



**Annual Notification  
of the Rights and Responsibilities of  
Parents and Students  
2023-2024**

## 2023-2024 STUDENT CALENDAR

JULY						
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**Special Ed. Extended School Year** June 15-July 13, 2023

**FIRST DAY OF SCHOOL** Thursday, August 3

HOLIDAYS/BREAKS	OBSERVED	DAYS
Independence Day	July 4	Tuesday
Labor Day	Sept 4	Monday
Veterans Day	Nov 10	Friday
Thanksgiving Week	Nov 20 - Nov 24	Mon-Fri
Winter Break	Dec 18 - Jan 5	Mon-Fri
Martin L. King Jr. Day	Jan 15	Monday
Abraham Lincoln Day (Floating)	Feb 12	Monday
Presidents' Day	Feb 19	Monday
Spring Break	Mar 18 - Mar 22	Mon-Fri
Memorial Day	May 27	Monday
Juneteenth	June 19	Wednesday

**Great California ShakeOut** Thursday, October 19, 2023

**District Office Main Number** 661-947-7191  
**Child Nutrition** 661-789-6565  
**Educational Services** 661-789-6755  
**Health Services** 661-789-6718  
**Welcome & Enrollment Center** 661-789-6707  
**After Hours Emergency Number** 888-474-8107

MINIMUM DAYS	DATE	DAY
Back to School Elementary & K-8	Aug 10	Thursday
Back to School Middle	Aug 17	Thursday
Back to School (PACS Only)	Aug 24	Thursday
Student Minimum Day	Dec 8	Friday
Last Day of First Semester	Dec 15	Friday
Student Minimum Day	May 10	Friday
Last Day of School	May 24	Friday

**Early Release Wednesdays Total = 37**

NON STUDENT DAY	DATE	DAY
Parent Conference	Oct 6	Friday
Parent Conference	Mar 15	Friday

SEMESTER DAYS	DATE	DAY
End 1st Grading Period	Dec 15	Friday
PACS 1st Semester Final Exams	Dec 12-15	Tuesday-Friday
PACS 2nd Semester Final Exams	May 21-24	Tuesday-Friday
End 2nd Grading Period	May 24	Friday

**Special Education** 661-789-6746  
**Student Services** 661-789-6744  
**PSD Transportation (Rider Eligibility, Etc)** 661-789-6588  
**Storer Dispatch - Bus Issues (Running Late, Etc)** 661-229-4065

[www.palmdalesd.org](http://www.palmdalesd.org)

## SUPERINTENDENT'S MESSAGE

Dear Parents and Guardians,

Welcome to the 2023-2024 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](http://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

*Palmdale School District does not discriminate on the basis of race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, political beliefs, marital or parental status, pregnancy, medical condition, physical or mental disability, genetic information, 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.*

*For any questions, concerns, or to file a complaint, contact your school site principal and/or the applicable compliance officers, all located at 39139 N. 10th Street East, Palmdale, CA 93550: Equity Compliance Officer – Jason Deaville, Director of Student Services at [jpdaville@palmdalesd.org](mailto:jpdaville@palmdalesd.org), (661) 789-6744; Title IX Coordinator – Pablo Leaños, Director of Mental Health Services, [jpleanos@palmdalesd.org](mailto:jpleanos@palmdalesd.org), (661) 789-6783; or Section 504 Coordinator – Kimberly Wright, Director of Health & Safety, [kkwright@palmdalesd.org](mailto:kkwright@palmdalesd.org), (661) 789-6717.*



## ***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 10<sup>th</sup> Street East ♦ Palmdale, California 93550

**Barrel Springs Elementary** 661-285-9270  
3636 Ponderosa Way, Palmdale, CA 93552

**Buena Vista Elementary** 661-285-4158  
37005 Hillcrest Drive, Palmdale, CA 93552

**Cactus Magnet Academy** 661-273-0847  
3243 E. Avenue R-8, Palmdale, CA 93550

**Chaparral Prep Academy** 661-285-9777  
37500 50th Street East, Palmdale, CA 93552

**Cimarron Elementary** 661-285-9780  
36940 45th Street East, Palmdale, CA 93552

**David G. Millen Magnet Academy** 661-947-3075  
39221 22nd Street West, Palmdale, CA 93551

**Desert Rose Elementary** 661-272-0584  
37730 - 27th Street East, Palmdale, CA 93550

**Desert Willow Magnet Academy** 661-285-5866  
36555 Sunny Lane, Palmdale, CA 93550

**Dos Caminos Dual Immersion** 661-947-1849  
39066 Palm Tree Way, Palmdale, CA 93551

**Golden Poppy Elementary** 661-285-3683  
37802 Rockie Lane, Palmdale, CA 93550

**Joshua Hills Elementary** 661-265-9992  
3030 Fairfield, Palmdale, CA 93550

**Los Amigos Dual Immersion** 661-285-1546  
6640 East Avenue R-8, Palmdale, CA 93552

**Manzanita Elementary** 661-947-3128  
38620 33rd Street East, Palmdale, CA 93550

**Mesquite Elementary** 661-285-8376  
37622 43rd Street East, Palmdale, CA 93552

**Oak Tree Community Day School** 661-285-1548  
38136 35th Street East, Palmdale, CA 93550

**Ocotillo Elementary** 661-947-9987  
38737 Ocotillo School Drive, Palmdale, CA 93551

**Palm Tree Elementary** 661-265-9357  
326 East Avenue R, Palmdale, CA 93550

**Innovations Academy of Palmdale** 661-285-8908  
37230 37th Street East, Palmdale, CA 93550

**Palmdale Discovery Center** 661-274-0849  
39174 Palm Tree Way, Palmdale, CA 93552

**Palmdale Learning Plaza** 661-538-9034  
38043 Division Street, Palmdale, CA 93550

**Quail Valley Elementary** 661-533-7100  
37236 58th Street East, Palmdale, CA 93552

**S.A.G.E. Magnet Academy** 661-537-6101  
38060 20th Street East, Palmdale, CA 93550

**Shadow Hills Magnet Academy** 661-533-7400  
37315 60th Street East, Palmdale, CA 93552

**Summerwind Elementary** 661-947-3863  
39360 Summerwind Drive, Palmdale, CA 93551

**Tamarisk Elementary School** 661-225-9647  
1843 East Avenue Q-5, Palmdale, CA 93550

**Tumbleweed Elementary** 661-273-4166  
1100 East Avenue R-4, Palmdale, CA 93550

**Yellen Learning Center** 661-456-1600  
37015 Goldenvue Way, Palmdale, CA 93552

**Yucca Elementary** 661-273-5052  
38440 2nd St East, Palmdale, CA 93550

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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  
Transportation Dispatch (661) 229-4065  
Welcome & Enrollment Center (661) 789-6707  
**After Hours Emergencies (888) 474-8107**



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## KEY TO ACRONYMS

AR	Palmdale School District Administrative Regulation
BP	Palmdale School District Board Policy
BPC	California Business and Professions Code
CC	California Civil Code
CCR	California Code of Regulations
CFR	Code of Federal Regulations
EC	California Education Code
HSC	California Health and Safety Code
LC	California Labor Code
PC	California Penal Code
USC	United States Code
VC	California Vehicle Code
WIC	California Welfare and Institutions Code

*Note:* The term “parent”, as used in the following notifications, means the natural or adoptive parent, legal guardian, the person having legal custody, or other education rights holder; the term also includes a student 18 years of age or older. Additionally, the pronouns used in the notifications are meant to be gender-free.



# INSTRUCTIONAL PROGRAMS

## Academic Progress and Retention

*EC 48070, 48070.5, 48071, 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 will be sent to identified students as early in the school year as practicable, but no later than prior to the 2<sup>nd</sup> semester report card. A teacher's decision to promote or retain a child may be appealed consistent with Board Policy, administrative regulation, and law. Students who are retained will be provided with the appropriate supplemental interventions and supports to address barriers to learning and to accelerate progress to close learning gaps.

## Middle School Promotion Requirements

*(BP 5123, 5127)*

The Palmdale School District remains committed to providing all students the academic and social skills necessary for a successful transition from 8<sup>th</sup> grade to high school. While promotion to 9<sup>th</sup> 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 8<sup>th</sup> 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 31)*
- Students may have no more than 2 incidents of suspension. *(See "Grounds for Suspension" on page 49)*
- Students may not have any incidents of truancy. *(See definition of "Truancy" on page 32)*
- 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 their discretion.

## Homework

*EC 48205, 48913, 48913.5; (BP 6154)*

Meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework will be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

Homework assignments will be reasonable in length and appropriate to the grade level and course. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Although it is the student's responsibility to undertake assignments independently, parents may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete homework, the teacher will notify the student's parents as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Homework will 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. When a parent of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher must provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment may not be included in the calculation of the student's overall grade in the class.

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

## **Course Selection and Career Counseling**

*EC 221.5(d)*

A school counselor, teacher, instructor, administrator, or aide will not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student will, in a positive way, explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-8 are encouraged to participate in such counseling sessions and decisions.

