



2026-2027 STUDENT HANDBOOK



DISTRICT AND SCHOOL INFORMATION

www.lancsd.org ▪ 661-948-4661

44322 Hardwood Avenue, Lancaster, California 93534

Amargosa Creek Middle School (661) 729-6064 44333 27 th Street West, Lancaster, CA 93536	Mariposa Innovation Academy (661) 285-1546 737 W. Avenue H-6, Lancaster, CA 93534
Desert View Elementary (661) 942-9521 1555 West Avenue H-10, Lancaster, CA 93534	Miller Academy of Art and Media (661) 726-1826 43420 22 nd Street West, CA 93536
Discovery Elementary (661) 949-3175 37500 50 th Street East, Lancaster, CA 93535	Monte Vista Elementary (661) 942-1477 1235 W. Kettering, Lancaster, CA 93534
El Dorado Elementary (661) 942-9521 361 E. Pondera Street, Lancaster, CA 93535	Nancy Cory Elementary (661) 722-1010 3540 W. Avenue K-4, Lancaster, CA 93536
Endeavour Middle School (661) 943-8270 43755 45 th Street West, Lancaster, CA 93556	New Vista Middle School (661) 726-4271 753 E. Avenue K-2, Lancaster, CA 93535
Fulton & Alsbury Academy (661) 899-7836 831 E. Avenue K-2, Lancaster, CA 93535	Piute Middle School (661) 942-9508 425 E. Avenue H-11, Lancaster, CA 93535
Jack Northrop Elementary (661) 949-0435 835 E. Avenue K-4, Lancaster, CA 93535	The Promise Academy (661) 940-6678 1331 E. Avenue J-8, Lancaster, CA 93535
Joshua Elementary (661) 948-0743 43926 N. 2 nd Street East, Lancaster, CA 93535	RISE Community Day School (661) 726-5454 44306 Hardwood Avenue, Lancaster, CA 93534
Lancaster Alternative Virtual Academy (661) 488-7600 44034 13 th Street, Lancaster, CA 93534	Sierra Elementary (661) 942-9536 747 W. Avenue J-12, Lancaster, CA 93534
Lincoln Elementary (661) 726-9913 44021 15 th Street East, Lancaster, CA 93535	Sunnydale Academy of Marketing and Entrepreneurship (661) 948-2636 1233 W. Avenue J-8, Lancaster, CA 93534
Linda Verde Dual Language Academy (661) 942-0431 44924 5 th Street East, CA 93535	West Wind Elementary (661) 948-0192 44044 36 th Street West, Lancaster, CA 93536

DISTRICT SUPPORT RESOURCES

Child Nutrition Services (661) 948-4661 ext.50144	Special Education (661) 723-0351 ext. 57164
District Office (661) 948-4661	Student & Family Services (661) 948-4661 ext. 57460
Early Learning (661) 948-4661 ext. 15201	Student Equity (661) 723-0351 ext. 57204
Educational Services (661) 948-4661 ext. 57186	Transportation (661) 789-6588
Expanded Learning (ELOP) (661) 723-0351 ext. 57115	Transportation Dispatch (661) 229-4065
Pupil Safety & Attendance (661) 723-0351 ext. 57461	Welcome & Wellness Enrollment Center (661) 471-3712

Lancaster School District 2026-2027 School District Calendar

July						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Independence Day Observed

January						
S	M	T	W	T	F	S
					1	2
					18	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-8 Winter Break
18 Martin Luther King Jr. Day
PD Early Release
22 Report Cards mailed
14/100 Days

August						
S	M	T	W	T	F	S
						1
						6,7,10
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4-5 New Teacher Orientation
6,7,10 Staff Development (No School)
11 First Day of School (Early Release)
PD Early Release
26 Middle Back to School Night
15/15 Days

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
						12
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2 No PLC
5 Staff Development (No School)
12 Lincoln's Birthday
15 President's Day
PD Early Release
17/117 Days

September						
S	M	T	W	T	F	S
			1	2	3	4
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day
PD Early Release
21/36 Days

March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
						12
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22-26 Spring Break
PD Early Release
19 End of Reporting Period
18/135 Days

October						
S	M	T	W	T	F	S
				1	2	3
						22
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 Parent Conf. (No School)
22 Parent Conf. (Early Release)
PD Early Release
9 End of Reporting Period
23 Report Cards mailed
21/57 Days

April						
S	M	T	W	T	F	S
				1	2	3
						9
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

PD Early Release
9 Report Cards mailed
22/157 Days

November						
S	M	T	W	T	F	S
						11
						23-27
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veteran's Day
23-27 Thanksgiving Break
PD Early Release
15/72 Days

May						
S	M	T	W	T	F	S
						1
						31
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day
PD Early Release
20/177 Days

December						
S	M	T	W	T	F	S
			1	2	3	4
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 Early Release
21-31 Winter Break
18 First Semester Ends
PD Early Release
14/86 Days

June						
S	M	T	W	T	F	S
			1	2	3	4
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3 Last Day of School (Early Release)
3 End of Reporting Period
PD Early Release
18 Juneteenth Observed
3/180 Days

	Schools Closed
	No School for Students Teacher Prep/PD/Orientation 8/6, 8/7, 8/10, 2/5
	Parent Conferences No School for Students
	Early Release Parent Conferences
	Early Release for Professional Development
	Early Release No Professional Development on 08/11, 12/18, 02/02, 06/03
	First/Last Day of School (Early Release)
	New Teacher Orientation

Board Approved: March 3, 2026

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KEY TO ACRONYMS

AR	Lancaster School District Administrative Regulation
BP	Lancaster School District Board Policy
BPC	California Business and Professions Code
CC	California Civil Code
CCR	California Civil Code of Regulations, Title 5
CDE	California Department of Education
CFR	Code of Federal Regulations, Title 34, Title 40
CVC	California Vehicle Code
EC	California Education Code
GC	California Government Code
HSC	California Health and Safety Code
LC	California Labor Code
LEA	Local Educational Agency
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.

The following information is provided at the beginning of each school year to assist parents/guardians with information concerning parent/student rights, which the law requires the school district to provide per Education Code 48980.

ENROLLMENT

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 Lancaster 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/Allen Bill

EC 48204(b), 48980(g); (BP 5111.1)

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 Lancaster School District may apply to enroll their child in any District school, regardless of the location of their residence within the District. No student currently residing with a school's attendance area shall be displaced by another student transferring from outside the attendance area. Transportation to any other school is the responsibility of the parent.

Applications to request an intradistrict transfer are available beginning March 15 1 of each year and must be submitted by April 15 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 <https://lancsd.schoolmint.com/login>. 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 Waiver/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 Board of Trustees, 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 Waiver/Permit

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

Beginning on March 1 of each year, a parent may seek release from the Lancaster School District for their child to attend a school in any other school district through an interdistrict waiver/permit for the subsequent school year. The District may consider granting a waiver/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 waiver/permit.

