, students and parents grant specific consent, as defined by the California Electronic Communications Privacy Act (“CalECPA”), also known as Senate Bill 178, to the District searching and monitoring all use of District Technology, including, but not limited to, electronic communication information and electronic device information created, stored, or transmitted via District technology.

Reporting

If a student becomes aware of any security problem, unauthorized log in, or misuse of District technology, he/she shall immediately report such information to the teacher or other District personnel. If a student unintentionally gains access to another student’s account, he/she should immediately notify a teacher or District personnel and log-out of that account.
Use Restrictions

Personal electronic devices and/or District technology:
1. Must remain off and put away during class time, unless the classroom teacher specifically authorizes use.
2. May not be used at any time in locker rooms, restrooms, the nurse’s office, and/or any area where individuals have an expectation of privacy.
3. May not be used to photograph, video and/or audio record, or post any content online without express permission from a District faculty member.

District-Owned Devices

Upon receipt of a District-owned device, the student and the student’s parents/guardians are the authorized possessor as defined in CalECPA. As an authorized possessor of a District-owned device, students are responsible for using the device appropriately for educational purposes and in accordance with the Responsible Use Agreement. The District may confiscate any District-owned device at any time and without cause. If the District confiscates a District-owned device, the student is no longer the authorized possessor of the device.

Personally-Owned Devices

If a student uses a personally owned device to access District technology, he/she shall abide by Board policies, administrative regulations, this Responsible Use Agreement, and the Student Code of Conduct. Personal devices may be subject to search and seizure on district property if reasonable cause is established. Students using personal devices must only access District-provided Internet – the use of private network access on District property is strictly prohibited. Personal devices are the sole responsibility of the student. The District shall not be held liable for loss, damage or destruction of personal devices.

Student Obligations and Responsibilities

Students are expected to use District technology safely, responsibly, and for educational purposes only. The student is responsible for proper use of account(s) and/or District technology issued to him/her at all times. Students must keep private and not share their account information, passwords, or other information at any time. Students shall only use their assigned account(s).

The following list is meant to provide examples of prohibited conduct, but is not intended to serve as a comprehensive list. In using personal electronic devices and/or District technology, students shall not:
1. Access, share, transmit, post, display, publish or otherwise use material that is discriminatory, obscene, profane, abusive, threatening, disruptive, defamatory, inaccurate, sexually explicit, offensive, illegal, or damaging to another’s reputation.
2. Access, share, transmit, post, display, publish or otherwise use material that could be construed as harassing or disparaging of other based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.
3. Harass, intimidate, or threaten students, staff, or other individuals (“cyberbullying”).
4. Share, obtain, use, publish, disclose, or distribute personal identification information (such as name, address, phone number, or other information) about themselves or others.
5. Visit social networking sites (including Facebook, Instagram, Twitter, Vine, etc.) without the express permission of a District faculty member.
6. Encourage the use of drugs, alcohol, or tobacco.
7. Promote unethical practices or any activity prohibited by law, Board policy, administrative regulations, or Student Code of Conduct.
8. Search for and/or visit inappropriate websites (such as websites containing lewd, sexually suggestive, or graphically violent images or demeaning, derogatory, or hateful speech).
9. Record video or audio, or take photographs of other students or staff, transmit, post, or share images, videos, and/or audio files created/recorded on District property without express permission from a District faculty member.
10. Infringe on copyright, license, trademark, patent, or other intellectual property rights, including, but not limited to, stealing others’ intellectual property including text, music, movies, and software, or using without the appropriate citation or expressed permission.
11. Intentionally harm District technology or other District operations (such as destroying District equipment; uploading, downloading, or creating a virus on District computers; adding or removing a computer program without permission from a teacher or other District personnel; changing settings on shared computers; etc.), or “hack” into District technology to change or use data of the District or other users.
13. Attempt to interfere with other users’ ability to send or receive email/ electronic communications, or to attempt to read, delete, copy, modify, or use another individual’s emails/ electronic communications.
14. Engage in commercial and/or for-profit activities.
15. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or District practice.

Violation of User Agreement

Violations of the law, Board policy, administrative regulations, or this Responsible Use Agreement may result in a student’s loss of access to District technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policies, administrative regulations, or this Responsible Use Agreement may be reported to law enforcement agencies as appropriate.

Internet Safety

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

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

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

Parents/guardians should be aware of what their children are writing on the Internet and what others are posting in reply. These Web sites are public domain, and anything posted there can be seen by anyone who has Internet access. Parents/guardians are encouraged to discuss with their children the potential danger of the Internet and establish rules and guidelines to ensure their safety while on the Internet. For additional Internet safety tips and advice, visit any of the following Web sites:

- Common Sense Media – https://www.commonsensemedia.org
- Connect Safely – https://www.connectsafely.org/
- National Center for Missing & Exploited Children – https://www.netsmartz.org/

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

School Safety Plan

EC 32280; (BP 0450)
The school site council of each school in the Palmdale School District has developed, in consultation with local law enforcement, a comprehensive school safety plan, which takes into account the school’s staffing, available resources, and building design, as well as other factors unique to the site. The plan includes an assessment of the current status of any crime committed on campus and at school-related functions. It also, at minimum, identifies appropriate strategies and programs that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety, including, but not limited to, all of the following:
1. Child abuse reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities, an earthquake emergency procedure system, and a procedure to allow public agencies (e.g., American Red Cross) to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies for students who commit acts which would lead to suspension or expulsion recommendations
4. Procedures to notify teachers of dangerous students
5. Policies prohibiting discrimination, harassment, intimidation, and bullying
6. Provision of a schoolwide dress code, which defines and prohibits "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. Policies enacted to maintain a safe and orderly environment conducive to learning
9. Rules and procedures on school discipline
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

The school safety plans are reviewed and updated by March 1 of each year and forwarded to the Governing Board for approval at a regularly scheduled meeting. Each school’s most current safety plan is readily available for inspection by the public upon request at the school office.

Campus Surveillance Systems

EC 32280, 49061; (BP 3515)
In its commitment to providing a school environment that promotes the safety of students, employees, and visitors to school grounds, the Governing Board believes that reasonable use of Public Safety Cameras will help the District achieve its goals for campus security. Schools where cameras are installed shall have signs posted at conspicuous locations and shall inform students, staff, and visitors that the system may not be actively monitored by school personnel.

The cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy (such as bathrooms, locker rooms, or private offices). Rather, cameras will be placed in common areas such as hallways, stairwells, playgrounds, parking lots, and entry ways. Any audio capability on the District's surveillance equipment shall be disabled so that sounds are not recorded.

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

Secure Campus Policy

The Palmdale School District maintains a closed campus for the safety of students and staff and to avoid potential disruptions. Students must stay on the school grounds from the time they arrive until dismissal, unless they are signed out through the office by a parent/guardian or another adult listed on the emergency card. All visitors must report to the main office to register by signing in and receiving a visitor’s pass. Visitors are not to interrupt instructional time by speaking with the classroom teacher or any student during the visit. The Governing Board strongly recommends that visits be scheduled in advance. Non district personnel/visitors are not allowed in the cafeteria during school hours when meals are being served to students. No commercial vendors/sales representatives shall have access to school facilities unless they have an appointment with a District employee. Pets may not be brought on to the campus by family members while picking up or dropping off students.
Arrival and Dismissal Procedures

For the safety of students, parents/guardians must follow school arrival and dismissal procedures. Students should not be dropped off too early or picked up too late. This enables supervisory staff to receive children in the morning and prevent over-exposure to severe weather conditions as well as supervise the safe departure of every student at the end of the day. Many parents/guardians drop off or pick up their children along the curb in the fire lane zone, often parking or double-parking in the loading/unloading or the red zone. This creates blind spots for other vehicles and for students trying to get to the curb. Please be advised that parking in fire or bus lanes may result in being ticketed by law enforcement.

Students dismissed during school hours must be signed out in the office and will only be released to parent(s)/guardian(s) or to persons indicated on the student’s emergency card. Parents/guardians must ensure that the information on the emergency card is accurate and current so that their students are released to the appropriate individuals.

Walking or Riding a Bike to School

VC 21212; (BP 5142.3)
Parents/guardians of students who walk or ride their bicycles to school are asked to go over a safe route to school with their children. Walkers may not take shortcuts through private property. All students are expected to display good behavior on the way to and from school.

Only students in grades 3 through 8, and/or those who have reached 8 years of age, may ride a bicycle to school. California law requires persons under 18 years of age to wear properly fitted and fastened bicycle helmets that meet specified standards when riding bicycles. When a student violates this law, his/her parent/guardian would also be held liable for the amount of the fine imposed.

Bicycles are to be locked and parked in the racks only. They are not allowed in any other area of the campus and must be walked at all times. Schools assume no liability for bicycles that are lost, stolen or damaged. All riders must have a permit signed by a parent/guardian on file in the school office. Please note that skateboards, rollerblades, scooters, skates, and the like are not an approved method of transportation to school and are not allowed on campus.

School Uniform

EC 35183; (BP 5132)
The Governing Board has approved the implementation of school uniforms on several campuses. District administration believes that school uniforms can create a “coming together” of all students, promote greater school pride, and contribute to better behavior in and out of classrooms. Moreover, with the complete elimination of gang attire and dangerous accessories, students at those sites are safer, feeling less intimidated or threatened. A complete description of the required student uniform for each participating school can be obtained from the site’s administrative office.

Uniform assistance is available to economically disadvantaged students. Information can be requested from school administration. A parent/guardian who wishes to exempt a child from the uniform requirement may request from the site administrative office an application for exemption. The completed application must be submitted to the site principal. To make certain that the parent/guardian understands the reasons for the uniform policy and to verify information on the application, the parent/guardian shall meet with the principal to discuss the uniform policy and the nature of the objections.

Dress Code

EC 35183, 49066; (BP 5132)
On campuses without a school uniform policy, the following District dress standards have been established. A student’s dress and general appearance should not be such that it draws undesirable attention to the student, nor should dress and appearance detract or interfere with teaching and learning in the classroom and on the campus. It is expected that all students maintain their person and clothing in a modest, clean, and age appropriate fashion consistent with the District dress code and compatible with the instructional program. The dress code is also a reflection of the community’s concerns. Determination of inappropriate dress rests solely with site administrators. As styles change, the District reserves the right to modify the dress code policy as needed to keep all its schools safe and gang free. Proper notification of changes in dress code regulations will be provided.

The Palmdale School District requires that:
• Students attending school must be clean and properly groomed. Clothing worn to school must fit appropriately and be neat and clean. Oversized, baggy, or saggy clothing, tears, holes, patches, slits in seams, and ragged hems in clothes and/or shoes are not permitted.
• Clothing, logos, or accessories that are offensive, profane, or promote gangs, drugs, violence, or disruptive behavior are prohibited. Tattoos of any kind or writing on the body are not allowed on campus.
• Closed footwear that covers the entire foot must be worn for safety reasons. Open sandals, high heel shoes, slippers, and flip flops are hazardous and are not appropriate for school.
• Jewelry and accessories that are unsafe and/or dangerous like studded belts and wristbands, metal belts, long chains, and dangling or large hooped earrings are not permitted. Only ears may be pierced and must be adorned with stud earrings only. Belts should be appropriately fitted, placed through belt loops, and not hang down as a tail.
• Hemmed slacks, jeans, and shorts which are appropriately fitted at the waist and at the leg inseam and/or crotch area may be worn. Cutoff jeans, tight pants, and sweats; biker shorts, tight or short shorts; and boxer shorts or shorts that look like boxer shorts are prohibited. Undergarments may not be visible. Leggings and tights (Jeggings) may not be worn in place of pants.
• Hats (except when worn outside to prevent sunburn), headbands, headgear, bandanas, hair nets and combs in the hair are not permitted. Only sunglasses required for medical reason may be worn at school.
• Shirts and blouses must not be oversized and are to be buttoned properly. Shirts of excessive length and shirts with tails must be worn tucked inside of pants. Shirts must be appropriately fitted at the shoulders. Shirts of proper length designed to be untucked, sweaters and sweatshirts may be worn out. Tank tops, tube tops, halter tops, crop tops, or any other piece of clothing that exposes excessive skin is prohibited.
• Hair must be of a natural color and not be worn (styled) in a manner that brings excessive attention to the student (i.e., Mohawks or hair that has been shaved with messages and/or designs).
• Personal grooming items must be kept in the backpack at all times and not be taken out in the classroom, cafeteria, or playground.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. However, no grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student’s control.