## **Course Prospectus**

*EC 49063, 49091.14; (BP 5020)*

The curriculum, including titles, descriptions, and instructional aims of every course offered by the District are compiled in a prospectus and reviewed at least once annually. Please contact the Department of Educational Services at (661) 789-6755 for a copy of the prospectus. The District may charge an amount not to exceed the cost of duplication.

## **Gifted and Talented Education**

*(BP 6172)*

The Gifted and Talented Education (GATE) program exists to meet the unique needs of identified students in academic and social areas. These needs are addressed in a differentiated program administered by classroom teachers.

## **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 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. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school that receives Title I funds will also provide to each individual parent information on the level of achievement and academic growth of their child, if applicable and available, on each of the required State academic assessments, and timely notice that their 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 will be provided in English, but with the curriculum and presentation designed for students who are learning English. Parents are annually notified of placement, English language proficiency, academic progress, and exit criteria.

The District also offers a 50/50 model dual-language immersion program at Los Amigos, Dos Caminos, Tamarisk, Manzanita, Tumbleweed and Desert Rose that provides integrated language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of bilingualism/biliteracy, high academic achievement in both languages, and sociocultural understanding.

Parents 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 when progress is not made, and offer the parent programs and services to consider at that time.

Parents of English learners may choose a language acquisition program that best suits their child. To the extent possible, the school will offer any language acquisition program requested by the parents of 30 or more students at the school or by the parents of 20 or more students at any grade level. For more information, contact the Director of Access and Equity at (661) 223-3306.

### **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.

For instructions for access and registration to Footsteps2Brilliance, go to <https://www.palmdalesd.org/Page/1879>. 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 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 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.

### **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 their teacher of the objection. Objections must be substantiated by a note from the student's parent.

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. The alternative education project will require a comparable time and effort investment by the student – it will not be more difficult than the original education project. A student who chooses an alternative educational project must still pass all examinations from the course in order to receive credit; however, if the tests require the harmful or destructive use of animals, the student may, similarly, ask for alternative tests.

## **Field Trips**

*EC 35330; (BP 6153)*

The District recognizes that field trips are important components in the instructional program of the schools. Parents 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 can be provided to students whose parents do not wish them to participate in a trip. All persons making the field trip will 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(g), 51745-51749.6; (BP 6158)*

The Independent Study program serves as an optional alternative instructional strategy by which students may reach curriculum objectives and fulfill graduation requirements. Independent Study offers a means of individualizing the education plan for students whose needs may be best met through study outside of the regular classroom setting.

Independent Study is a voluntary program that entails a commitment by both the parent and student and is NOT the same as distance learning provided during the pandemic – it may not be appropriate for all students. An Independent Study Agreement is reviewed with, and signed by, the student and parent with the following guidelines:

- Prior to enrollment, parents and students have a right to request a conference with the school administrator.
- Students will complete their work independently at home based on an online, standards-aligned curriculum.
- Student attendance will be monitored through virtual check-ins and completion of independent work.

If a student has an IEP or 504 Plan, enrollment in Independent Study is a placement decision and is only allowed if the Student's IEP or 504 Plan specifically provides for that participation; an IEP or 504 meeting is required prior to any change of placement.

When requested by the parent, short-term independent study may be used to ensure that the student is able to maintain academic progress in their regular class if they 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 must give the school 5 days advance notice for all short-term independent study requests.

Please contact the school principal for further information about Independent Study for your student.

## **Innovations Academy**

*EC 48980(g); (BP 6158)*

Innovations Academy is a more permanent program for students from Transitional Kindergarten through 8<sup>th</sup> 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 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 their 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. If interested, call Innovations Academy directly at (661) 265-8908.

### **Individual Instruction for Students with Temporary Disabilities**

*EC 48206.3-48208, 48240, 48980(a)-(b); (AR 6183)*

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 their 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 resides, it is the parent'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 their stay there; therefore, the student will receive individual instruction by the school district in which they are 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 their 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 and 11 as well as an online assessment in science for students in grades 5 and 8, and once in high school.

A parent may annually submit a written request to excuse their student from any or all parts of the CAASPP for the school year. Palmdale School District has a written form for this purpose. Please contact your school site's administrator for the form 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 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. 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 parent web page called *Starting Smarter*, available at <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 the 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 Assessment of Student Performance and Progress (online practice and training tests portal) – <http://www.caaspp.org/practice-and-training/index.html>
- California Department of Education, CAASPP Information – <https://www.cde.ca.gov/ta/tg/ca/>

## EQUITY AND ACCESS

### Nondiscrimination in District Programs and Activities

*5 CCR 4900-4965; EC 200-262.4; (BP 0410)*

The Palmdale School District is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on the person's actual race, color, ancestry, nationality, national origin, immigration status, ethnicity, ethnic group identification, age, religion, political beliefs, marital or parental status, pregnancy, medical condition, physical or mental disability, genetic information, 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.

All individuals shall be treated equitably in the receipt of district and school services. 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, are in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. 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 an individual's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliations, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. 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.

<u>Section 504</u>	Kimberly Wright	39139 N. 10th Street East, Palmdale, CA 93550	(661) 789-6717
<u>Title II</u>	Ryan Beardsley	39139 N. 10th Street East, Palmdale, CA 93550	(661) 789-6540
<u>Title V</u>	Al Tsai	39139 N. 10th Street East, Palmdale, CA 93550	(661) 789-6575
<u>Title IX</u>	Pablo Leaños	39139 N. 10th Street East, Palmdale, CA 93550	(661) 789-6783

### Nondiscrimination/Harassment

*EC 200-262.4; (BP 5145.3)*

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the District's academic, extracurricular, and other educational support programs, services, and activities. As such, the District's nondiscrimination/harassment policy applies to all acts constituting unlawful discrimination or harassment related to school activity or school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school. Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation will be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in EC 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, will be subject to disciplinary action, up to and including dismissal.

The Board prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression,



or genetic information; or association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination:

1. May result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above.
2. Occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.
3. Includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, will be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students. The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints are investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee facilitates students' access to the educational program by publicizing the District's non-discrimination policy and related complaint procedures to students, parents, and employees. In addition, the District's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information are posted on the District's website in a manner that is easily accessible to parents and students, in accordance with law and the accompanying administrative regulation.

A record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, is maintained to enable the District to monitor, address, and prevent repetitive prohibited behavior in district schools. The implementation of the District's nondiscrimination policies and practices is also regularly reviewed and, as necessary, actions are taken to remove any identified barrier to student access to or participation in the District's educational program. After each review, findings and recommendations are reported to the Board.

## **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, violence, intimidation, or bullying related to school activity or school attendance occurring within a District school may be subject to disciplinary action up to and including expulsion.

The policy addressing discrimination, harassment, violence, intimidation, or bullying are posted in all schools and offices, including staff lounges and student government meeting rooms. The posting provides information to students, parents, 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, 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 will 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 221.61, 221.8*

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 students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or

femininity. All students (as well as other persons) are protected by Title IX – regardless of their sex, gender, gender expression, gender identity, sexual orientation, disability, race, or national origin – in all aspects of the educational programs and activities in the Palmdale School District. California law further provides that 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. The essence of Title IX is to ensure that students (as well as other persons) are not excluded, separated, denied benefits to, or otherwise treated differently on the basis of sex unless expressly authorized to do so under state or federal law in areas including, but not limited to: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment.

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 regard 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: Pablo Leños, Director of Mental Health Services, [jpleanos@palmdalesd.org](mailto:jpleanos@palmdalesd.org) or (661) 789-6783. Any complaint alleging noncompliance with Title IX will be investigated and resolved through the Uniform Complaint Procedures, as described in this section.

Additional state and federal resources:

**California Department of Education**

Gender Equity/Title IX – <http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>

Uniform Complaint Procedures Contact – <http://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp>

**U.S. Department of Education**

Office of Civil Rights, Title IX – [https://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)

Office of Civil Rights, Filing a Complaint – <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>

## **Sexual Harassment**

5 CCR 4917; EC 231.5, 48900.2, 48980(f); (BP 5145.7, 5145.71)

The Governing Board is committed to maintaining a safe school environment that is free of harassment and discrimination. 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 will 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) are taken into account. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

### Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

1. The 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 when the victim of the harassment has not complained.
4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, will be investigated and prompt action will be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the investigation of a sexual harassment complaint continues to be conducted by the District.
8. A clear message that, when needed, the District will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they will not disadvantage the complainant or victim of the alleged harassment.

### Defining Sexual Harassment

Sexual harassment includes, but is not limited to, unwelcome 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.