An application to request for an interdistrict transfer from the District to attend school in another district may be obtained from the Pupil Safety and Attendance office. More information, including the application form, is also available at <https://www.lancsd.org/Families/Enrollment/TransfersOpen-Enrollment/index.html>. 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.

District of Choice

EC 48300 et seq.

A student may transfer to a school district that participates in the District of Choice (DOC) program. The DOC will determine the number of transfer students it is willing to accept and will admit students until it is at maximum capacity through an unbiased process that does not inquire into, evaluate, or consider students on their academic or athletic performance, physical condition, proficiency in English, any personal characteristic (*i.e.*, race, gender, religion, sexual orientation, etc.), or family income. However, a DOC may use existing entrance criteria for specialized schools or programs as long as the criteria are uniformly applied to all applicants.

If there are more requests than there are spaces available, approval for transfer will be determined by a random drawing held in public at a regularly scheduled board meeting of the DOC after granting priority enrollment in the following order: (1) siblings of students already in attendance in the DOC; (2) students eligible for free or reduced-price meals, and students who are in foster care or are experiencing homelessness; and (3) children of military personnel. An application requesting transfer must be submitted to the DOC before January 1 of the school year preceding the school year for which the student is requesting the transfer – a modified application process is available for children of relocated military personnel. By March 1, applicants will be notified in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. Vacancies may be filled from the waiting list until May 1. Once the transfer is approved, a student attending a DOC complies with residency requirements for school attendance. The transfer is applicable for one school year and shall be renewed automatically unless the governing board of the DOC elects to withdraw participation from the program.

Districts electing to participate in the DOC program are required to register with the California Department of Education; a list of participating districts for the current school year can be found at <https://www.cde.ca.gov/sp/eo/dc/>. For additional information regarding the application process, timelines, selection process, and reasons for denial of a request, please visit the website of the participating district. Please note that Lancaster School District does not participate in the DOC program.

EQUITY AND ACCESS

Nondiscrimination in District Programs and Activities

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

The Lancaster 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 against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a 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. Lack of English language skills will not be a barrier to admission or participation in District programs, and District programs and facilities are in compliance with the Americans with Disabilities Act. Complaints of unlawful discrimination are investigated and resolved through the Uniform Complaint Procedures described in this section.

Nondiscrimination in Career Technical Education

The Lancaster School District assures all parents, students, employees, and the general public that all Career Technical Education (CTE) opportunities and elective programs are offered regardless of an individual's actual or perceived protected characteristics, as identified above. There are no admission prerequisites for these offerings. Questions regarding nondiscrimination in career technical education may be directed to the District's designated compliance officers.

This includes classes on Robotics, 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>	Trish Wilson	44322 Hardwood Avenue, Lancaster, CA 93534	(661) 723-0351
<u>ADA/Title II</u>	Richelle Pulos	44711 N. Cedar Avenue, Lancaster, CA 93534	(661) 948-4661
<u>Title V</u>	Richelle Pulos	44711 N. Cedar Avenue, Lancaster, CA 93534	(661) 948-4661
<u>Title IX</u>	Richelle Pulos	44711 N. Cedar Avenue, Lancaster, CA 93534	(661) 948-4661

Nondiscrimination/Harassment

EC 200-262.4; (BP 5131.2, 5145.3)

The Lancaster School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in PC 422.55 and EC 220, including immigration status, 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 such an act must take immediate steps to intervene when safe to do so, and any student, parent/guardian, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee.

The policy addressing discrimination, harassment, violence, intimidation, or bullying are posted in areas that are accessible to, and commonly frequented by, schoolsite employees, students, and members of the public at each schoolsite and district office, including, but not limited to, in school office lobbies, staff lounges, student government meeting rooms, and on the District's website. The posting provides information 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.

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, 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, and to all acts of the Board of Trustees and the Superintendent in enacting policies and procedures that govern the District. 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, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a 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. 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, participates, or refuses to participate 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 nondiscrimination 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. Questions or complaints may be directed to the following designated compliance officers:

Richelle Pulos	Uniform Complaint Procedures/Title IX/ADA/Title II Officer	(661) 948-4661
Trish Wilson	504 Plan Coordinator	(661) 723-0351

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 221.5(d), 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 sex-based harassment. California law further provides that 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 Lancaster School District. It also 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 Lancaster 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 offered vocational or school program guidance that is different from that offered to a student of the opposite sex
5. 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
6. Access to a gender equity coordinator to answer questions regarding gender equity laws
7. Contact the State Department of Education to access information on gender equity laws
8. 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
9. Pursue civil remedies as a result of discrimination
10. 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: Richelle Pulos, (661) 948-4661. 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 for Civil Rights

Title IX and Sex Discrimination – <https://www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination>

Filing a Discrimination Complaint – <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=r>

Sexual Harassment

5 CCR 4917; EC 212.6, 231.5, 48900.2, 48980(f); (BP/AR 5145.7, 5145.71)

The Board of Trustees is committed to maintaining a welcoming, safe, and supportive school environment that is free of discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment targeted at any student. Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (EC 220.1, 221.8; 34 CFR 106.71) The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact 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 by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Instructional Program

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged 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, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures 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/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive 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

Defining Sexual Harassment

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status.

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 district-related or district-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, 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

Reports and Complaints

A student or a student's parent who believes that the student has been subjected to sexual harassment, in a district program or activity, or who has witnessed sexual harassment is strongly encouraged to report the incident to the District's Title IX Coordinator, a teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must report the incident to the Title IX Coordinator within one workday. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator will assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint is to be investigated and resolved in the same manner as if the

prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 – Uniform Complaint Procedures.

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: Richelle Pulos, at 44711 N. Cedar Avenue, CA 93534, or (661) 948-4661. 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 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 provide this notification to all pregnant and parenting students as part of the "Welcome Packet" and/or "Independent Student Packet" to ensure pregnant and parent students are notified of the rights and options available to them under the law.
3. 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 actual or potential pregnancy, childbirth, false pregnancy, termination of pregnancy, or related medical conditions or recovery; the District will treat pregnancy and related conditions in the same manner and under the same policies as any other temporary disabling condition.
4. 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.
5. 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.
6. 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.
7. 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.
 8. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks.
 9. Specific to parental leave:
 - a. No student is required to take all or part of the parental leave.
 - b. A student on parental leave cannot be required to complete academic work or other school requirements but has the right to make up work missed upon return to school.
 - c. The student has the right to return to the school and course of study in which 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.

Antisemitism Prevention

EC 244, 2623, 280, 33800 et seq., 48980, 51500, 51501, 60151; (BP 0410, 1312.2, 1312.3)

The policy of the State of California is to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in the educational institutions of the state. To ensure that classrooms are safe, welcoming, and inclusive learning environments for students of all faiths and backgrounds, including Jewish and Israeli students, antisemitic discrimination may be classified as discrimination on the basis of religion, national origin, ethnicity, or some combination of these factors. Therefore, schools are to treat antisemitism with the same seriousness as other forms of hate, and are required to establish a clear and transparent mechanism for students to report hate incidents and acts of antisemitism.