School Visiting Procedures

PC 627.3; (BP 1250)
The District’s highest priority is keeping all students and faculty safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All visitors who wish to gain access to a school, including parents/guardians, contractors, and volunteers, must report to the main office to register and receive a visitor’s badge. The District has implemented the Raptor Visitor Management System in all its schools to facilitate the school visiting procedures. Upon entering a District building, visitors will be asked to present a photo ID and their purpose for entering school grounds. Raptor will scan the photo ID and log the name of the visitor as well as the date, time and purpose of the visit. Visitors without a photo ID shall have their information manually inputted into the system by a staff member. Raptor will screen the visitor’s name and date of birth against the national database of registered sex offenders. No other data from the photo ID is gathered or recorded and the information is not shared with any outside agency.

Once a visitor has been approved, a visitor’s badge will be printed for him/her to wear for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement.

Lock Down Procedures

Lock down procedures shall be implemented when the threat of danger, violence or gunfire is identified and/or site administration is directed by law enforcement that it is necessary to prevent perpetrator(s) from entering occupied areas. During a lock down, students are to remain in the classrooms or designated locations at all time. If inside, teachers or staff will lock the doors and close any shades or blinds if it appears safe to do so. Students and staff will implement duck-and-cover procedures when necessary. If standing outside, students will proceed to their classrooms if no danger is present. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement. The front entrance will be locked and no
visitors, other than appropriate law enforcement or emergency personnel with proper identification, will be allowed on campus during lock down. The lock down procedures shall be implemented in full during a drill or an actual event.

**Emergency Disaster Procedures/Drills**

*EC 32001, 32282; (BP 3516, 3516.1, 3516.3)*

In the continued interest of student safety, the Governing Board believes it is important that students, parents/guardians and staff be aware of, and practice, appropriate emergency and disaster procedures. Each school in the District conducts monthly emergency and/or disaster drills in order to familiarize students, parents/guardians and staff with proper procedures. These may include mock injuries, search and rescue operations, and prepared meals by the Cafeteria staff. Some schools will be chosen to practice off-site evacuations to another Palmdale school site.

Emergency plans and maps are displayed in each classroom, as well as the proper classroom evacuation route. Each teacher has an emergency bag with disaster supplies to be used should a disaster occur. In the event of a disaster, standard response and student release procedures will be used. Parents/guardians should address any concerns about their child participating in site disaster drills with the school principal.

Parents/guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at [http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp](http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp). The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crisis.

**Civility Policy**

*CC 1708.9; EC 44811; PC 626.7 (BP 1250)*

The District’s civility policy demands that all District schools and offices shall be civil environments. A civil environment is free from abusive behavior and threats. Abusive behavior is defined as the use of obscenities, yelling, defamatory language, or any threatening behavior in order to intimidate or otherwise berate someone.

The District is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds. It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for students and staff. Disruptive or abusive behavior may result in citation and/or arrest by the Los Angeles County Sheriff’s Department. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).

**Custody Issues**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student’s welfare in question will be handled at the discretion of the site administrator. Should any such situation become a disruption to the school, the Sheriff’s Office will be contacted and a Deputy will be requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child. For more information or assistance, contact the Office of Special Education and Student Services at (661) 789-6745.

**Electronic Listening or Recording Device**

*EC 51512*

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

*BPC 22950.5; EC 48901; HSC 104420, 104495, 104559; (BP 3513.3)*

The use of tobacco and nicotine products is prohibited on school or District grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area is also prohibited. Tobacco product includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids. Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. Any person who violates this provision of law is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars ($250) for each violation.

Gun-Free School Zone Act

*PC 626.9, 30310; (BP 5131.7)*

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school. This does not apply to:

1. Law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties.
2. Activities of a program involving shooting sports or activities, including, but not limited to, trap shooting, skeet shooting, sporting clays, and pistol shooting, that are sanctioned by a school, school district, college, university, or other governing body of the institution, that occur on the grounds of a public or private school or university or college campus.
3. Activities of a state-certified hunter education program pursuant to Section 3051 of the Fish and Game Code if all firearms are unloaded and participants do not possess live ammunition in a school building.

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

Employee Interactions with Students

*EC 44050; (BP 4119.21, 4219.21, 4319.21)*

The Governing Board expects employees of the Palmdale School District to maintain the highest ethical standards, behave professionally, follow District policies and regulations, and abide by state and federal laws. Employees shall engage in conduct that enhances the integrity of the District, advances the goals of the District’s educational programs, and contributes to a positive school climate.

All employees are to exercise good judgement and maintain professional standards and boundaries when interacting with students both on and off school property. In fulfillment of the obligation to the student, the employee shall not:

1. Engage in any conduct that endangers students, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon.
2. Engage in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
3. Physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student.
4. Engage in inappropriate socialization or fraternization with a student, or solicit, encourage, or maintain an inappropriate written, verbal, or physical relationship with a student.
5. Possess or view any pornography on school grounds, or possess or view child pornography or other imagery portraying children in a sexualized manner at any time.
6. Use profane, obscene, or abusive language against students.
7. Use tobacco, alcohol, or an illegal or unauthorized substance, or possess or distribute any controlled substance, while in the workplace, on District property, or at a school-sponsored activity.
8. Be dishonest with students.
9. Divulge confidential information about students to persons or entities not authorized to receive the information.
10. Cause damage to or engage in theft of property belonging to students.
11. Wear inappropriate attire.
Child Abuse and Neglect Reporting

PC 11164 et seq.; (BP 5141.4)
The Palmdale School District is committed to protecting all students in its care. All employees of the District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. District employees may not investigate to confirm a suspicion.

Child abuse or neglect includes the following:
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation (as defined in PC 11165.1)
3. Neglect of a child (as defined in PC 11165.2)
4. Willful harming or injuring of a child or the endangering of the person or health of a child (as defined in PC 11165.3)
5. Unlawful corporal punishment or injury (as defined in PC 11165.4)

Child abuse does not include:
1. A mutual fight between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
   - To stop a disturbance threatening physical injury to people or damage to property
   - For purposes of self-defense
   - To obtain possession of weapons or other dangerous objects within control of a student
   - To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of students, and maintain proper and appropriate conditions conducive to learning
4. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student
5. Homelessness or classification as an unaccompanied minor

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal. Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies. Parents/guardians also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with the Department of Children and Family Services (DCFS).