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.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

### Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the District and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, 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

Students who feel that they are being or have 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 have experienced off-campus sexual harassment that has a continuing effect on campus are strongly encouraged to report the incident to their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one school day. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1323.3 – Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3. The Title IX Coordinator will offer supportive measure to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Pending the results of the investigation, interim measures (e.g., transfer of classes, counseling services) that do not disadvantage the complainant or victim of the alleged harassment may be implemented to stop the harassment and protect students and/or ensure their access to the educational program. As appropriate, interim measures may be considered even when a student chooses not to file a formal complaint, or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

#### Confidentiality

All complaints and allegations of sexual harassment are kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. A complainant or victim of sexual harassment who notifies the District of the harassment, but requests confidentiality, will be informed that the request may limit the District's ability to investigate or take other necessary action. Nevertheless, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the District of the harassment but requests that the District not pursue an investigation, the District will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Records of all reported cases of sexual harassment are maintained in accordance with law and District policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

For a copy of the District's board policy and administrative regulations on sexual harassment, click on the links for [BP 5145.7](#) and [AR 5145.7](#). The written policy is also included in school and District publications, displayed in the main office, provided to students as part of any orientation program conducted for new and continuing students at the beginning of each semester, and provided to each school personnel at the beginning of the school year, or upon hire.

The following individual has been designated as the District's Title IX Coordinator: Pablo Leaños, Director of Mental Health Services, at 39139 N. 10th Street East, Palmdale, CA 93550, [jpleanos@palmdalesd.org](mailto:jpleanos@palmdalesd.org) or (661)789-6783. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures, as described in this section.

## **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 has 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 their 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 parenting 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 they are physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
5. The school will provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student will not incur an academic penalty for using any of these reasonable accommodations and will 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.
  - e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child.
6. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of their child, including absences to care for a sick child.
7. 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.
8. 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 they were 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; (BP 5145.13)*

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) receives and investigates 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) will first exhaust parents' instruction concerning a student's care in the emergency contact information in the parents' 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 48850 et seq.; (BP 6173.1)*

Foster youth means any of the following:

1. A child who has been removed from their home pursuant to WIC 309.
2. A child who is the subject of a petition filed under WIC 300 or 602, whether or not the child has been removed from their home.
3. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
4. A child who is the subject of a voluntary placement agreement, as defined in WIC 11400(p).

The District's educational liaison for foster youth is Pablo Leaños, Director of Mental Health Services, [jpleanos@palmdalesd.org](mailto:jpleanos@palmdalesd.org) or (661) 789-6783. 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; and 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.

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/fyedrights.asp>

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. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute.
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 have the foster youth's educational rights holder, attorney, and county social worker notified when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination review for a foster youth who is a student with a disability, prior to a change in the foster youth's placement.
4. Right of the foster youth not to have grades lowered for any absence from school that is due to a verified court appearance or related court-ordered activity, or to a decision by a court or placement agency to change the student's placement, in which case, the grades must be calculated as of the date the student left school.
5. Right to file a complaint through the Uniform Complaint Procedures if there is an allegation that the District has not complied with requirements regarding the education of foster youth.

## **Education for Homeless Youth**

*42 US 11432, EC 48850 et seq.; (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 Pablo Leaños, Director of Mental Health Services, [jpleanos@palmdalesd.org](mailto:jpleanos@palmdalesd.org) or (661) 789-6783. 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 their 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 not to be stigmatized by school personnel.
5. 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.

To ensure that each school identifies all homeless and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request. Notice of the educational rights of homeless youth and resources available to persons experiencing homelessness, as well as the name and contact information of the educational liaison for homeless youth, are posted on the District and school websites. The notice of education rights is also posted in the District and school offices.

## 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 are 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 oneself, 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 include 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, 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. Upon receipt of a referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected



disability will consider the referral and determine whether an evaluation is appropriate. This determination will 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, 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 will 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 of eligible students, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Kimberly Wright, Director of Health & Safety, at 39139 N. 10th Street East, Palmdale, CA 93550, [kkwright@palmdalesd.org](mailto:kkwright@palmdalesd.org), (661) 789-6717.

## **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, 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 Rondale Cooper, Director of Special Education, at [rdcooper@palmdalesd.org](mailto:rdcooper@palmdalesd.org) or (661) 789-6725.

Before the initial provision of special education and related services to a student with a disability, the District will conduct, with the consent of the parent, a full and individual initial evaluation of the student. The evaluation will be conducted by qualified personnel who are competent to perform the assessment and will 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) will 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 will be required to pay a fee, deposit, or other charge for their 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 their own possession and use. In determining whether waivers or exceptions should be granted, the Board will consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The District will recover any debt owed as a result of unpaid fees lawfully imposed by the Board, but will 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 will provide an itemized invoice, referencing applicable District policies, for any amount owed by the parent on behalf of a student or former student. For each payment received, a receipt will be provided to the parent. The District will not sell debt owed by a parent.

The District, its schools and programs may solicit voluntary donations or participate in fundraising activities. However, the District will 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 will

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 will 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 must recommend, and the Board must adopt, an appropriate remedy to be provided to all affected students and parents 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, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). Specifically, the UCP will be used to investigate and resolve complaints that require a more formal process regarding the following programs and activities, some of which are described in detail in this document:

1. Accommodations for pregnant and parenting students
2. Adult education
3. After School Education and Safety programs
4. Agricultural career technical education
5. Career technical and technical education and career technical and technical training programs
6. Child care and development programs
7. Compensatory education
8. Consolidated categorical aid programs
9. Course period without education content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for students in foster care, students who are homeless, students from military families, and students formerly in a juvenile court school now enrolled in a school district
12. Every Student Succeeds Act
13. Local control and accountability plan
14. Migrant education
15. Physical education instructional minutes
16. Reasonable accommodations to a lactating student
17. Regional occupational centers and programs
18. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding
19. School safety plans
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding
21. State preschool
22. State preschool health and safety issues in license-exempt programs
23. Student fees
24. Any complaint alleging 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
25. Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

The following complaints are not subject to the District's UCP but will be investigated and resolved by the specified agency or through an alternative process:

1. Child abuse or neglect. Referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.
2. Health and safety violations by a child development program, for licensed facilities. Referred to the Department of Social Services.
3. Title IX sexual harassment. Addressed through the federal Title IX complaint procedures specified in AR 5145.71 – Title IX Sexual Harassment Complaint Procedures.

4. Employment discrimination or harassment. Investigated and resolved by the District in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. State or federal law or regulation related to special education. A settlement agreement related to the provision of a free appropriate public education, or a due process hearing order must be submitted to the CDE in accordance with AR 6159.1 – Procedural Safeguards and Complaints for Special Education.
6. The District's food service program (e.g., meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses). Filed with or referred to CDE in accordance with BP 3555 – Nutrition Program Compliance.
7. Discrimination based on race, color, national origin, sex, age, or disability in the District's food service program. Filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 – Nutrition Program Compliance.
8. Sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. Investigated and resolved in accordance with AR 1312.4 – Williams Uniform Complaint Procedures.

#### Notifications

The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of the District's UCP is provided annually to students, employees, parents of District students, District and school advisory committee members, appropriate private school officials or representatives, and other interested parties.

The District also posts the standardized notice of the educational rights of students in foster care, students who are homeless, students from military families, and students formerly in juvenile court schools now enrolled in the District, as specified in EC 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process.

The District has a notice posted to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, students, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC 1596.7925, and (2) where to obtain a form for a state preschool health and safety issues complaint.

#### Investigation and Response

These uniform procedures require the complainant to submit a written complaint to the appropriate compliance officer. The compliance officer, who is knowledgeable about the laws and programs subject to the complaint, will coordinate an investigation and send the complainant an investigation report within 60 calendar days of receipt of the written complaint unless the complainant agrees in writing to extend the timeline. The written complaint must be submitted no later than one year from the date the alleged violation occurred. In the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct. A student enrolled in a public school must not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the District's educational program, including curricular and extracurricular activities. A complaint regarding student fees or the LCAP may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. If the District finds merit in a complaint, the District will provide a remedy to all affected students and parents.

A complainant may appeal the District's investigation report to the California Department of Education (CDE) by filing a written appeal within 30 calendar days after receiving the District's decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

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: Jason Deaville, Director of Student Services at [jdeaville@palmdalesd.org](mailto:jdeaville@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. Each school serving grades 6 to 12 will stock, at all times, in all women's

restrooms and all-gender restrooms, and in at least one men's restroom, with an adequate supply of free menstrual products, available and accessible. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

*Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

*Misassignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by law to hold.

Complaints must be filed with the principal at the school in which the complaint arises, and may be filed anonymously. However, complainants who identify themselves are entitled to having a response mailed to the mailing address indicated on the complaint if they indicate that a response is requested. Any complaint about problems beyond the authority of the school principal will be forwarded in a timely manner, but not to exceed ten (10) working days, to the appropriate District compliance officer. Reasonable efforts will be made to investigate the problem; remedies to a valid complaint will be implemented within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received.

Although complainants do not need to use the District's complaint form to file a complaint, a standardized complaint form may be obtained at the school office.

A complainant who is not satisfied with the resolution of the principal or compliance officer may describe the complaint to the governing board at a regularly scheduled board meeting. On a quarterly basis, summarized data on the nature and resolution of all complaints are reported to the governing board at a regularly scheduled board meeting. All complaints and responses are available as public records.

## **General Complaints**

The Governing Board believes that all parent 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 are 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 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 et seq., 48980(g); (BP 5111.1)*

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

1. The student's parent 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 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 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 was a resident of California who departed the state against their will due to a transfer by a government agency that had custody of the parent, a lawful order from a court or government agency authorizing their 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 their parent's departure.
10. The student is a homeless or foster child who remains in their school of origin.
11. The student is a migratory child or a child of a military family who continues to attend their school of origin.