The following information highlights the protections, requirements, and responsibilities prescribed in Assembly Bill 715 of the 2025-2026 Regular Session to counter antisemitism in schools.

Instructional Materials

The Board of Trustees or District may not adopt or approve:

- The use of any textbook, instructional material, supplemental instructional material, professional development material, and curriculum for classroom instruction if the use would subject a student to unlawful discrimination as specified in [EC 220](#).
- The use of any professional development materials or services that would promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum that would subject a student to unlawful discrimination as specified in EC 220.

If the Board knows or has reason to know that such materials or services were used or an action occurred that would violate EC 220, the Board will investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. Regardless, a complaint may be filed by any member of the public under the District's Uniform Complaint Procedures, or it may be directly filed with the State Superintendent of Public Instruction (SSPI), as described below. Complaints may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Additionally, the Board will not adopt any textbooks or other instructional materials that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in EC 220, or that violates EC 243, 244, 51500, or 60044. However, the Board does not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive and diverse perspectives, including those in compliance with EC 51204.5, 51933, 51934, and 60040.

Instruction and School-Sponsored Activities

No instruction or school-sponsored activity may promote a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or a characteristic specified in EC 220. Teacher instruction must be factually accurate and aligned with the adopted curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Corrective action will be taken if the Board finds the instruction or school-sponsored activities to be discriminatory.

Parents may review the instructional materials used; access will be provided within a reasonable amount of time in accordance with EC 49091.10 and the California Public Records Act.

Appeals and Direct Filing with the SSPI

An appeal of the District's decision on a complaint of prohibited discrimination may be filed with the SSPI within 30 days of receiving the District's decision. A complaint of prohibited discrimination can also be filed directly with the SSPI as a result of the District's failure to issue an investigation report (or final decision) within the 60-calendar-day timeline for UCP complaints.

When directly filing with the SSPI, the complainant must identify the basis for direct filing, providing evidence and reason(s) to support immediate action by the SSPI. In response to such a complaint, the SSPI may directly intervene without waiting for the results of the District's investigation.

Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

Office of Civil Rights

The Office of Civil Rights (OCR), under the administration of the California Government Operations Agency (hereafter, "Agency"), has been established with the purpose of working directly with local educational agencies (LEA) to prevent and address discrimination and bias as specified in EC 220. OCR will do all of the following, in consultation with CDE:

- Provide education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias, and share relevant laws and regulations with educational state agencies, LEAs, and community stakeholders.
- Annually submit a report to the Agency, the SSPI, the executive director of the state board, and the Legislature on the state of discrimination and bias in all LEAs serving TK-12 students. The report will include specific information on the type of discrimination or bias against a group protected by EC 220 and made publicly available on the Agency's website.
- Recommend strategies to combat discrimination or bias against groups protected by EC 220 in LEAs serving TK-12 students to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships.
- Annually review CDE's report that includes a summary of all complaints made under the uniform complaint procedures (UCP) that involve discrimination as defined in EC 220, with specific information on the type of discrimination or bias, any action taken by CDE in response to each complaint and the timeline for that action, and the disposition of each complaint.
- Advise on subsequent action regarding UCP complaints that involve discrimination as defined in EC 220.
- Provide assistance, in consultation with the office of the Attorney General and CDE, on proper protocols to respond to discrimination complaints filed under the UCP.

Appointed by the Governor and confirmed by the Senate, the Antisemitism Prevention Coordinator, in consultation with CDE, is tasked with the following:

- Develop, consult on, and provide antisemitism education to LEA personnel, including members of the governing board/body, to identify and proactively prevent antisemitism.
- Make recommendations on legislation necessary for the prevention of antisemitism in educational settings.
- Engage and advise on the actions taken by the OCR on issues relating to antisemitism and the Jewish community.
- Engage with LEAs on the handling of antisemitism.
- Track and report to the Legislature, the executive director of the state board, and the SSPI complaints and resolutions or lack of resolutions of complaints made pursuant to EC 33315 relating to antisemitism in all LEAs serving TK-12 students.
- Engage with relevant community stakeholders in the execution of their duties.

Any reports or summaries provided by OCR will not contain any personally identifying information about any individual, and the information will be sufficiently deidentified to prevent the identification of the individuals involved in the complaint. The underlying data is confidential and protected from public disclosure, including disclosure pursuant to the California Public Records Act, except that the information may be disclosable to the same extent as the data was disclosable by the entity that collected the data.

Education for Foster Youth *EC 48850 et seq.; (BP 6173.1)*

The Lancaster School District recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. 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 Trish Wilson, Coordinator of Mental Health Services, at (661) 723-0351. 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 priority access to an intersession program. If the foster youth moves during the intersession period, the foster youth's educational rights holder may determine which intersession program to attend.
6. 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 USC 11432; EC 48850 et seq.*

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 Rose Juarez, Director of Welcome and Wellness Center, at (661) 471-3712. 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 eligibility, school selection or enrollment.

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

1. Right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months. Transportation may be provided.
2. Right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment (e.g., proof of residency, birth certificate, transcript, immunization), does not have clothing normally required by the school (e.g., school uniforms), or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. Right to automatically qualify for child nutrition programs.
4. Right to priority access to an intersession program. If the homeless youth moves during the intersession period, the homeless youth's educational rights holder may determine which intersession program to attend.
5. Right not to be stigmatized by school personnel.
6. 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. However, if a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter will be referred to the district liaison, who will carry out the dispute resolution process as expeditiously as possible. The parent or unaccompanied youth will be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent or unaccompanied youth to appeal such decisions.

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 Lancaster 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 Trish Wilson, Coordinator of Mental Health Services, at 44322 Hardwood Avenue, Lancaster, CA, (661) 723-0351.

Special Education and Child Find

34 CFR 300.111; EC 56026, 56300, 56301; 20 USC 1401(3), 1412(a)(3); BP 6164.4

Special education programs and services are provided to students with identified disabilities that adversely impact their educational program. The Individuals with Disabilities Education Act (IDEA) defines "children with disabilities" as 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, who by reason thereof need special education and related services. All eligible students are entitled to a free and appropriate public education (FAPE), provided at no cost to parents in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, alongside peers without disabilities.

Child Find: The Lancaster School District has an obligation to identify, locate, and evaluate District residents from birth through age 21 who have disabilities, in order to provide appropriate educational opportunities in accordance with state and federal law. A parent, teacher, or appropriate professional may refer a student believed to have a disabling condition that may require special education programs or services. Parents may also request an assessment at any time by submitting a written request to the school. To make a referral or request an assessment, contact Beverly Shumaker, Director of Special Education, at 44322 Hardwood Avenue, Lancaster, CA 93534, (661) 723-0351.