Department of Children and Family Services
335 East Avenue K6
Lancaster, CA 93554
https://reportChildAbuseLA.org
Child Abuse Hotline (800) 540-4000
TDD [Hearing Impaired] (800) 272-6699

Reports of suspected child abuse or neglect must include, if known:
1. The name, business address, and telephone number of the person making the report and, if applicable, the capacity that makes the person a mandated reporter
2. The child’s name and address, present location, and, where applicable, school, grade, and class
3. The names, addresses, and telephone numbers of the child’s parents/guardians
4. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
5. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

Whenever a representative of a government agency investigating suspected child abuse or neglect, or DCFS deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child’s home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any school employee or volunteer aide selected by the child. If a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address.
and telephone number of the child’s parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

For additional resources, visit the California Department of Education webpage at https://www.cde.ca.gov/ls/ss/ap/.

**Megan’s Law**

*PC 290 et seq.*

Information about registered sex offenders in California can be found on the California Department of Justice’s website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.
SCHOOL BUS GUIDELINES

Transportation by bus may be provided for students in grades kindergarten through eighth grade whose residence is greater than 1½ miles from their zoned school for elementary and 2 miles for intermediate schools. Students with exceptional needs may be provided transportation through the IEP process. Primary and special education students who do not have a designated individual present to pick them up at their stop may be returned to the school site. Transportation is not provided for any students attending school on an Intradistrict or Interdistrict transfer.

The goal of the School Bus Guidelines is to help provide a safe and enjoyable experience for the children and adults who ride the school buses. **Riding a school bus is a privilege provided by the District and should be treated as such.** Parents/guardians are encouraged to read and discuss the following information with their children.

**General Safety Rules**

- Students are to obey the instructions of the bus driver. At no time will a student act toward, or address comments to, a bus driver in a disrespectful manner, or refuse to cooperate with the driver.
- Students may only board and leave the bus at designated stops.
- Only students who are eligible to ride may be transported and must ride their assigned bus.
- Students may not ask to ride home on another bus with a friend.
- It is the responsibility of the parent/guardian to provide transportation to school if a child misses the bus.
- Students will abide the individual school’s rules and regulations concerning bus students, including conduct and dress code.

**Bus Schedules**

Buses will run as close as possible to the published schedule. However, the first several weeks of school are a period of adjustment. Routes will not run early, but may occasionally run late until revisions are made. Please keep this in mind when arranging personal schedules.

Parents/guardians should discuss with their children a plan of action if the morning bus is missed. Students should know if their parents/guardians expect them to return home, go to a neighbor, walk to school, etc. When mechanical or other problems cause a bus to run late, the schools will be notified, and the bus will make every stop, regardless of how late it is.

**Procedures for Waiting for the Bus**

- Be at the assigned bus stop five minutes before scheduled pick-up time. Drivers will not pick up students unless they are at their designated stop.
- Stand on the sidewalk or back from the roadway while waiting for the bus.
- When the bus approaches, form a line and be prepared to load immediately.
- Stand clear of the bus until it comes to a complete stop.

**Loading the Bus**

- Do not push or shove.
- Use the handrail and steps.
- Go to your seat. The bus will not move until all students are seated.
- Students from the first stop may be assigned to the back of the bus, until the last students picked up are seated in the front.
- Once the bus door is shut and preparing to depart, a student may not be admitted to ride.

**Getting off the Bus**

- Stay seated until the bus is completely stopped.
- Use the handrail to take one-step at a time when leaving the bus.
- Wait for your turn to leave the bus; pushing and crowding will only slow exiting and may cause an accident.
- Students will be released from the bus only at their designated bus stop or attending campus.
- Stay clear of the bus when the engine is started. Do not chase or hang on the bus at any time.
- If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.
Transitional Kindergarten (TK) and Kindergarten Drop-off

District regulations require that a parent/guardian or other designated adult be available at the bus stop in the afternoon to meet TK and kindergartner students. Due to safety concerns, those children will not be dropped off unless a designated person is available, and will, instead, be returned to their schools.

Any adult designated to pick up a student from the bus stop must have prior written approval from parents/guardians. Parents/guardians must provide to the transportation department a list of designated adults granted permission to pick up their children.

Crossing the Street or a Highway

- All students living on the left side of the roadway shall exit the bus and move to a point 12 feet in front of the right bumper and wait for the driver to signal that it is safe to cross.
- Check both directions and walk directly across the road.
- Never cross the road behind the bus.
- CAUTION! Be alert for the vehicles that do not stop when the bus is loading or unloading students.
- Cross all streets at intersections. Obey all traffic signals and signs on the way to and from home.

Assigned Seating

Assigned seating is required on all elementary and middle school buses. Drivers should have assigned seats in place by early October after considering grade level, compatibility, behaviors, siblings, friends, etc. Kindergarten students will be assigned seats toward the front of the bus. Assigned seats are subject to change at any time during the school year, and the District reserves the right to reassign student seating on school buses for safety, efficiency and disciplinary reasons.

Bus Rules

Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior in accordance with the Code of Conduct. In addition, the following rules will be required of students riding the school bus:
- Follow the directions of the driver
- Stay in your seat
- No foul language or rude behavior
- Keep all body parts and objects to yourself and inside the bus
- No eating or drinking on the bus
- No prohibited items, as listed below

Prohibited Items

- Any article (projects, band instruments, etc.) too large to be held in the student's lap or which they impose on other riders – aisles must be kept clear
- Weapons, explosives (such as fireworks), knives, water guns, or unsheathed pointed articles or any other object that maybe considered dangerous or conflict with the safety of the students and the driver
- Matches or cigarette lighters
- Alcoholic beverages, tobacco products (including e-cigarettes), illegal substances, or hazardous materials
- Live animals or insects
- Glass containers

Bus Suspension Guidelines

- If the rule violation involved insubordination to District employees, at least one day of bus suspension is imposed (examples include, but not limited to, failing to comply with the reasonable directions of District employees, demonstrating disrespect).
- If the rule violation endangered the safety, morals, health or welfare of others, besides that described in the violent conduct section of the Code of Conduct, at least two days of bus suspension is imposed (examples include, but not limited to, throwing/shooting items, spitting, lying, stealing).
- If the rule violation was a threat, other than described in the violent conduct section of the Code of Conduct, at least three days of bus suspension is imposed (examples include, but not limited to, informing someone the intent to beat, hit, kick, or hurt another person).
• If the rule violation is not covered by the above, then bus suspension and length imposed is based on the number of referrals the student has received during the present school year:
  o 1st Offense – verbal warning to student by driver
  o 2nd Offense – written warning to student/parent or guardian by administrator; possible assigned seat
  o 3rd Offense – one (1) school-day suspension from riding the bus
  o 4th Offense – three (3) school-day suspension from riding the bus
  o 5th Offense – five (5) school-day suspension from riding the bus; meeting with parent/guardian
  o 6th Offense – ten (10) school-day suspension from riding the bus; meeting with parent/guardian
  o 7th Offense – suspended from riding the bus for the remainder of the school year

Other Disciplinary Measures
Based on the severity of the student’s conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school may result from school bus/bus stop misconduct.