A student also complies with residency requirements if their parent, 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.

## Residency Based on Parent Employment

*EC 48204(b); (BP 5111.1, AR 5111.19)*

The District considers a student whose parent is physically employed within its attendance boundaries for a minimum of 10 hours during school week to have complied with residency requirements for school attendance. Once a student is deemed to have complied with residency requirements in this manner, the student may continue to attend school in the District through the highest grade level offered without having to reapply each school year as long as the parent continues to be physically employed within the attendance boundaries for a minimum of 10 hours during the school week. The District will not deny admission of a student on the basis of race, ethnicity, sex, family income, academic achievement, or any other arbitrary consideration; however, the District may prohibit the transfer of a student if the District determines that the additional cost of educating the student would exceed the amount of additional state aide received as a result of the transfer, or if either the District or the district of residence determines that the transfer would negatively impact its court-ordered or voluntary desegregation plan.

## 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 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 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 name and address

A parent seeking residency status on the basis of their employment within District boundaries must submit proof of the employment, which may include, but not be limited to, a paycheck stub or letter from their employer listing a physical address within District boundaries. The evidence must also indicate the number of hours or days per school week that the parent is employed at that location.

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 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, 46600(d)(2), 48980(g); (BP 5116.1)*

The parents 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 within 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 may submit an online application at any time of the day, from any internet-capable device, through SchoolMint at [www.palmdalesd.schoolmint.net](http://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 will be held from the applicant pool. A waiting list will 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.

Intradistrict transfer requests for a victim of an act of bullying will be approved unless the requested school is at maximum capacity, in which case, the District will accept a request for a different school within the District. However, if the District does not have another school offering the grade level of the student, the District will not prohibit the student's interdistrict transfer if the school district of proposed enrollment approves the application for transfer. Please see the notification on "Interdistrict Permit" for more information. For purposes of the right of the victim of an act of bullying to transfer to another school within or outside of the District, a student is determined to be a "victim of an act of bullying" only if all of the following apply:

1. The act of bullying meets the definition described in EC 48900(r)
2. The bullying was committed by a student in the District
3. A written complaint regarding the bullying was filed with the school, the District, or a local law enforcement agency
4. An investigation was conducted per District policy, that meets the requirements under EC 234.1

Admission to a particular school will 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 will 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 will, within ten (10) days, provide parents of students attending the school with notice of the school's designation and the option to transfer their students to another school. A list of other schools to which a student may transfer, and applicable timelines and procedures for requesting the transfer will be provided within twenty (20) days, and at least 14 calendar days before the start of a new school year.



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

If parents decline the assigned school, the student may remain in their current school. For students, whose parents accept the offer, the transfer will be made as quickly as possible. The transfer will 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 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 is determined to be 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 make the determination and offer the student the option to transfer. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee will consider the specific circumstances of the incident and consult with local law enforcement as appropriate. For more information, please contact the principal.

## **Involuntary Transfer**

*EC 48929, 48980(m); (BP 5116.2)*

A student may be transferred to another District school if they are convicted of a violent felony, as defined in PC 667.5(c), or a misdemeanor listed in Penal Code 29805, and is enrolled at the same school as the victim of a crime for which they were convicted. Before transferring the student, the parent will be notified of the right to request a meeting with the Principal. It is the Governing Board, based on the recommendations of the Principal and the Superintendent or designee, that will render the final decision as to whether or not to transfer the student.

## **Interdistrict Permit**

*EC 46600 et seq., 48980(g); (BP 5117)*

Beginning on March 1 of each year, a parent may seek release from the Palmdale School District for their 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. To meet the child care needs of the student that cannot be met within the boundaries of the District.
2. To meet a child's special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel.
3. When the student has siblings attending school in the district of proposed enrollment, to avoid splitting the family's attendance.
4. To complete a school year when parents have moved out of the District during that year.
5. If the student is matriculating from seventh to eighth grade and wishes to be graduated with their present class.
6. When the parent 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.
7. 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 inadvisable for the student to attend any school in the District.
8. When there is valid interest in a particular educational program not offered in the District.
9. 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 district of residence has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the district of residence will not prohibit the transfer if the district of proposed enrollment approves the application for transfer. A student who has been determined by personnel of either the district of residence or the district of proposed



enrollment to have been the victim of an act of bullying will, at the request of the parent, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement. A student is determined to be a “victim of an act of bullying” only if all of the following apply:

1. The act of bullying meets the definition described in EC 48900(r)
2. The bullying was committed by a student in the District
3. A written complaint regarding the bullying was filed with the school, the District, or a local law enforcement agency
4. An investigation was conducted per District policy, that meets the requirements under EC 234.1

Upon request by the parent, a receiving district will provide transportation assistance to a student who is both eligible for free or reduced-price meals and either a victim of an act of bullying or a child of an active duty military parent.

If the request for transfer is granted, the student will be allowed to continue to attend the school in which they are enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement between the two districts. Except as described in the previous paragraph, 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 will 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 are responsible to compel the attendance of their children at school. Any parent 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 eighth 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 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 if the student is excluded for any of the following reasons:

1. The student resides in an area subject to quarantine pursuant to HSC 120230.
2. The student 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 will send a notice as soon as reasonably possible after the exclusion. Upon exclusion of the student, a parent may meet with the Superintendent or designee to discuss the exclusion. If the parent disagrees with the decision of the Superintendent or designee, the parent may appeal the decision to the Governing Board. The parent will 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 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 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, including an absence for the benefit of the pupil's mental or behavioral health.
- (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) For the purpose of participating in a cultural ceremony or event.
- (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.  
(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.  
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (13) 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) For purpose of this section, the following definitions apply:
  - (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
  - (2) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
  - (3) "Immediate family" 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 consent, may be excused from school to participate in religious exercises or to receive moral and religious instruction at their 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. 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 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, 46014, and 46015, as described previously.

Parents of students who are identified as truant will 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 their 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 the student 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 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 are notified.
2. A meeting is scheduled and held with parents, DAR and school representatives. Information about the ACT Program is provided to parents.
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 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 may be 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.

## **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

## Maintenance of Student Records

*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. Active records are maintained at the student's school; inactive records are maintained under the supervision of the District custodian of records.

Per State and Federal law, the District must keep the following *mandatory permanent records* indefinitely: student's legal name, date and place of birth, method of verifying birth date, 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 name and address (including the student's address if different, and the annual verification of residency for both the student and the parent). The District must 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. *Permitted records*, which are records that the District has determined important to maintain, may include, but are not limited to, objective counselor and teacher ratings, standardized test results older than three years, routine discipline data, verified reports of relevant behavior patterns, disciplinary notices, and attendance records.

The District will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, the District will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine if any records that still need to be retained and those that are appropriate for destruction.

The Assistant Superintendent of Special Education and 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 their school. The custodian of records is responsible for implementing the policies and procedures related to student records; in particular, they must protect the student and the student's family from invasion of privacy by ensuring only authorized persons may access student records.

## Access to Student Records

*34 CFR 99.7, 99.34; EC 49063, 49069.7; (BP 5125)*

Access means personal inspection and review, request and receipt, and oral description or communication of any record. A log is 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. The log is only accessible to the parent, a student who is age 16 years or older or who has completed the 10th grade, the custodian of records, and certain state and federal officials.

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 who 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 will disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer.

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 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 (*see notification on "Challenging Student Records"*)
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, and request a copy of the records that were disclosed
4. File a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605

When a student turns 18 years of age, all rights regarding student records are transferred from the parent to the student. If the adult student is still claimed by the parent as a dependent for tax purposes, the parent 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 to access or disclose their 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 fulfill the request. All written requests must indicate the specific records or information to be accessed or disclosed. If requested, qualified certificated personnel may be made available to the parent to interpret records. For requests to disclose records, the written form must also specify the person or agency to whom the records are to be released and the reason(s) for such disclosure. Copies of student records are at no cost.

## **Transfer of Student Records**

*5 CCR 438; EC 49068; (BP 5125)*

Upon request from officials of another school, school system, or postsecondary institution in which a student seeks or intends to enroll or is already enrolled, the District is authorized to disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment or transfer. All student records will be updated before they are transferred, and will not be withheld from a requesting school because of any charges or fees owed by the student or parent.

When a student transfers to another school district or to a private school, the District will forward a copy of the student's mandatory permanent records to the new school of enrollment. The District will permanently maintain an original or a copy of the transferred records.

Mandatory interim records will be sent upon request to other California public schools. Such records may also be sent to out-of-state or private schools requesting them. Permitted records may be sent to any public or private school.

If the student transfers into the District from another public or private school, the District will inform the parent of the parent's right to receive a copy of the records received from the former school. The parent will also be informed of the right to have a hearing in which to challenge the contents of that record.

## **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 is 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, 99.37; 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.

Directory information does not include a student’s social security number. Directory information also does not include the student’s citizenship status, immigration status, place of birth, or any other information indicating national origin. The District will not release such information without parental consent or a court order.