Evaluation and IEP: Before the initial provision of special education and related services, the District will conduct a full and individual initial evaluation with the consent of the parent. The evaluation will be conducted by qualified personnel and will not use any single measure or assessment as the sole criterion for determining eligibility or the appropriate educational program. If a student is found eligible, an Individualized Education Program (IEP) will be developed by a team that includes the parent. Services and supports are determined by the IEP team based on the student's unique needs.

Parent Rights: Parents are members of the IEP team and have the right to participate in IEP meetings, receive notice of meetings, provide input regarding their child's educational needs, and consent to or decline proposed services as permitted by law. They also have procedural safeguards, including the right to prior written notice of proposed actions, to review educational records, to request an independent educational evaluation (IEE) when applicable, and to resolve disagreements through IEP meetings, mediation, due process hearings, and state complaint procedures. A copy of the Special Education Procedural Safeguards Notice is provided at required times and is available upon request.

Consent: Parental consent is required before an initial special education assessment is conducted or services are provided for the first time. Consent may be withdrawn in writing, consistent with applicable law.

Transfer of Rights: When a student with an IEP reaches 18 years of age, educational decision-making rights transfer to the student unless a legal exception applies. Parents will be notified prior to this transfer of rights.

Student Fees, Deposits, and Charges

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

It is the responsibility of the Lancaster 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 Board of Trustees 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.

Athletics, Safety, and Civil Rights

EC 221.8, 230, 32050, 32051, 33479 et seq., 35179.4, 49476; HSC 124238.5; PC 245.6; 20 USC 1681

The Lancaster School District is committed to providing a safe and inclusive environment for all student athletes. Participation in the District's athletic programs is provided without regard to actual or perceived race, color, ancestry, national origin, religion, disability, sex, sexual orientation, gender, gender identity, or gender expression, and students are permitted to participate in athletic teams and competitions consistent with their gender identity. Any incident of racial discrimination, harassment, or hate-motivated behavior occurring at a school athletic event must be reported; incidents may be reported to the site administrator or athletic supervisor, and complaints alleging discrimination in athletics may be filed through the District's Uniform Complaint Procedures (see "Uniform Complaint Procedures" in this handbook).

Hazing of any kind – defined as any method of initiation or pre-initiation into a student organization, body, or team that 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 – is strictly prohibited, whether or not the organization or body is officially recognized (EC 48900(q); PC 245.6). Students found to have engaged in hazing are subject to disciplinary action, up to and including suspension or expulsion and removal from athletic programs.

To protect the safety of students during practice and competition, emergency procedures for athletic activities – including the location of automated external defibrillators (AEDs), emergency exits, and procedures for responding to medical emergencies such as sudden cardiac arrest – are addressed in each school's Comprehensive School Safety Plan.

Before participating in specified athletic activities, students and parents must annually review and sign acknowledgments regarding sudden cardiac arrest (EC 33479 et seq.), concussions and head injuries (EC 49475), and the risks of opioid use (EC 49476), as described elsewhere in this handbook.

At all District athletic events, we ask everyone to respect their role: **players play, coaches coach, officials officiate, and parents cheer.** Let the players enjoy the game, let the coaches lead, and let the officials do their job. Positive encouragement from the stands makes the experience better for every child on the field. Any disruption to will result in ejection from the event.

Controlled Substances: Opioids

EC 49476

All student athletes and parents will receive an Opioid Factsheet for Patients, published by the Centers for Disease Control and Prevention (CDC). The factsheet provides information regarding the risks and side effects of opioid use.

The student athlete and the athlete's parent, must sign a document acknowledging receipt of the factsheet and return it to the District before the athlete initiates practice or competition. This is an annual requirement. The factsheet and acknowledgement may be distributed and returned electronically, including by email. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a required physical education course.

Concussions and Head Injuries

EC 49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent before the athlete initiates practice or competition.

Uniform Complaint Procedures

EC 33315; 5 CCR 4622; (BP 1312.3)

The Lancaster 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 experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students
12. Every Student Succeeds Act
13. Instructional materials and curriculum: diversity

14. Local control and accountability plan
15. Migrant education
16. Physical education instructional minutes
17. Reasonable accommodations to a lactating student
18. Regional occupational centers and programs
19. School athletic team names, mascots, or nicknames
20. School plans for student achievement
21. School site councils
22. State preschool
23. State preschool health and safety issues in license-exempt programs
24. Student fees
25. 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
26. 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 or 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 sex discrimination, including sex-based 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 Civil Rights Department.
5. State or federal law or regulation related to special education. A settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the District is subject, or a physical safety concern that interferes with the district's provision of FAPE 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 experiencing homelessness, students from military families, students formerly in Juvenile Court now enrolled in a school district, students who are migratory, and newcomer students, 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.lancsd.org/Families/Title-IX--Uniform-Complaint-Procedures/index.html> to review additional UCP-related information. The complaint form is available at the District Office or at any school site. The following personnel has been designated as the primary compliance officer to receive and investigate complaints and to ensure District compliance with law: Richelle Pulos, Director of Classified Services at 44711 Cedar Avenue, Lancaster, CA 93534, (661) 948-4661.

Williams Complaint

5 CCR 4600-4687; EC 35186, 35292.6; (BP 1312.4)

Every school must provide sufficient textbooks and instructional materials. Every student, including Multilingual 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 3 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 Multilingual 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 or district office, or accessed here <https://www.lancsd.org/Families/Title-IX--Uniform-Complaint-Procedures/index.html>. You may also contact the Title IX /Uniform Complaint Officer at titleixofficer@lancsd.org.

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 Board of Trustees 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.

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.

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.

Medical exemptions may only be submitted using the standardized form developed by CDPH. To request such an exemption, parents are to first register for a California Immunization Registry – Medical Exemption (CAIR-ME) account at <https://cair.cdph.ca.gov/exemptions/home> to obtain a medical exemption request number before going to their child's doctor.

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.

HPV Immunization

EC 48980.4

Students are advised to adhere to current immunization guidelines, as recommended by the State Department of Public Health, regarding full human papillomavirus (HPV) immunization before admission or advancement to the 8th grade of any private or public school. HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Oral Health Assessment

EC 49452.8(a)(1); (AR 5141.32)

Even though they fall out, baby teeth are very important. Children need healthy baby teeth to eat, talk, smile, and feel good about themselves. Children with cavities may have pain, difficulty eating, stop smiling, and have problems paying attention and learning at school. To help children stay healthy, parents are advised of the following:

- Children need to be taken to the dentist. Dental check-ups can help keep a child's mouth healthy and pain free.
- Healthy foods, like fresh fruits and vegetables, should be chosen for the entire family.
- Teeth need to be brushed at least twice a day with toothpaste that contains fluoride.