Vandalism/Bus Damage
The parent/guardian of a student(s) who vandalized/damaged a school bus will be held accountable/responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

Bus Surveillance Systems
Video cameras may be used on school buses to monitor student behavior while traveling to and from school and school activities. The Board believes that such monitoring will deter misconduct and help ensure the safety of students and staff. Students found to be in violation of the district’s bus conduct rules shall be subject to discipline in accordance with district policy and regulations.

Philosophy
Every time a student violates a bus rule, it raises the chance of distracting the driver. Every time the driver is distracted, it raises the chance of an accident happening. Therefore, every time a student violates a bus rule, he/she directly raises the chance of the bus being in an accident!
PARENT AND FAMILY INVOLVEMENT

School Accountability Report Card

EC 33126, 35256, 35258, 41409.3; (BP 0510)
The school accountability report card (SARC) is designed to inform parents/guardians and the community about the conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. The SARC includes, but is not limited to, the following information:
1. Demographic data
2. School safety and climate for learning information
3. Academic data
4. School completion rates
5. Class sizes
6. Teacher and staff information
7. Curriculum and instruction descriptions
8. Postsecondary preparation information
9. Fiscal and expenditure data

By February 1 of each year, each school’s SARC is posted on its website and on the District’s website at https://www.palmdalesd.org/domain/583. Hard copies can also be obtained at each school site upon request.

Basic Rights of Parents/Guardians

EC 51101; (BP 5020)
Parents/guardians have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children, to be informed by the school, and to participate in the education of their children, as follows:
1. Within a reasonable period of time after making the request, to observe their child’s classroom(s).
2. Within a reasonable time of their request, to meet with their child’s teacher(s) and the principal.
3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child’s performance on standardized tests and statewide tests and information on the performance of their child’s school on standardized statewide tests.
6. To request a particular school for their child, and to receive a response from the school district.
7. To have a school environment for their child that is safe and supportive of learning.
8. To examine the curriculum materials of their child’s class(es).
9. To be informed of their child’s progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, schoolsite council, or site-based management leadership team.
15. To question anything in their child’s record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.

Translation Services
Parents/guardians in need of translation services during conferences, IEPs, or other meetings may request a District translator through the Biliteracy Department at (661) 789-6710.
Volunteers

EC 35021, 49406; (BP 1240)
Volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. Parents/guardians and other members of the community are encouraged to share their time, knowledge, and abilities with students. Volunteers shall act in accordance with District policies, regulations, and school rules. Volunteers may not bring siblings and other younger children, who are not enrolled in school, into the classrooms.

In order to volunteer at school, a volunteer must have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. The assessment/exam must be conducted every four years. If a volunteer is to work directly with students while not under the direct supervision of a credentialed employee, he/she must obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. The District’s Human Resource Division provides fingerprinting services when a request form is completed by the school principal and submitted by the volunteer. Paid positions as playground supervisors, food service workers, custodians, classroom instructional assistants, and school office clerks can also be secured by contacting Human Resources at (661) 789-6531.

Parent and Family Engagement Policy

Every Student Succeeds Act (ESSA)
The Palmdale School District is committed to providing parents and families with the information they need to make well-informed choices for their children including more effectively sharing responsibility for their child’s success, and help their children’s schools develop effective and successful programs. The following is the District’s goals to engage parents and family members in their children’s education.

1. Involve parents and family members in the development of its parent and family engagement policy by:
   a. Providing parents and family members the opportunity to complete a needs assessment survey. The findings will be used to develop and revise the policy.
   b. Providing school and district advisory committee members opportunity to participate in the development/revision of the policy through focus groups and personal interviews.
   c. Holding a districtwide parent advisory council meeting at least four times per year to gather input on matters related to parent and family involvement in Title I, Part A programs.

2. Involve parents and family members in the process of school review and improvement by:
   a. Administering needs assessment surveys (both formal and informal) to parents and family members to assess program effectiveness and assist in programmatic revisions.
   b. Ensuring that school and District advisory committees (i.e., SSC, ELAC, DELAC, SAC-SCE, DAC, and GATE) along with the Superintendent’s Advisory Committee and Districtwide Parent Advisory Council regularly review school and District programs and make recommendations for program improvements.
   c. Requiring each school to convene an annual Title I meeting outlining the use of Title I funds and soliciting input from parents and family members to meet the needs of Title I students.
   d. Requiring each school to provide parents and family members with student achievement data and how that data will be used to improve instruction.

3. District staff to provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance by:
   a. Meeting with school representatives to coordinate the planning and implementation of effective parent and family involvement activities.
   b. Assisting school sites in the effective communication to parents and family members about academic programs that are available to students.
   c. Assisting schools in the development of materials, reports and other documents which will be made available to parents and family members regarding student achievement and school performance.
   d. Assisting the school sites at parent meetings on topics related to student achievement and performance.
   e. Coordinating activities that are available to all parents and family members in the District.
   f. Disseminating all information to parents and family members in their primary language to the extent practicable, and in a manner that is easy to understand.

4. Coordinate and integrate parent and family involvement strategies in Part A with parent and family involvement strategies under the following other programs by:
   a. Coordinating parent and family involvement activities, when appropriate, such as the Parent University.
   b. Providing parents and family members of Head Start students with the kindergarten expectations.
c. Holding an annual kindergarten orientation for the parents and family members of incoming kindergarten, with an emphasis on recruitment of Head Start/State preschool parents.
d. Making parent and family involvement activities available to all interested parties.