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 playbill 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; Department of Probation; Department of Public Social Services; other human service agencies in the course of their official duties; 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 will be released unless the parent has provided written consent that directory information may be released. For all other students, directory information will not be released if their parent notifies the school in writing that such information not be disclosed without their prior consent. All opt-in or opt-out requests from parents must be submitted to the school within four weeks of enrollment, or the date of this notice, whichever is later.

Additionally, the District will not include the directory information or the personal information of a student or the parent 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 has provided a written request to the secretary or clerk of the Board to exclude their personal information or the name of their minor child from the minutes of a Board meeting.

## **Yearbooks**

Unless a parent requests in writing at the beginning of the year that their 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 will ensure that official District social media content and postings protect the privacy rights of students, parents, staff, board members, and other individuals. Social media and networking sites and other online platforms will 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 will 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 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 web sites provided that both the student and their parent provide written permission, or the work is part of an existing publication such as a school newspaper.

## **Protection of Pupil Rights Amendment**

*20 USC 1232h; EC 51513; (BP 5022)*

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
  - a. Political affiliations or beliefs of the student or student's parent;
  - b. Mental or psychological problems of the student or student's family;
  - c. Sex behavior or attitudes;
  - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - e. Critical appraisals of others with whom respondents have close family relationships;
  - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - g. Religious practices, affiliations, or beliefs of the student or student's parent; or
  - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of—
  - a. Any other protected information survey, regardless of funding;
  - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  - c. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
3. Inspect, upon request and before administration or use—
  - a. Protected information surveys of students and surveys created by a third party;
  - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Palmdale School District, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District directly notifies parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

1. Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

## Challenging Student Records

*34 CFR 99.7, 99.20; EC 49063, 49066, 49070; (AR 5125.3)*

Following an inspection and review of student records, the parent may challenge the content of the records and/or ask for records to be expunged. The parent may submit to the principal a written request to correct or remove from the student's records any information concerning the student which they allege 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 will 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 will 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 is 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 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 will meet with the parent and the employee (if still employed) who recorded the information in question. The Superintendent will either deny or approve the parent's request. If the request is approved, the Superintendent will order the correction or removal and destruction of the information.
4. If the Superintendent denies the parent's request, the parent may within 30 days submit a written appeal to the Governing Board.
5. Within 30 days of receiving the appeal, the Board will meet in closed session with the parent and the employee (if still employed) who recorded the information in question. The Board will decide whether to approve or deny the request. If the request is approved, the Board will order the correction or removal and destruction of the information from the student's records.
6. If the Board denies the parent's appeal, the parent has the right to submit a written statement of objections. The statement becomes part of the student's record until the information objected to is corrected or removed.
7. The decision of the Board is 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 consents to releasing record information to panel members.

## HEALTH AND WELLNESS

### Immunizations

*EC 48216, 49403; HSC 120325-120375; (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 childcare and development program for the first time nor admitted or advanced into grade 7 unless they have met the immunization requirement. This applies to distance learning, hybrid instruction, and in-person instruction. The District will cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The District may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing. When feasible, the California Immunization Registry – a secure, confidential, statewide computerized immunization information system for California residents – may be accessed to track immunization records, reduce missed opportunities, and help fully immunize students of all ages.

Parents of students in any school are not 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 7th grade.

Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption (CAIR-ME) website. A medical exemption filed at the school before January 1, 2020 will remain valid until the earliest of:

- When the student enrolls in the next grade span (TK/K-6th grade or 7th-12th grade).
- The expiration date on the temporary medical exemption.
- Revocation of the exemption because the issuing physician has been subject to disciplinary action from the physician's licensing entity.

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

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. 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 a communicable disease. 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 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 may submit a waiver on a form developed by the California Department of Health Care Services indicating that they do not want or are unable to obtain a health screening. If the waiver indicates that the parent is unable to obtain the services, the reasons should be included in the waiver. Students may be excluded, beginning the 91<sup>st</sup> 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 their first year 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 will maintain the privacy of all students' health information. A student's identity will not be associated with any report produced as a result of this requirement.

For children with Medi-Cal/Denti-Cal insurance, parents 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](http://www.californiahealthplus.org) or [www.211.org](http://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, and general health screenings; as well as providing assessments and referrals to community resources. A parent may annually file with the principal a written statement withholding consent to the physical examination of their child. Any such student will be exempt from any physical examination but will 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 will 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 will be reported to the parent with a request that remedial action be taken to correct or cure the defect.

### Hearing

Each student will be given a hearing screening test upon first entry into the California public school system; during the TK/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, will 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 will 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 of any student who fails the hearing tests will 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 will include a recommendation that further medical and audiological evaluation be obtained. The dates and results of all screening tests and copies of threshold tests will be included in the student's health records.

## **Access to Student Mental Health Services**

### ***EC 49428***

A child's mental health is essential to their 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 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 that 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 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 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, or by sending an email to [mentalhealth@palmdalesd.org](mailto:mentalhealth@palmdalesd.org).

## **Community Resources**

The Palmdale School District has compiled a list of Community Resources that are available to assist the families of the Antelope Valley. These resources include Grief Support, Domestic Violence Shelters, Employment/Job Readiness, Faith-Based Services, Family Support and Childcare, Food, Housing, Legal, and LGBTQ+ Resources, Medical Services, Learning Resources, School-Based Mental Health, Social-Emotional/Health Support for both Children and Adults, Psychiatric/Psychological Emergency Services, and others. Links, phone numbers, and descriptions of these services can be found at <https://www.palmdalesd.org/Page/5738>.

## **Trauma-Informed Practices**

The Palmdale School District is Trauma-Informed Trained, which aids 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 1 Diabetes**

### ***EC 49452.6; (BP 5141.3)***

Type 1 diabetes in children is an autoimmune disease that attacks the insulin-producing cells in the pancreas, destroying the body's ability to make insulin. If left untreated, type 1 diabetes can dramatically impact everyday life, and can even result in death. As the number of people diagnosed with type 1 diabetes continues to increase, it is

critical that parents learn of its symptoms to help their children obtain early diagnosis and treatment when necessary. Please refer to “Appendix D” in this document for more information about Type 1 diabetes.

## **Type 2 Diabetes**

*EC 49452.7; (BP 5141.3)*

Because type 2 diabetes in children is a preventable and treatable disease, parents 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 they have type 2 diabetes or pre-diabetes. Please refer to “Appendix E” in this document for more information about Type 2 diabetes.

## **Health Care Coverage**

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 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.

## **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 provided to enrolled Medi-Cal students at school. The money received through this program is directly reinvested into expanding and improving health and social services for all students.

In accordance with state and federal rules and guidelines, this notification serves as notice to parents that some information may be released from the student’s education records to the District’s reimbursement recovery vendor, Paradigm Healthcare Services, LLC, Special Education Information System (SEIS), and to the Department of Health Care Services (DHCS) for claiming purposes only (and the student’s Medi-Cal benefits may be accessed). The information is only released if the District receives prior parent consent. A parent’s consent may have been provided to the District when the student was registered for school and/or during the IEP/IFSP development and review process (if applicable).

All information that is shared is encrypted and transmitted securely to both the District’s vendor and to DHCS. The education records that may be shared as a result of participation in this program include:

- Student’s name and date of birth, health-related evaluation, intervention, and referral information (for services received at school)
- Practitioners’ notes related to these health services and select data from the student’s IEP/IFSP (if applicable)

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

Parents have the right to withdraw consent to disclose their student’s information at any time. Students will not be denied services they require to attend school, and parents will never be billed by the District for services provided as a result of the consent or non-consent.



## Wellness Policy

*EC 49432; (BP 5030)*

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 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](mailto: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.

## Complaint of Discrimination in USDA Programs

*(BP 3555)*

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## Food Allergies/Special Dietary Needs

*(BP 5141.27)*

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 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, the student 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 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 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; (BP 5141.21)*

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 Naloxone**

*EC 49414.3; (BP 5141.21)*

The District has elected to implement an emergency naloxone program to reverse the effects of an opioid overdose. Naloxone nasal spray or another opioid antagonist will be administered to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose. Naloxone, when administered, reverses or neutralizes in whole or in part the effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

California laws protect persons who administer naloxone and make naloxone more readily available. Specifically, a person is not liable for any civil damages that result from providing emergency care if:

1. The person acted in good faith, and not for compensation;
2. The person provided either emergency care or nonmedical care; and
3. The care was provided at the scene of an emergency.

## **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 will contact the parent or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent 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 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 will have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization will 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 will be superseded by any contravening decision of the parent 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 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 will only be disclosed at the discretion of the principal to staff who have legitimate educational interest.

## **Medication Regimen**

*EC 49423, 49423.1, 49480; (BP 5141.21)*

The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent. The written request from the physician/surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the District assist the student in matters set forth in the statement of the physician/surgeon.

In order for a student to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and releasing the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses auto-injectable epinephrine or inhaled asthma medication in a manner other than as prescribed.