Candy and sweet drinks like punch, juice, or soda should be limited. Sweet drinks and candy contain a lot of sugar, which causes cavities and leaves less room for a child to have healthy foods and drinks. Sweet drinks and candy can also cause weight problems, which may lead to other diseases, such as diabetes. Give a child healthy choices like water, milk, and fruit instead.

Having a healthy mouth helps children do well in school. 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 transitional kindergarten, 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.

The District may host a free oral health assessment to assist students and their families in complying with this requirement. Directory information of students, including students experiencing homelessness, will be disclosed to facilitate the assessment unless the student's parent has provided written notice to the school that they do not consent to a physical examination.

A parent who is unable to obtain, or does not consent to, the oral health assessment must complete a Waiver of Oral Health Assessment Requirement form and submit that to the school.

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://dental.dhcs.ca.gov/>. To find a low, or no-cost clinic in the community, visit www.californiahealthplus.org or www.211.org, or call 211.

Health Services and Examinations

20 USC 1232h; EC 48980(a), 49451, 49455; (BP 5141.3)

Lancaster School District provides state-mandated hearing and vision screening to all Kindergarten, 2nd-grade, 5th-grade, and 8th-grade students in compliance with Education Code. Parents are notified with a written referral form whenever a student does not pass a screening.

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 near vision

and far 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. *(Lancaster School District has partnered with Vision to Learn, a nonprofit vision care organization, to provide free vision screenings to determine if an eye exam and glasses are needed, all free of cost. Vision to Learn will provide these vision services at some school sites, rotating sites every year. Based on vision screening results your child will receive an eye exam and glasses by Vision to Learn, unless an opt-out form is completed. Eye exams are non-invasive. Information regarding this will be sent out home by the specific site hosting this service.)*

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.

Illness/Injury — Reporting

If a student becomes ill during regular school hours, the nurse, health clerk, or other office staff will provide basic care. Depending on the severity of the illness, parents or an alternate person listed on the emergency card will be contacted.

If a student is involved in an accident, the school will provide basic first aid only. When an injury requires more than basic first aid, the parent will be notified immediately. In the event of a serious injury, paramedics will be called first, as the safety of the child is the primary concern; parents will be notified as soon as possible thereafter. To ensure the school can reach you promptly, emergency contact information must be kept up to date at all times.

Every accident that occurs in a school building or on school grounds must be reported to the site administrator or designee and to the health office.

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 Lancaster 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, Lancaster 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 Lancaster 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 wilsont@lancsd.org.

Social Emotional Learning

Lancaster School District is committed to meeting the needs of the whole child, including every student's social-emotional learning skills. Social emotional learning (SEL) teaches students to gain confidence, set goals, make better decisions, collaborate with others in work and play, and navigate the world more effectively. Second Step and Sown to Grow are social emotional learning curricula that are taught to students in K-8 grades throughout the district. Kelso's Choice is a conflict resolution program that is taught to elementary school students by district school counselors. The curriculum teaches which problems are adult-managed and which are student-managed. There are nine different solutions the students learn to solve their own problems. In order to monitor that our kindergarten through 8th grade students are learning the SEL skills promoted through Second Step, Sown to Grow, and Kelso's Choice. Sown to Grow student surveys will be administered in the Fall and Spring at all school sites. An opt out letter will be sent to parents via ParentSquare prior to the administration of the survey to provide an opt out option, if desired.

Suicide Prevention

EC 215; (5141.52 BP, 5141.52 AR)

Lancaster School District provides suicide prevention resources in response to California mandates requiring school districts to establish and implement suicide prevention policies for students in grades K-12.

Suicide prevention lessons for students in District schools will be incorporated into the health education curriculum in an age-appropriate manner. The lessons will include identifying and analyzing signs of depression, self-destructive behaviors and other mental health conditions that can lead to thoughts of suicide. In addition, coping and resiliency skills will be addressed as well as how to listen to and get help for a friend who is showing signs of suicidal intent. Students will also be provided information related to which adults to seek out for help, school resources, and/or community resources, recognizing there is no stigma associated with seeking mental health services.

Community Resources

The Lancaster 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.lancsd.org/Departments/Welcome--Wellness-Center/> or call (661) 471-3712.

Trauma-Informed Practices

The Lancaster 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.

Diabetes

EC 49452.6 and 49452.7

Diabetes Type 1

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. **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: 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. 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 in children develop quickly, in a few weeks or months, and can be severe. If your child displays warning signs, 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. Warning Signs: 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; and moodiness, restlessness, irritability, or behavior changes. Diabetic Ketoacidosis (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; and 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.

Fasting blood sugar test. A blood sample is taken after an overnight fast. 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 1 Diabetes Treatments: There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Type 2 Diabetes

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 and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes. Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes: increased hunger, even after eating; unexplained weight loss; increased thirst, dry mouth, and frequent urination; feeling very tired; blurred vision; slow healing 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; and high blood pressure or abnormal blood fats levels.

Type 2 Diabetes Prevention Methods and Treatments: Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a 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. Contact your student's school nurse, school administrator, or health care provider if you have questions.

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. 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.

Hazel Telehealth: The Lancaster School District is partnering with Hazel Health to provide students with **FREE** access to a comprehensive school-based telehealth program that encompasses physical and mental health services. Telehealth allows a virtual health care provider to care for an individual without an in-person office visit, while remaining in school and focusing on learning. Why Sign Up for Telehealth through Hazel Health – <https://www.lancsd.org/Departments/Student--Family-Services/Health-Services/Hazel-Telehealth/index.html>

Confidential Medical Services

EC 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian. 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. Staff will not notify a parent when a student leaves school to obtain confidential medical services.

Confidentiality of Medical Information Act

CC 56.10

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors

Medi-Cal Billing Option Program

The Lancaster 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.

Student Wellness Policy

42 USC 1756b; 7 CFR 210.31; 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.lancsd.org/Departments/Child-Nutrition-Services/index.html>. Any questions, comments, or concerns regarding the wellness policy can be addressed by contacting the Child Nutrition Director, Deby Candelaria at 44711 N. Cedar Avenue, Lancaster, CA 93534, (661) 948-4661.

Restroom Use

EC 35292.5, 35292.5(b), 35292.6; (AR 3517)

Students are encouraged to use the restrooms during passing periods, recess, or at lunchtime to avoid disruption of classroom instruction. If your child has a medical condition that necessitates frequent use of the restroom, please contact the school nurse so that an appropriate health plan may be established. This restroom is designated as an all-gender restroom and is open to all students. This restroom is unlocked, unobstructed, and available for student use during school hours and during school functions when students are present. Use of an all-gender restroom is voluntary; no student is required to use this facility. This restroom is maintained, cleaned regularly, fully operational, and stocked at all times with toilet paper, soap, paper towels or a functional hand dryer, and free menstrual products.