5. Establish a districtwide parent advisory committee that will develop a parent and family involvement annual evaluation. The evaluation will be distributed to parents and family members, allowing them the opportunity to evaluate the content and effectiveness of the parent and family engagement policy. The evaluation will include the identification of barriers to greater participation by parents in activities, with particular attention to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings will be used to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Build the school’s capacity for strong parent and family involvement, in order to ensure effective involvement of parents and family members and to support a partnership among the schools involved, parents, family members, and the community to improve student academic achievement, through the following activities:
   a. Providing each school a Parent Community Liaison to coordinate all family/community engagement activities – a commitment to engage its diverse families and communities in powerful learning and collaboration. The liaisons will contribute to key outcomes of:
      • Positive parent engagement
      • Improved student academics
      • Strong home learning environment
      • Effective School/Community Partnership
   b. With the assistance of its Title I, Part A schools, helping parents and family members of children served by the school or District, as appropriate, in understanding topics such as the following:
      • The State’s academic content standards
      • The State’s student academic achievement standards
      • The State and local academic assessments
      • The requirements of Title I, Part A
      • How to monitor their child’s progress
      • How to work with educators
The following actions shall be taken to achieve the goals:
1) Grade level content standards pamphlets will be distributed to every parent in English or Spanish, as appropriate, at the beginning of the school year.
2) Back-to-School Nights will be held to inform parents of school academic programs.
3) Standardized test assessment results will be sent to every parent in English or Spanish, as appropriate, including an explanation of how to interpret the scores.
4) Parent conferences will be held to inform parents of their children’s progress with suggestions of how parents can assist their children at home.
5) Parents will be notified of the academic programs and student achievement in a variety of ways, including report cards, progress reports, English Language Development (ELD) report cards, and conferences.
6) Parent Education activities will be held which will give parents the tools and resources to extend learning at home (i.e., homework assistance, Family Math, Family Reading, Family Science, Math Their Way). Other activities may include computer classes and English as a Second Language (ESL) classes.
7) Adult ESL Programs may provide adult English language instruction to parents, family members, and other members of the community.
8) Parents of English Learners (ELs) will be informed of their children’s level of English proficiency, how such level was assessed and the status of the student’s academic achievement.
9) Parents of ELs will be informed about the method of instruction used in the program in which their children are participating, and the methods of instruction used in other programs available to their children.
10) Parents of ELs will be informed how the program in which their children are participating will meet their educational strengths and needs and how the program will specifically help their children learn English and meet age-appropriate-academic achievement standards.

c. With the assistance of its schools, providing materials and training to help parents and family members work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, and fostering parent and family involvement in the following ways:
   1) Parent education activities will be held, which give parents and family members the tools and resources to extend learning at home.
2) The District will work with schools to ensure that materials and training needed to help parents and family members work with their children to improve their academic achievement will be provided.
3) The District will assist the schools in paying reasonable and necessary expenses associated with parent and family involvement activities to enable parents and family members to participate in school-related meetings and training sessions.

d. With the assistance of its schools, parents and family members, educating its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and family members, and in how to implement and coordinate parent and family engagement programs and build ties between family and schools in the following ways:
   1) The District will hold regular District Parent Advisory Council, Superintendent’s Advisory Committee, District English Learners Advisory, District Advisory on State Compensatory Education, and GATE Advisory Committee meetings to solicit parent/community input as to how the District and schools can assist the staff in working effectively with parents as equal partners and how to coordinate parent family engagement programs.
   2) The district will involve parents in the development of programs that will build ties between parents and schools.

e. To the extent feasible and appropriate, coordinating and integrating parent and family involvement programs and activities with Head Start, public preschool and other programs, and conducting other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children in the following ways:
   1) The District will participate in an Annual Recruitment Fair in May to provide families information regarding health and safety related issues. Health screenings can be arranged that day.
   2) The District will host a Parent University in the fall, in cooperation with Head Start, which will provide high interest seminars and workshops to interested parents and family members.
   3) The District will host a Kindergarten Transition University in the spring, in cooperation with Head Start, which will provide high interest seminars and workshops to interested parents and family members focusing on transitioning preschool aged children into kindergarten.
   4) The Migrant Education Program will provide migrant families with additional academic and community-related services which will support families in participating in the education of their children.

f. The District will take the following actions to ensure that information related to the school, parent-programs, meetings, training, and other activities, is sent to the parents and family members of participating children in a format and, to the extent practicable, in a language they can understand:
   1) Translation services will be provided to parents and family members at school, program activities, meetings, training, and other activities. All written communications will be translated in a language parents and family members can understand, to the extent practicable.
   2) District staff will solicit input from the districtwide parent advisory committee, as well as other school and district advisory committees as to more effective home-to-school communication.

Parent Teacher Association (PTA)

Notices will be sent home periodically to keep parents/guardians informed of PTA activities. All funds collected through PTA come directly back to the school and are used for cultural programs, field trips, drug awareness programs or activities, classroom materials, and other school activities.

School Site Council (SSC)

The SSC is a decision-making group consisting of the principal, parents, teachers, and other staff members. The goal of the committee is to develop and approve the school plan and budget, as well as evaluate the effectiveness of the instructional program. Meetings are open to everyone, although membership is by election and only members can vote on agenda items. There must be parity in numbers between school members and parent members.

District English Learner Advisory Council (DELAC)

Whenever fifty-one or more English learners are enrolled in a district, the district will establish a functioning District English Learners Advisory Committee (DELAC) to oversee programs and services for English learners. Please contact Sonia Salcedo, Director of Access and Equity, Multilingual Programs, (661) 223-3305 for meeting information.
English Learner Advisory Council (ELAC)

ELAC committees provide parents/guardians of students identified as English learners (EL) an opportunity to:

• Elect committee officers, and to vote on topics related to English learners.
• Provide advice to the principal and school staff on the most positive and effective actions to improve learning for EL students; the school plan as it relates to EL issues; the development of the school's needs assessment; the administration of the school's language census; and participation and awareness in school events.
• Learn more about programs offered to EL students.
• Provide advice on the most effective actions to support full participation of EL students in all school activities.

For additional information, please contact your principal.

African American Parent Advisory Committee (AAPAC)

The AAPAC supports our African American students and families. Several community meetings are held throughout the school year that include guest speakers addressing current topics that are relevant to African American families and their children. A parent member from the AAPAC serves on the District's African American Advisory Committee which focuses on District programs, policies, and practices that affect our students. For additional information, please contact Gerald Luke, Director of Access and Equity, African American Student Achievement, at (661) 223-3303.

Superintendent's Advisory Council (SAC)

Members of the SAC assist the superintendent by:

• Advising on issues related to educational needs, problems and suggested priorities of the District.
• Advising regarding opinions and attitudes of the community on significant District issues of a general type (e.g., homework, community service, student behavior, etc.).
• Assisting in identifying educational needs and problems unique to the Council attendance area and interpreting these needs to the community.