All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes. For requests regarding inhaled asthma medication, the District will also accept the written statement from a physician/surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California as long as the statement is provided in both English and Spanish, and includes the name and contact information of the physician/surgeon.

Other than the requirements listed above, the following is a checklist to assist parents 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 at home, and not at school, 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. 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 or other adult, unless the student is authorized to carry and take the medication by themselves.
5. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. The parent 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.

## **Ambulatory Assistive Devices**

Any student prescribed the temporary use of crutches, a wheelchair, a walker, or a fracture boot at school must present a doctor's note that includes the date of the visit, diagnosis, and the doctor/provider's signature and stamp. The note must also address any restrictions in activities and the dates of restricted activities. For more information, parents should contact the School Nurse at their child's school site.

## **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 will use it only as specified.

The student or parent 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 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. The asbestos management plan can be made available for inspection during normal business hours. For further information, please contact the Facilities and Maintenance Department at (661) 789-6575.

## **Pesticide Products**

*EC 17612, 48980.3; (AR 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 will 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 will be posted immediately upon application and will remain posted until 72 hours after the application. Warning signs will include the term "Warning/Pesticide Treated Area", the name of the product and manufacturer, the product's registration number, intended areas and dates of application, and reason for the pesticide application.

The District intends to apply the following pesticides at the schoolsites during the upcoming year:

<b>PRODUCT NAME</b>	<b>ACTIVE INGREDIENT(S)</b>	<b>REASON(S) FOR USE</b>	<b>INTENDED AREAS</b>
Cheetah Herbicide	Glufosinate-Ammonium	Weed Control	Planters/Dirt/Cracks in the Asphalt and Concrete
Magnify Activator	Alkyl Polyglucoside Ammonium Nitrate	Prevention of bubbles/ foaming of herbicides	Planters/Dirt/Cracks in the Asphalt and Concrete
Specticle Flo	Indazifl	Prevention of Weeds	Planters/Dirt/Cracks in the Asphalt and Concrete

Parents 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 will 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 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). A copy of the District's Integrated Pest Management Plan can be obtained by also contacting the Facilities and Maintenance Department at (661) 789-6575.

# 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 is 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 will 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 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 will 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 will 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 will 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.
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, 48901.7; (BP 5131, 5131.8)*

As the technology of wireless communication in our society has evolved, there is now widespread use of electronic signaling devices, including mobile communication devices, 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 possession or 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.

Personal electronic devices; in particular, mobile communication devices (e.g., smartphones):

1. Must remain off and put away during instructional time, except under any of the following circumstances:
  - a. In the case of an emergency, or in response to a perceived threat or danger.
  - b. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator.
  - c. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being.
  - d. When the possession or use is required by the student's individualized education program (IEP) or Section 504 Plan.
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 the principal or District staff.

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 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 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**

*BPC 22950.5; HSC 11014.5; (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.

## **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 will use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline will 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 must be priorities in determining appropriate discipline. When misconduct occurs, staff will 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 will 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 the student or their property; cause the student to experience a substantially detrimental effect on their physical or mental health; or cause the student to experience substantial interferences with their 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.

### **Suspension from Class by a Teacher**

*EC 48900(k), 48910; (BP 5144.1)*

After other means of correction have failed to bring about proper conduct, a teacher may suspend a student from their class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. Additionally, a teacher may suspend a student from class for disrupting school activities or otherwise willfully defying the valid authority of the teacher or other school personnel engaged in the performance of their duties. A teacher also may refer a student to the principal or designee for consideration of suspension from school.

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

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

### **Requirement of Parent School Attendance**

*EC 48900.1; (BP 5144.4)*

The parent 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 their 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 will send a written notice to the parent stating that attendance by the parent, who is actually living with the student, is pursuant to law. Specifically, the notice will:

- Inform the parent of the date and length of the visit, and how to arrange for an alternate date.
- State that a parent who does not have a means of transportation to school may ride the school bus with the student.
- Direct the parent to meet with the principal after the visit and before leaving the school.



- Direct the parent to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement. (Note: Per LC 230.7, employers are not allowed to apply sanctions against the parent for complying with this requirement if the parent has given reasonable notice to their 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 must be preceded by an informal conference where the student is informed of the reason for the disciplinary action, including the other means of correction that were attempted, and the evidence against the student, and will be given the opportunity to present their version and evidence in their 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 and student will be notified of the student's right to return to school for the purpose of a conference. The conference must be held within two school days unless the student waives their right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

At the time of the suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person. The parent will also be notified in writing of the suspension. The notice will 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 to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. A parent of a student suspended must respond without delay to the request for a meeting; however, the student may not be denied readmission solely because the parent 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 the Superintendent or designee determines, following a meeting in which the student and the student's parent 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.

## **Assignments and Tests during Suspension**

*EC 48913, 48913.5; (BP 6154)*

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. However, a teacher must provide a student that has been suspended from school for two or more days the homework that the student would otherwise have been assigned if the student or the student's parent or other person holding educational rights makes a request to the teacher. Whenever homework assignment that is requested and turned into the teacher either upon the student's return to school from suspension or by the deadline prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment cannot be included in the calculation of the student's overall grade in class.

## **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 44014, 48902; (BP 5144.1)*

Whenever any district employee is attacked, assaulted, or physically threatened by a student, the incident must be promptly reported to the appropriate law enforcement authorities. Additionally, 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 will 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 the student's parent must sign and submit a 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, the student must immediately report such information to the teacher or other District personnel. If a student unintentionally gains access to another student's account, they 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. (*See the notification under "Electronic Signaling Devices" regarding additional exceptions to the possession or use of smartphones.*)
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 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.

## Bring Your Own Device (B.Y.O.D.) Policy

### Availability of Access

Access to the Palmdale School District's filtered wireless network utilizing personal wireless devices is available to students for instructional purposes only, per the District's Responsible Use Agreement (RUA) for Technology and related Board Policy/Administrative Regulation 6163.4.

Conditions of use for the District's network is permitted as long as the user's actions:

- Comply with the responsibilities specified in the District's RUA
- Impose no tangible costs to the District
- Do not unduly burden the District's computers or network resources
- Have no adverse effect on a student's academic performance
- Do not cause a substantial disruption to the educational environment
- Follow the policies put forth in this document

### Wireless Information

In accordance with the Child Internet Protection Act (CIPA), all students who bring their own technology device(s) onto campus must use the PSD filtered wireless network (STUDENT Wi-Fi network) and agree to comply with the terms of the PSD BYOD RUA. The district does not provide private data plans or other forms of connectivity to the Internet.

**4G/5G/LTE network access is prohibited.** The District cannot filter or monitor devices that access personal Wi-Fi provided by private carriers. Therefore, in legal compliance with CIPA, students who bring 4G/5G/LTE-enabled devices must access the Internet via the District's filtered Wi-Fi connection.

### Acceptable Devices

The following personally-owned devices are permitted on campus:

- Tablets, including iPads, Android tablets (Samsung Galaxy, Asus Transformer, etc.)
- eReaders (Kindles, Nooks, etc.)
- Laptops and Chromebooks
- Smartphones (for instructional use and/or emergency contact)

### Limitations of District Filters

Although the District uses a software filter to block known inappropriate websites and prohibit access to harmful materials accessed from a District network, filtering technology is not perfect and may interfere with legitimate educational purposes and allow some objectionable material to be viewed.

### Privacy

The use of the District's technology resources (Wi-Fi) is not private; students should not expect that files stored on or transmitted via the District's resources will be confidential. All digital transmissions and storage are subject to inspection and/or monitoring by District employees and other officials. Digital files and storage created using district accounts, technology, and/or Internet are the property of the District.

### Additional Restrictions on Use

Students must adhere to Copyright ©, Trademark ™ and/or Registered ® laws at all times. Students agree not to send, access, submit, publish, display, or print over the Internet or the District's network or use any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented content using the District's technology resources threatening, offensive, or illegal material. Cyberbullying is expressly prohibited. Students may not use District technology resources to conduct for-profit business activities, engage in religious activities, or engage in political lobbying, advertising, promotion of commercial purposes, or similar objectives, including purchasing any items or services.

### Limitation of Liability

Palmdale School District is not responsible for any damages suffered by the student, including those arising from service interruptions, unauthorized use, loss of data, or exposure to potentially harmful or inappropriate material. The District specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. The District assumes no liability for personal technology, including computers, smartphones, network access devices, or other electronic devices if such devices are damaged, lost or stolen. The student and the student's parent/guardian shall indemnify and hold the District harmless from any losses sustained due to the student's use or misuse of the District's technology resources and/or the loss or damage of personal technology.