Universal Meal Program

EC 48980(b), 49510 et seq.; (BP 5030, 3553)

Adequate nutrition is essential to the development, health, and learning of all students. The Lancaster 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 Department at (661) 948-4661 for more information regarding this program. Breakfast and hot lunches are available in the cafeteria each day at NO CHARGE, or students may bring a sack lunch from home. Under California's universal meals program, breakfast and lunch are provided free of charge to all students each school day.

The following items may be purchased:

- Milk 40 cents
- Juice 40 cents

All lunches, whether brought from home or received at school, must be eaten in the cafeteria or designated area. All food and drinks received from the school cafeteria at meals must be eaten at lunch and may not be placed in backpacks or taken into classrooms with the exception of 1 non-perishable food item, for example, crackers or whole fruit. *Breakfast in the classroom is served at all elementary and K-8 schools. For more information and meal menus, go to <https://www.lancsd.org/Departments/Child-Nutrition-Services/index.html>.

Pursuant to the District's Student Wellness Policy sodas, gum, and candy should not be brought to school. This includes before school, after school, and in sack lunches. Students who are chewing gum on campus can be subject to disciplinary measures.

All schools are closed campus facilities therefore all students must remain on school grounds during the lunch period unless the student is picked up by the parent for lunch off campus. The student is expected to return before the end of lunchtime. Outside food may not be delivered to schools.

For the safety and wellness of all students, parents may only bring food to campus for their own child. To celebrate special occasions, consider non-food items such as pencils, stickers, erasers, or bookmarks.

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, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). 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 How to File a Program Discrimination Complaint, 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, Mail Stop 9410
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Food Allergies/Special Dietary Needs

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

Please help keep all of students safe and healthy at school by keeping in mind the following:

1. Parents 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 Medication

EC 49414, 49414.7; (BP 5141.21)

The District provides epinephrine delivery systems to school nurses and trained personnel who may administer the epinephrine via a delivery system to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from potentially life-threatening symptoms of anaphylaxis at school or a school activity. The District also makes emergency stock albuterol inhalers available to school nurses and trained personnel to be used to provide medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress.

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 epinephrine via a delivery system 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 epinephrine via a delivery system 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 epinephrine via a delivery system 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.

Medical Restrictions

All information regarding medical restrictions MUST be placed reported during registration or directly to the health office during the school year. All students requiring medical procedures must have an Individual Health Plan (IHP) stipulating medical protocols. All medical restrictions must be communicated with the school through a written note from the medical provider.

Ambulatory Assistive Devices

EC 32280, 49423, 49426, 49480

Any student prescribed the temporary use of crutches, a wheelchair, a walker, or a fracture boot at school must provide a doctor's note that includes:

- Date of visit and diagnosis
- Doctor/provider's signature and stamp
- Any activity restrictions (e.g., physical education, sports, recess, weight-bearing, stairs)
- Duration of restrictions and expected clearance date
- Confirmation from the doctor when the device is no longer needed.

Medical or Hospital Service

EC 49472

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

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

EC 33355, 35183.5; (BP 5141.7, 5141.75)

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, no metal-insulated bottles, or frozen plastic water bottles are allowed on school campuses.

If you wake up to snow on the ground or think it might snow, please listen to a local radio station. A decision is usually made late at night or early in the morning (before 6 a.m.) as to whether it is safe to run the buses. If the buses don't run, then school is closed. Our ParentSquare notification system will notify the parent in the event of school closures due to inclement weather.

Please do not call the school district or the school office as they will probably be closed. If you arrive at school at the regular time and do not see cars in the parking lot and the gates are locked, do not drop your child off.

For the health and safety of students, inclement weather guidelines are available at all schools and will be implemented when temperatures are below 33° and more than 89° degrees, raining, or during conditions of extreme wind. A doctor's note is not required to use sunscreen during the school day. A hat may be worn to protect from the sun outdoors, as may other sun-protective clothing according to the school dress code.

Smog alert warnings are established by the South Coast Air Quality Management District. Once notification of a smog alert is received, the school principal will invoke the following guidelines:

Predicated or Attained Stage 1 Smog Episode:

- Strenuous physical activities for all students shall be discontinued
- Students shall be allowed to remain indoors
- Home athletic events shall be cancelled or relocated

Predicated or attained Stage 2 or Stage 3 Smog Episode

- Strenuous physical activities by all students shall be discontinued
- All students shall be required to remain inside
- Co-curricular and extracurricular activities shall be discontinued

The Neng Thao Drowning Prevention Safety Act

EC 51140

Drowning is a leading cause of death and hospitalizations for California children 1 to 4 years of age, and for those under 19 years of age and can be prevented by increasing the knowledge of parents, caregivers, and pupils regarding water safety and competency in swimming skills. The Lancaster District has partnered with the City of Lancaster to provide informational materials regarding water safety and drowning prevention. This information can be found at [City of Lancaster](#).

Asbestos Management Plan

40 CFR 763.93; (BP 3514)

The Lancaster 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) 948-4661.

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.

Parents can register with the Facilities and Maintenance Department by completing the notification request form in the appendix of this document 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 website at 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) 948-4661.

INSTRUCTIONAL PROGRAMS

Community Schools

EC 8900-8902

Recognizing that a student's well-being extends beyond the classroom, all schools in the Lancaster School District have been converted into community schools. At the heart of community schools are four fundamental pillars that guide the District's efforts to support the entire school community: integrated student supports; family and community engagement; collaborative leadership and practices; and extended learning time and opportunities. The community school model allows the District to focus on serving the needs of the *whole* child and their families.

To effectively address the diverse needs of students, families, and community members, the Districts' Community Schools Department actively seeks out and provides a wide range of vital resources. This includes valuable support in areas such as:

- **Parenting Support:** Empowering families with the tools and resources they need to nurture their children's growth.
- **Mental Health:** Fostering emotional well-being and providing access to crucial mental health services.
- **Physical Health:** Connecting families with resources that promote physical wellness and access to healthcare.
- **Food Access:** Ensuring that students and families have reliable access to nutritious food.
- **Housing Resources:** Assisting families in navigating housing challenges and connecting them with available support.
- **Academic and Tech Support:** Providing the necessary tools and assistance for academic success in today's digital world.
- **Clothing and Basic Need Services:** Addressing essential needs to ensure all students can focus on learning.

The District will continuously strive to identify and provide support for a wide spectrum of evolving community needs. To access these resources or inquire about assistance, please contact the Student and Family Services/Community Schools Department at (661) 723-0351, ext. 57460.

Academic Progress and Retention

EC 48070, 48070.5, 48071, 49066, 51101; (BP 5121, 5123)

The Board of Trustees 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.