To express interest, or additional information, please contact your principal.
APPENDICES

Appendix A  Statewide Testing
Provides detailed information regarding each of the statewide tests that are administered to
students in specified grade levels. The test results may be used for local, state, and federal
accountability purposes.

Appendix B  Immigration-Enforcement Actions: Know Your Rights
Provides important information from the April 2018 California Attorney General's brochure,
"Immigration-Enforcement Actions at California Schools: Guide for Students and Families."

Appendix C  Parent's Guide to Immunizations
Provides information regarding the required immunizations for school enrollment.

Appendix D  Type 2 Diabetes Information Sheet
Fact sheet for parents/guardians of incoming seventh grade students to raise awareness about
Type 2 diabetes in children.

Appendix E  Home-to-School Compact
Outlines the expectations of teachers, parents and students at home and at school to ensure
students are provided with a supportive and successful learning environment. Each student will be
asked to submit a Compact signed by him/her, a parent/guardian, and teacher.
Appendix A. Statewide Testing

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) is a system that includes a number of assessments that are administered each spring to students in grades 3 through 8. These tests were created specifically to gauge each student’s performance and progress in English language arts, mathematics, and science. The assessments measure the skills called for by the standards, including the ability to write clearly, think critically and solve problems. CAASPP tests are given statewide and therefore provide an opportunity to measure the skills of all students against the same academic standards.

The CAASPP system consists of the following assessments:

- **Smarter Balanced Assessments (SBA)**
  The SBA computer-based assessments are aligned with the new California State Standards (CCSS) in English Language Arts (ELA) and Mathematics and are administered in grades 3 through 8 to measure whether students are on track to college and career readiness.

- **California Science Tests (CAST)**
  The computer-based CAST measures student acquisition of the Next Generation Science Standards (NGSS) and is administered in grades 5 and 8.

- **California Alternate Assessments (CAA)**
  The computer-based CAA for ELA and CAA for mathematics are administered to students with the most significant cognitive disabilities in grades 3 through 8. Test items are aligned with the CCSS and based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades 5 and 8.

- **California Spanish Assessment (CSA)**
  California offers the optional online CSA, which is aligned with the California CCSS en Español. This assessment is for students in grades 3 through 8 at our Dual Immersion Schools and measures their performance and progress in Spanish.

A parent/guardian may annually submit to the District a written request on a district provided form to excuse his/her student from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student’s records. For more information or questions regarding the right to excuse a student from any or all part of the assessments administered, or to arrange for an appointment to discuss a student’s participation in statewide testing, please contact the Coordinator of Assessment for Learning at (661) 789-6715.

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

- **Physical Fitness Test (PFT)**
  The PFT for students in California schools is administered in the spring. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, and 7 take the fitness test which consists of 6 areas of fitness.
Appendix B. Immigration-Enforcement Actions: Know Your Rights

KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education
- All children have a right to equal access to free public education, regardless of their or their parents’ guardians’ immigration status.
- All children in California:
  - Have the right to a free public education.
  - Must be enrolled in school if they are between 6 and 18 years old.
  - Have the right to attend safe, secure, and peaceful schools.
  - Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment
- Schools must accept a variety of documents from the student’s parent/guardian to demonstrate proof of child’s age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information
- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student “directory information.” If so, the school district must provide parents/guardians with written notice of the directory information policy and provide the option to refuse release of your child’s information.

Family Safety Plans if You Are Detained or Deported
- You can update your child’s emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint
- Your child has the right to report a hate crime or file a complaint to the school district if he/she is discriminated against, harassed, intimidated or bullied because of his/her actual or perceived nationality, ethnicity, or immigration status.

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

You do not have to share the following information with school officials:
- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
  - When completing the “Free and Reduced-Price Meals” form, only provide the last four digits of the SSN of the adult household member who signs the application.
  - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the “No SSN” box on forms where applicable, to ensure that applications are complete.
  - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student’s residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:
- Ask for the school’s written privacy policies regarding student information.
- Review the school’s policy for “directory information”—which allows for public release of basic student information—and consider whether to opt out of releasing that information.

Take steps to prepare for situations where one or more parents or guardians are detained or deported:
- Develop and keep in a safe place a “Family Safety Plan” that includes the following information:
  - Name of a trusted adult to care for your child if no parent or guardian can.
  - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.).
  - An example plan is available at the website of the Legal Information Rights and Awareness Project: <https://www.lirs.org/assets/2474/bna_beinformed_safetyplannin gtoolkit.pdf>
- Make sure that your child’s school always has current emergency contact information, including alternative contacts if no parent/guardian is available.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:
Bureau of Children’s Justice, California Attorney General’s Office
P.O. Box 944255, Sacramento, CA 94244-2550
Phone: (800) 952-5225 • E-mail: BCJ@doj.ca.gov • <https://oag.ca.gov/bcj/complaint>
Appendix C. Parent’s Guide to Immunizations

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION¹,²,³</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-12 Admission</td>
<td>4 Polio⁴ 5 DTaP⁵ 3 Hep B⁶ 2 MMR⁷ 2 Varicella</td>
</tr>
<tr>
<td>(7th-12th)⁸</td>
<td>1 Tdap</td>
</tr>
<tr>
<td>7th Grade Achievement⁹,¹⁰</td>
<td>1 Tdap⁸ 2 Varicella¹⁰</td>
</tr>
</tbody>
</table>

1. Requirements for TK-12 admission also apply to transfer pupils.
2. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
3. Any vaccine administered four or fewer days prior to the minimum required age is valid.
4. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
5. Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.
6. For seventh grade admission, refer to Health and Safety Code section 120335, subdivision (c).
7. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.
8. For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.
9. For children in ungraded schools, pupils 12 years and older are subject to the seventh grade advancement requirements.
10. The varicella requirement for seventh grade advancement expires after June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine
Hep B = hepatitis B vaccine
MMR = measles, mumps, and rubella vaccine
Varicella = chickenpox vaccine

INSTRUCTIONS:

California schools are required to check immunization records for all new student admissions at TK /Kindergarten through 12th grade and all students advancing to 7th grade before entry.