### Additional Provisions

1. Participation in this program is optional. Non-participation will not affect a student's grades or general education. The District currently provides 1:1 technology access during school hours to all students enrolled in the District.
2. The District is not responsible for purchasing personal data plans and/or personal devices.
3. The student/parent is responsible for all maintenance and repair, replacement or modifications, and software updates necessary to effectively use the device at school.
4. The District reserves the right to inspect personal technology devices if there is reason to believe that it was used to violate policies or administrative procedures, or cause intentional harm to others or to the District. The student may be asked by a school or district administrator for any passwords, PINs, etc. for access to the contents on the device. As provided by SB 178, the student has the right to decline access to their device, except in an emergency where it is believed there is imminent danger of harm to the student and/or others, where the device will be confiscated and inspected without consent. If law enforcement becomes involved a warrant may be issued to inspect the device.
5. The student may NOT use any devices to record, transmit or post photos, video, or audio of a person and/or instructional materials and assessments without written consent of all parties.
6. Personal devices may not be used in restrooms, locker rooms, or any area that has an expectation of privacy.
7. Each school has its own rules and policies regarding when personal devices may or may not be used on campus. Contact your child's school for written policies.

Parents that permit their child to use a personally owned technology on campus agree to the terms and conditions set forth in this document.

Violations may result in the loss of privilege to use personal technology in school and/or disciplinary action, including suspension or expulsion, and/or legal or criminal action, as warranted.

## **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 them at all times. Students must keep private and not share their account information, passwords, or other information at any time. Students may 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 must 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.
12. 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 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 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.common sense media.org>
- Connect Safely – <https://www.connectsafely.org/>
- National Center for Missing & Exploited Children – <https://www.net smartz.org/>
- Net Cetera – <https://www.consumer.ftc.gov/features/feature-0002-parents>
- Web Wise Kids – <http://www.webwisekids.org>

The District will continue to provide Internet security within its schools. It is important that parents 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 representatives from a local law enforcement agency, fire department, and other first responder entities, 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, 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, except for the section on tactical responses to criminal incidents, is readily available for inspection by the public upon request at the school office. A description of key elements and the status of the school safety plan is also included in the School Accountability Report Card.

## 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 have signs posted at conspicuous locations and inform students, staff, and visitors that the system may not be actively monitored by school personnel.

The cameras are not 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 are placed in common areas such as hallways, stairwells, playgrounds, parking lots, and entry ways. Any audio capability on the District's surveillance equipment is 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 will 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 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.



In accessing a school campus, the following are additional guidelines for non-district personnel/visitors:

1. School visits may not be scheduled during arrival or dismissal times.
2. Non-district personnel/visitors are not allowed in the cafeteria during school hours, except in the event a school function is being held in the cafeteria.
3. Non-district personnel/visitors are not allowed on the playground during school hours, except in the event that a school function is being held in the playground area.
4. Non-district personnel/visitors are not allowed on campus until after the start bell at the beginning of the day without registering at the office and receiving a visitor's pass or until after the dismissal bell at the end of the school day.
5. No commercial vendors/sales representatives may have access to school facilities unless they have an appointment with a district employee.
6. In an effort to ensure the continued safety of district schools, and given the limited number of restrooms on campus, restrooms are for students and staff members only during school hours. Appropriate signage will be placed on all restroom doors.
7. 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 must follow school arrival and dismissal procedures and must pick up and drop off their children at the designated entrances and exits. 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 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) or to persons indicated on the student's emergency card. Parents 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 5142.2)*

Parents 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, their parent 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 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 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 understands the reasons for the uniform policy and to verify information on the application, the parent must 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, who may also alter the dress code to meet the school site's specific needs. However, the dress code will not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on a student's gender, sexual orientation, race, ethnicity, household income, or body type of size. Students will not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

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, excessive 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/slides, 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. 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. Leggings may not be worn alone as pants. 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.
- Hats (except when worn outside to prevent sunburn), headbands, headgear, do-rags, 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. Students will not be discriminated against based on their hair texture and protective hairstyles, including, but not limited to, braids, locs, and twists.
- Personal grooming items must be kept in the backpack at all times and not be taken out in the classroom, cafeteria, or playground. All hygiene products must be in travel size and in their original container or packaging.

No grade of a student participating in a physical education class will 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, 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 will 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 them to wear for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on school grounds. Upon completion of the visit, a visitor must return immediately to the school office to turn in the visitor's badge and sign out.

In an effort to ensure the continued safety of our schools, the following are additional guidelines for visitors and other non-district personnel:

1. Visitors are not allowed on campus until after the start bell at the beginning of the school day without registering at the office and receiving a visitor's badge, or until the dismissal bell at the end of the school day.
2. School visits may not be scheduled during arrival or dismissal times.
3. Visitors are not allowed in the cafeteria or on the playground during school hours, except in the event a school function is being held at those locations.
4. Lunches brought from home after the start of the school day must be dropped off in the main office,
5. Restrooms are for students and staff members only during school hours, especially given the limited number of restrooms on campus.

Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement. The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke a visitor's registration if there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

## **Emergency Secured Campus Procedures**

Secure campus procedures will 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 secured campus emergency, students are to remain in the classrooms or designated locations at all times. 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 secured campus procedure. The secured campus procedure will 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, 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, 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 should address any concerns about their child participating in site disaster drills with the school principal.

Parents are encouraged to review the safety educational materials provided on the California Department of Education webpage at <https://www.cde.ca.gov/ls/ep/schoolemergencyres.asp>. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crises.

## **Civility Policy**

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

The District's civility policy demands that all District schools and offices must 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 acting toward their 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 their 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 will 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 their 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 is guilty of a misdemeanor. Any student in violation will 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 will be punished by a fine of two hundred fifty dollars (\$250) for each violation.

## **Dangerous Objects**

*EC 48902, 49331, 49393; (BP 5131.7)*

Students are prohibited from possessing weapons, imitation firearms, or other dangerous instruments on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school. Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the District. If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat will immediately report the threat to law enforcement. The principal or designee will also notify law enforcement when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. If the student commits any of the acts described in this notification, the student will be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

## **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.

## **Safe Storage of Firearms**

*EC 48986, 49392*

There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Parents are responsible for keeping firearms out of the hands of children and should evaluate their own personal practices to assure that every member in the family is in compliance with California law. (*Note: A county or city may have additional restrictions regarding the safe storage of firearms.*)

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.  
(*Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.*)
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent/guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

## **Employee Interactions with Students**

*EC 44050; (BP 4119.24, 4219.24, 4319.24)*

Employees, including independent contractors and volunteers, of the Palmdale School District are expected to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students both within and outside the educational setting. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate; therefore, employees are not to engage in unlawful or inappropriate interactions with students and must avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

In fulfillment of the obligation to ensuring the safety of all students, an employee will not:

1. Engage in harassing or discriminatory behavior towards students, or fail or refuse to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.
2. Use profane, obscene, or abusive language against students.
3. Physically abuse, sexually abuse, neglect, or otherwise willfully harm or injure a student.
4. Initiate inappropriate physical contact.
5. Be alone with a student outside of the view of others.
6. Engage in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.
7. Address a student in an overly familiar manner, such as by using a term of endearment.
8. Single out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students.
9. Enter into or attempt to form a romantic or sexual relationship with any student.
10. Visit a student's home or invite a student to visit the employee's home without parent consent.
11. Send or accompany students on personal errands unrelated to any legitimate educational purpose.
12. Transport a student in a personal vehicle without prior authorization.
13. Maintain personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent or the principal. Employees are to use District-issued equipment or technological resources when communicating electronically with students. Employees must not communicate with students through any medium that is designed to eliminate records of the communications.
14. Socialize or spend time with students outside of school-sponsored events, except as participants in community activities.
15. Create or participate in social networking sites for communication with students, other than those created by the District, without the prior written approval of the principal or designee.
16. Invite or accept requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business.
17. Intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.
18. Encourage students to confide their personal or family problems and/or relationships.
19. Disclose personal, family, or other private matters to students or share personal secrets with students.

An employee who observes or has evidence of another employee's inappropriate conduct must immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect must file a report pursuant to the District's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct will be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy will be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee will notify local law enforcement as appropriate. An employee who has knowledge of, but fails to report, inappropriate employee conduct may also be subject to discipline. Immediate intervention will be implemented when necessary to protect student safety or the integrity of the investigation.

The District prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the District's complaint process will be subject to discipline.

## **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 their 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 endangerment 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 their 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 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

1150 West Avenue J

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
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 will 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 will not notify the parent, but rather will provide the peace officer with the address and telephone number of the child's parent. It is the responsibility of the peace officer or agent to notify the parent of the situation.

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

## **Sex Offender Notification/Megan's Law**

*PC 290 et seq.; (BP 3515.5)*

When law enforcement has determined that parents should be notified regarding the presence of a sex offender in the community, the Superintendent or District liaison will collaborate with law enforcement in order to determine an appropriate response. Whenever the principal has granted permission to a person who is required to register as a sex offender pursuant to PC 290 to come upon school grounds to volunteer at the school, the parent of each student at that school, will be notified at least 14 days in advance that a registered sex offender has been granted such



permission, the date(s) and times for which permission has been granted, and the parent's right to obtain information regarding the person from a designated law enforcement agency.

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 middle schools. Students with exceptional needs may be provided transportation through the IEP process. 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 are encouraged to read and discuss the following information with their children. (BP 3540, 5131.1; AR 3541, 3543)

## Philosophy

The Palmdale School District Transportation Department strives to maintain student safety as the number one priority while providing excellent customer service. This is accomplished by ensuring that staff are trained in applicable laws, board policies, and administrative regulations.