Parents and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance. UTK is a play-based and social skills focused program that prepares students for kindergarten. UTK progress is reported using development profiles. For Grades K-6, students' level of progress (grading scale) shall be reported as follows:

- | | |
|-----|---|
| 4 | Thorough Understanding and Application |
| 3 | Adequate Understanding and Application |
| 2 | Partial Understanding and Application |
| 1 | Minimal Understanding and Application |
| NE | No Evidence of Understanding or Application |
| N/A | Not Yet Introduced or Assessed |

For middle school grades 6-8: achievement grades (Academic Grading Scale) shall be reported for each grading period as follows:

- A Exemplary Progress**
Student's academic performance significantly and consistently demonstrates knowledge, application, and extension of standards taught during the grading period.
Range (90-100%) 4.0 grade point
- B Above Average Progress**
Student's academic performance consistently demonstrates knowledge and application of standards taught during the grading period.
Range (80-89%) 3.0 grade point
- C Satisfactory Progress**
Student's academic performance meets grade level standards taught during the grading period.
Range (70-79%) 2.0 grade point
- D Partial Progress**
Student's academic progress indicates partial mastery of grade level standards taught during the grading period. Progress indicates student may not achieve total mastery by the end of the school year.
Range (60-69%) 1.0 grade point
- F Insufficient Progress**
Student's academic progress is significantly below grade level and shows little growth in meeting standards. Academic performance needs improvement and student may be at risk of retention.
Range (0-59%) 0 grade point
- I Incomplete**
An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete may become an F.

Grades for citizenship and effort shall be reported separately each grading period.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent or send the parent a written report. (EC 49067)

Students must earn at least a 2.0 (or C) academic grade point average or, if working below grade level, at least a C effort grade and a minimum of a C in citizenship to participate in extracurricular activities.

If a student misses class and does not subsequently turn in homework, take a test or fulfill other requirements which were missed, the teacher may lower the student's grade for nonperformance.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation.

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 2nd semester report card. A teacher's decision to promote or retain a child may be appealed consistent with Board Policy, administrative regulation, and law. 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 Criteria

1. Students in grades 6 through 8 shall be considered for retention primarily on the basis of their proficiency in reading, language arts, and mathematics.
2. Retention criteria will be based on multiple measures, which may include grades, district benchmark assessments, standardized test results, writing samples, portfolios, and/or other measures.

Middle School 8th Grade Promotion Ceremony Criteria

EC 37252.5, 48070, 48071, 51101; (BP 5123; 6145)

Promotion/placement/retention procedures are designed to recognize the achievement of basic skills and to allow students to promote to high school as scheduled, while providing for individual needs and differences among the students. As such,

students must meet the following criteria to participate in end of year promotion activities. If a student is identified as performing below the minimum standard for promotion, the student shall be placed in high school or retained in the current grade level:

1. Students must maintain a combined average of a C- or better in Citizenship for each academic quarter (quarters 1, 2, & 3) and must have at least a C- in Citizenship in the 4th quarter.
2. Students must adhere to the District's civility and conduct policies.
3. Students must maintain a minimum 1.83 GPA.
4. Students must maintain satisfactory attendance. Any student who becomes chronically absent (absent 10% or more of total school days) may not participate in the promotion ceremony.
5. If a student is suspended within 3 school days of the promotion ceremony, they will not be able to attend the promotion ceremony.
6. Students who transfer into the District during the school year will have eligibility determined based on previous school records and their academic, behavior, and attendance at the current school.
7. Students who do not meet the above criteria for promotion ceremony attendance and participation will have their parents notified at least 10 school days prior to the end of the school year.

Grades

Semester grades will be used to determine grade point averages (GPA) based on the following point equivalents:

1. Any student receiving less than a cumulative 2.0 GPA for the school year in the subject areas (reading, language arts, science, mathematics, social studies, electives and P.E.) may not be promoted with their class.
2. If a student receives a GPA of less than 2.0 during the grading period, he/she will be placed on academic probation and parent will be notified that the student is in danger of being retained. Successful intersession participation may be required before promotion is recommended.

Notification of Timeline

1. At the end of each grading period, students with cumulative GPA of less than 2.0 will be assigned to academic monitoring and parents will receive a letter from the principal explaining the program. Parents will be requested to return a signed acknowledgement of receipt of the letter. A Student Success Team will be held if none has occurred yet.
2. At the end of first semester, students with a cumulative GPA of less than 2.0 will be assigned to academic monitoring and parents will receive a letter from the principal explaining the monitoring process and notifying them of possible retention for the following school year.
3. Students who continue to have a cumulative GPA of less than 1.83 midway through the second semester, may receive notice of retention letters.
4. Student/parent contracts will be initiated midway through the second semester for students who are at risk of retention.
5. Final GPA calculation and notice of retention will be provided to students and parents 10 school days prior to the end of the school year.

Remediation Requirements

1. Students not meeting minimum grade level standards will be required to attend remediation programs as a condition of promotion to the next grade.
2. Accelerated learning/remediation programs will be offered at each site. Sessions may be held after school, during intersession, summer school, or on Saturdays. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum.

Each site principal reserves the right to waive any of the above requirements at their discretion based on a student's individual circumstances that are beyond the student's control. However, such waiver cannot be more restrictive than the District's promotion requirements, as described above.

Homework

EC 48205, 48913, 48913.5; (BP 6154)

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

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar

and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in BP 5131.9 – Academic Honesty and BP 6163.4 – Student Use of Technology.

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. Students may also work with other students and use approved outside resources as directed by the teacher. 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.

Before and After School Programs and Expanded Learning Opportunities Program
EC 8482.6, 8483(e), 8483.1(e), and 8483.95

The After School Education and Safety Program and Expanded Learning Opportunities Program serve students in grades TK-8. Students who are identified as homeless or foster youth have a right to receive priority enrollment. To request priority enrollment, please contact:

Erie Robertson	Expanded Learning Opportunities Program	(661) 723-0351
Rose Juarez	Homeless Liaison	(661) 471-3712
Trish Wilson	Foster Youth Liaison	(661) 723-0351

No current participant in a before or after school program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

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 Lancaster 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, 313.2; (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. State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

The District also offers a dual-language immersion program at Linda Verde Dual Language Academy 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.

To effectively implement a language acquisition program, the District will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to certificated teachers with the appropriate authorizations, necessary instructional resources pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

In addition, the District is required to assess your child and notify you of your child's proficiency level in English every year, using the English Language Proficiency Assessments for California (ELPAC), until the student meets specific academic achievement requirements (20 United States Code [U.S.C.] Section 6312[e][3][A][ii]).

Exit Criteria

1. Overall Score of 4 on the ELPAC
2. Overall Achievement Level score of 3 or above on the SBAC or Overall Reading Level score of On Grade on iReady
3. Teacher Evaluation Teacher Evaluation on Course Grades
4. Parent Consultation

We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a

program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]). Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (EC Section 52062). Although schools have an obligation to serve all EL students, parents or guardians of Multilingual Learners have a right to decline or opt their children out of a school's one or more ELD services, but **cannot exempt a student from the annual English language proficiency assessment (ELPAC)**. If parents or guardians opt their children out of one or more ELD services, the children retain their status as Multilingual Learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Educational Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

For more information, please visit our Multilingual Learner Program website:

<https://www.lancsd.org/Departments/Assessment-Insights--Multilingual-Learners/Multilingual-Learner-Programs/index.html>.