UNCONDITIONALLY ADMIT a pupil whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil’s age or grade as defined in table above:

- Receipt of immunization.
- A permanent medical exemption in accordance with 17 CCR section 6051.
- A personal beliefs exemption (filed prior to 2016) in accordance with Health and Safety Code section 120335.

CONDITIONALLY ADMIT any pupil who lacks documentation for unconditional admission if the pupil has:

- Commenced receiving doses of all the vaccines required for the pupil’s grade (table above) and is not currently due for any doses at the time of admission (as determined by intervals listed in Conditional Admission Schedule, column entitled “EXCLUDE IF NOT GIVEN BY”), or
- A temporary medical exemption from some or all required immunizations (17 CCR section 6050).

Continued next page...
Before admission a child must obtain the first dose of each required vaccine and any subsequent doses that are due because the period of time allowed before exclusion has elapsed.

<table>
<thead>
<tr>
<th>DOSE</th>
<th>EARLIEST DOSE MAY BE GIVEN</th>
<th>EXCLUDE IF NOT GIVEN BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio #2</td>
<td>4 weeks after 1st dose</td>
<td>8 weeks after 1st dose</td>
</tr>
<tr>
<td>Polio #3</td>
<td>4 weeks after 2nd dose</td>
<td>12 months after 2nd dose</td>
</tr>
<tr>
<td>Polio #4¹</td>
<td>6 months after 3rd dose</td>
<td>12 months after 3rd dose</td>
</tr>
<tr>
<td>DTaP #2</td>
<td>4 weeks after 1st dose</td>
<td>8 weeks after 1st dose</td>
</tr>
<tr>
<td>DTaP #3²</td>
<td>4 weeks after 2nd dose</td>
<td>8 weeks after 2nd dose</td>
</tr>
<tr>
<td>DTaP #4</td>
<td>6 months after 3rd dose</td>
<td>12 months after 3rd dose</td>
</tr>
<tr>
<td>DTaP #5</td>
<td>6 months after 4th dose</td>
<td>12 months after 4th dose</td>
</tr>
<tr>
<td>Hep B #2</td>
<td>4 weeks after 1st dose</td>
<td>8 weeks after 1st dose</td>
</tr>
<tr>
<td>Hep B #3</td>
<td>8 weeks after 2nd dose and at least 4 months after 1st dose</td>
<td>12 months after 2nd dose</td>
</tr>
<tr>
<td>MMR #2</td>
<td>4 weeks after 1st dose</td>
<td>4 months after 1st dose</td>
</tr>
<tr>
<td>Varicella #2</td>
<td>Age less than 13 years: 3 months after 1st dose</td>
<td>4 months after 1st dose</td>
</tr>
<tr>
<td></td>
<td>Age 13 years and older: 4 weeks after 1st dose</td>
<td>8 weeks after 1st dose</td>
</tr>
</tbody>
</table>

1. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
2. If DTaP #3 is the final required dose, DTaP #3 should be given at least six months after DTaP #2, and pupils should be excluded if not given by 12 months after second dose. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

Continued attendance after conditional admission is contingent upon documentation of receipt of the remaining required immunizations. The school shall:

- Review records of any pupil admitted conditionally to a school at least every 30 days from the date of admission,
- Inform the parent or guardian of the remaining required vaccine doses until all required immunizations are received or an exemption is filed, and
- Update the immunization information in the pupil’s record.

For a pupil transferring from another school in the United States whose immunization record has not been received by the new school at the time of admission, the school may admit the child for up to 30 school days. If the immunization record has not been received at the end of this period, the school shall exclude the pupil until the parent or guardian provides documentation of compliance with the requirements.

Questions? See the California Immunization Handbook at [www.shotsforschool.org](http://www.shotsforschool.org)
Appendix D. Type 2 Diabetes Information Sheet

Developed by the California Department of Education (CDE) in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children’s Hospital of Orange County.

Type 2 diabetes is the most common form of diabetes in adults.
- Until a few years ago, type 2 diabetes was rare in children but it is becoming more common especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.
- The body turns the carbohydrates in food into glucose, the basic fuel for the body’s cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body’s cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

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

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:
- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body’s ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms
Warning signs and symptoms of type 2 diabetes in children develop slowly and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs and not everyone who has these symptoms necessarily has type 2 diabetes.
- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels

Prevention Methods and Treatments
Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.
- **Eat healthy foods.** Make wise food choices. Eat foods low in fat and calories.
- **Get more physical activity.** Increase physical activity to at least 60 minutes every day.
- **Take medication.** If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available
- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

Appendix E. Home-to-School Compact

We believe that all students can learn. We work to provide a supportive and successful climate for all students. We believe that a strong working relationship between students, parents, and staff must be maintained to insure a positive education for students. To keep this relationship strong, certain expectations must be achieved by each group.

Teachers are expected to:

- Provide rigorous standard-based curriculum for all students through basic, auxiliary and supplemental services.
- Meet with parents to discuss curriculum and take into account parent suggestions.
- Report student progress to parents through conferences, phone calls, written reports, achievement test results, and performance test results.
- Provide opportunities for parents to learn how to help students.
- Participate in conferences, family curriculum nights, newsletters, articles and assemblies.
- Make home visits to communicate curriculum and student progress with parent.
- Respect and validate cultural and linguistic diversity.
- Provide a welcoming, supportive, and safe learning environment.
- Work cooperatively to ensure fulfillment of the compact.

Parents are expected to:

- With permission, allow teachers to schedule home visits to discuss their child’s progress at school.
- Provide a designated time, a quiet location, and materials for their child to study every night.
- Encourage their child to follow school rules, be respectful, and complete all assigned homework every day.
- Make sure their child gets 7-9 hours of sleep each night.
- Spend at least 15-20 minutes per day reading with/to their child.
- Attend and support Back-to-School Night, Parent-Teacher Conferences, Open House Night, and other school events.
- Ensure their child arrives at school on time and maintains good attendance.
- Every day, ask their child what they learned at school and if it was a good day.

Students are expected to:

- Come to school every day, ready to demonstrate their best efforts on all assignments, whether in the classroom or on homework.
- Be an active participant in the classroom.
- Arrive in class on time and ready to learn.
- Complete homework assignments carefully, neatly, and on time.
- Seek assistance for concepts not fully understood.
- Maintain appropriate behavior at all times inside the classroom and on the campus.
- Read for a minimum of 20 minutes daily (outside of the classroom).
- Respect fellow students, all adults on campus, and follow all school rules and regulations.
## SCHOOL BELL SCHEDULE

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