## General Safety Rules

- Students are to obey the instructions of the bus driver at all times. 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 cannot ask to ride home on another bus with a friend.
- It is the responsibility of the parent 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

As a reminder, the times that are published on the District website or the times provided from Dispatch are the departure times. Have your child(ren) ready 5-10 minutes early. Students who are late or continue to be late are subject to a bus ticket, which can result in bus suspension, as described below.

Parents should discuss with their children a plan of action if the morning bus is missed. 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 to ten minutes before scheduled departure time. Drivers will not pick up students unless they are at their designated stop.
- Stand on the sidewalk, in single file line, and wait for the bus.
- Stand clear of the bus until it comes to a complete stop.
- When the bus approaches, prepare to load immediately.

## Loading the Bus

- Do not push or shove.
- Always use the handrail and steps.
- Go to your assigned seat and fasten your seat belt. 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.
- Do not obstruct the aisle with legs, feet, or other personal objects (*i.e.*, backpacks, instruments).

## 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 starts. 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 or other designated adult that is on the emergency card be available at the bus stop with a photo ID 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.

### **Emergency Procedures**

Emergency procedures and safety rules will be discussed by the bus driver once a year, and prior to all activity trips.

### **Assigned Seating**

Assigned seating is required on all elementary and middle school buses. Drivers should have assigned seats in place 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 (except for service animals) or insects
- Glass containers

### **Bus Suspension Guidelines**

If the rule violation is not covered by the above, then bus suspension and length imposed is based on the number of referrals (or bus tickets) the student has received during the present school year:

- 1st Offense – verbal warning to student by driver
- 2nd Offense – written warning to student and parent by administrator; possible assigned seat
- 3rd Offense – one (1) school-day suspension from riding the bus
- 4th Offense – three (3) school-day suspension from riding the bus
- 5th Offense – five (5) school-day suspension from riding the bus; meeting with parent
- 6th Offense – ten (10) school-day suspension from riding the bus; meeting with parent
- 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. Students who are involved in any kind of physical altercation may receive up to a five-day suspension from the bus. 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**

Students must help keep the bus and the area around the bus stop clean. Students may not damage or deface the bus or tamper with bus equipment. The parent 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 will be subject to discipline in accordance with district policy and regulations. A notice will be prominently posted on school buses that are equipped with a surveillance monitoring system.

The bus video recordings may be used to resolve complaints by students and/or parents and to help employees maintain discipline. Contents of a recording may be classified as a student record, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate.

# 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 and the community about the conditions, needs and progress at each school and to help provide data by which parents 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

*EC 51101; (BP 5020)*

Parents 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

### *EC 48985*

When 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices, reports, statements, or records sent to parents must be written in both English and the primary language, and parents may respond in either language.

Parents in need of translation services during conferences, IEPs, or other meetings may request a District translator through Access and Equity, Multilingual Programs at (661) 223-3306.

## 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 and other members of the community are encouraged to share their time, knowledge, and abilities with students. Volunteers must 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 they have 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, they 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); (BP 6020)*

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.

The Parent and Family Engagement Policy was approved by various parent groups: AAPAC on April 17, 2023; DPAC on February 8, 2023; and PROMISE Parent Ambassadors on February 9, 2023.

### **Parent Teacher Association (PTA)**

Notices will be sent home periodically to keep parents 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)**

*Requirement:* Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

*Responsibilities:* The DELAC will advise the Governing Board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents.
- If the DELAC acts as the English learner parent advisory committee under EC 52063(b)(1) and 52062(a)(2), review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

### **English Learner Advisory Council (ELAC)**

*Requirement:* Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

*Responsibilities:* The ELAC is responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Increasing parents' awareness of the importance of regular school attendance.
- Electing at least one member to the DELAC. Districts with 31 or more ELACs may use a system of proportional or regional representation.

### **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 1 Diabetes Information Sheet**

Fact sheet for parents to raise awareness about Type 1 diabetes in children.

**Appendix E    Type 2 Diabetes Information Sheet**

Fact sheet for parents of incoming seventh grade students to raise awareness about Type 2 diabetes in children.

**Appendix F    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 the student, a parent, 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 several assessments that are administered each spring to students in grades 3 through 8 and 11. 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 California State Standards (CCSS) in English Language Arts (ELA) and Mathematics and are administered in grades 3 through 8 and 11 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 and once in high school.

- **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 and 11. 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 and once in high school.

- **California Spanish Assessment (CSA)**

California offers the optional online CSA, which is aligned with the California Spanish CCSS. This assessment is for students in grades 3 through 8 at our Dual Immersion programs and for students taking Spanish as an elective in high school. It measures their performance and progress in Spanish.

A parent may annually submit to the District a written request on a district provided form to excuse their student from any or all parts of the CAASPP assessments for the school year, and such a request will be granted by the Superintendent or designee. If a parent 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 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 your school site's administrator.

### English Language Proficiency Assessment for California (ELPAC)

The ELPAC is aligned with the 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. The assessments consist of four domains – Reading, Writing, Listening and Speaking.

- **Initial ELPAC**

The Initial ELPAC is the required state test for English Language Proficiency (ELP) that is given to students whose primary language is a language other than English. State and federal law requires that local educational agencies (LEAs) administer a state test for ELP to eligible students in kindergarten through grade twelve. The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important, so students get the support they need to do well in school while receiving instruction in all school subjects. The assessment is to be completed within 30 calendar days. Parents will receive written notification of the results.

- **Summative ELPAC**

The Summative ELPAC measures how well English learner students are progressing with English language development in each of the four domains. The ELPAC is aligned with the California English Language Development Standards. The purpose of the Summative ELPAC is to measure a student's progress toward English proficiency and to help determine if the student is ready to be reclassified as a fluent English learner. It is important that students continue to receive the support they need to do well in school. Parents receive a written notification annually of their child's progress and exit criteria.

- **Alternate ELPAC**

The Alternate ELPAC is the test that is used to measure how well students in kindergarten through grade 12, including students through twenty-one years of age, understand English when it is not their primary language. This test is designed for students with the most significant cognitive disabilities who are English learners (Summative), and potential English learners (Initial), who have been identified as having a primary language other than English. Furthermore, their IEP team has determined that they are eligible for an alternate assessment.

**Physical Fitness Test (PFT)**

The PFT for students in California schools is administered in the spring to students in grades 5, 7 and 9. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students are assessed in five zones – Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Trunk Extensor Strength, and Flexibility. Participation rates for each zone are reported in the school's School Accountability Report CARD (SARC).

## 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 FDIPIR (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 of 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.).

[https://www.lirs.org/assets/2474/bna\\_beinformed\\_safetyplannin\\_gtoolkit.pdf](https://www.lirs.org/assets/2474/bna_beinformed_safetyplannin_gtoolkit.pdf) (example plan)

- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent/guardian is available.

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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

GRADE	NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION <sup>1,2,3</sup>				
TK-12 Admission	4 Polio <sup>4</sup>	5 DTaP <sup>5</sup>	3 Hep B <sup>6</sup>	2 MMR <sup>7</sup>	2 Varicella
(7 <sup>th</sup> -12 <sup>th</sup> ) <sup>8</sup>	K-12 doses	+ 1 Tdap			
7 <sup>th</sup> Grade Achievement <sup>9,10</sup>		1 Tdap <sup>8</sup>			2 Varicella <sup>10</sup>

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 4th birthday.
5. Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th 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 (also meets the 7th-12th grade Tdap requirement. See fn. 8). One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement.
6. For 7th 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 1st birthday meet the requirement.
8. For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
9. For children in ungraded schools, pupils 12 years and older are subject to the 7th 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. Students entering 7th grade who had a personal beliefs exemption on file must meet the requirements for TK/K-12 and 7th grade. See [shotsforschool.org](http://shotsforschool.org) for more information.

**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.\*
- A personal beliefs exemption (filed in CA prior to 2016); this is valid until enrollment in the next grade span, typically at TK/K or 7th grade.+

**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.\*

*Continued next page...*



## CONDITIONAL ADMISSION SCHEDULE FOR GRADES K-12

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.

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

1. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday. If polio #3 is the final required dose, polio #3 should be given at least six months after polio #2.
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.

\* In accordance with 17 CCR sections 6050-6051 and Health and Safety Code sections 120370-120372.

† In accordance with Health and Safety Code section 120335.

**Questions?** See the California Immunization Handbook at [www.ShotsForSchool.org](http://www.ShotsForSchool.org)

## Appendix D. Type 1 Diabetes Information Sheet

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

### Description

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

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

### ***Type 1 diabetes affects insulin production***

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

### **Risk Factors Associated with Type 1 Diabetes**

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

### **Risk Factors**

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

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

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

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

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

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

### **Types of Diabetes Screening Tests That Are Available**

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.

## Appendix E. 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.

*References:* American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine; US Centers for Disease Control and Prevention

## **Appendix F. 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.

The Home-to School Compact was approved by various parent groups: AAPAC on April 17, 2023; DPAC on February 8, 2023; and PROMISE Parent Ambassadors on February 9, 2023.