For more information, contact the Coordinator of Multilingual Learner Program at (661) 723-0351.

Literacy Program – Footsteps2Brilliance

The Lancaster School District provides access to a free, research-based early literacy program for all students called Footsteps2Brilliance. This interactive online platform supports the District's goal of literacy for all by building foundational skills in reading, comprehension, phonics, and vocabulary. The program is available in both English and Spanish and can be accessed anytime through the student's ClassLink login page. If you have any questions, please contact the Educational Services Department at (661) 723-0351, ext. 57186.

Screening for Reading Difficulties

EC 53008

To ensure that all students learn to read by third grade, all students in kindergarten and grades 1 and 2 will be screened for risk of reading difficulties. Screenings are intended to be part of a comprehensive instructional strategy to inform instruction, measure progress, identify learning needs, and enable parents and staff to discuss learning in an informed way. Screening assessments will not be used for any high-stakes purpose (e.g., teacher or other school staff evaluation, accountability, student grade promotion or retention, identification for gifted or talented education, reclassification of Multilingual Learners, or identification as an individual with exceptional needs). Rather, the screening results are to be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability – they are to be used as part of a broader process that further evaluates student needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows the further diagnosis if concerns do not resolve.

This screening will take place in the month of December for all students in kindergarten, 1st grade, and 2nd grade. To assess reading skills, the District will be using Amplify mCLASS with DIBELS Edition 8 or mCLASS Lectura. Amplify mCLASS DIBELS/Lectura is a tool designed to identify early indicators of reading delays. The goal is to identify any reading challenges early so teachers can provide the right support at the right time, which research shows makes a huge difference in a child's reading success.

Parents will be notified of the results of the screening, electronically, within 45 days following the assessment, along with details about any next steps or follow-up, if needed. Children who are identified as “at-risk” for reading difficulties will be provided with additional instructional resources and strategies to help them succeed.

If parents would prefer to opt out of this screening, please inform your site administrator by September 30th.

Please contact the Director of Curriculum and Instruction, Krista Thomsen at (661) 723-0351, ext. 57301 with any questions or concerns.

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 HIV and other sexually transmitted infections, 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, menstrual health, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family. This instruction occurs in the seventh grade science class. Parents may inspect the educational materials in the school office.

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 when students will receive the education and the opportunity for parents to review the educational materials a minimum of two weeks prior to the start of instruction.
5. 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
6. 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.

Exemption from Physical Education

EC 51210, 51223, 51240.5, 51241; (BP 6142.7)

Students in grades 1-8 are required to participate in at least 200 minutes of physical education (P.E.) every 10 school days. However, a student may be granted temporary exemption from their P.E. course if the student is ill or injured and a modified program that meets the student's needs cannot be provided. Such conditions include, but are not limited to, broken bones, pulled ligaments and/or muscles, or an order of "no running or use of crutches" by a physician.

To be eligible for the exemption, the student's parent must submit a note to the school secretary or health assistant written by the student's physician that includes all of the following information:

1. The physical disability or health condition that prevents the student from participating in P.E.
2. The length of time the student is to be temporarily exempted
3. Limitations and restrictions to activities and any activities that are permitted
4. Instructions regarding immobilization devices, such as a cast, wheelchair, or crutches

A student may also be granted an accommodation in connection with any physical activity components of a P.E. course during a period of religious fasting. The parent must submit a written note to the principal to request for the accommodation.

When a student is temporarily exempted from P.E. due to injury or illness or during a period of religious fasting, the expectations for student learning remain the same. The exemption status will be considered as an alternative to “how” the learning will take place rather than “what” the student learns. Any modifications are determined by a physician only and will be discussed with the parent.

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. All school sponsored trips involving students shall have proper supervision by school employees. Parents are encouraged to participate in such supervision.

Students who are experiencing unsatisfactory/failing citizenship may be denied permission to accompany their class on a study trip. Appropriate arrangements must be made with learning expectations defined, for any student who is denied permission to attend a study trip. Teachers must notify parents at least three days in advance if a child is to be denied permission to attend a study trip due to unsatisfactory citizenship.

If a student commits an infraction for which they are suspended on the day of the trip or loses their transportation privilege during the final three days prior to a study trip, three-day advance notification is not required in order to deny study trip attendance.

Notice of Alternative Schools

EC 58501

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 their 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 school 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 for students whose needs may be best met through study outside of the regular classroom setting. Independent Study offers a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, Independent Study may be offered for short-term or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

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 and no student can be required to participate. An Independent Study Agreement is reviewed with, and signed by, the student and parent with the

following guidelines:

- 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 or provided materials that are standards-aligned curriculum.
- Student attendance will be monitored through virtual check-ins and/or 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 may be 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 15 days or less. 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. The school will provide schoolwork as soon as practicable. Long-term independent study is 16 days or more and is available through the LAVA program.

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

Lancaster Alternative and Virtual Academy (LAVA)

EC 48980(g); (BP 6158)

The Lancaster Alternative and Virtual Academy is a more permanent program for students from Kindergarten through 8th grade who are looking for an alternative to traditional schools and classrooms. This model is specially designed for families that are interested in a new learning option, one that provides an academically rigorous education with the flexibility of a home school program. LAVA 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.

LAVA 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 Lancaster School District school; it is only presented in a different way. If interested, call LAVA directly at (661) 488-7600.

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. The Lancaster 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 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 and instructional planning.

Student Score Reports can be accessed electronically through the PowerSchool parent portal. This report shows scores for English Language Arts, Mathematics and Science. The English Language Proficiency Assessment in California (ELPAC) summative reports and the California Spanish Assessment (Dual Programs) 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 has staff trained to help access these reports. Once in the parent portal, go to "Score Reports" in the menu, select the year or choose "All", then select "View."

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 Lancaster 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 support. 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/>

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.lancsd.org/About-Us/District-Overview/School-Accountability-Report-Cards/index.html>. 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 Curriculum and Instruction, Multilingual Programs at (661) 723-0351, ext. 57229.

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. All volunteers 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 to the Human Resources Department at (661) 948-4661.

Note: Volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent or a school employee are considered mandated reporters; therefore, will receive the notification and training required of mandated reporters as specified in AR 5141.4 – Child Abuse Prevention and Reporting.

Parent and Family Engagement Policy

Every Student Succeeds Act (ESSA); (BP 6020)

The Lancaster 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 are 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 Multilingual 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 Multilingual 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 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 is reviewed annually. Parent groups collect and submit proposed edits, and the policy is finalized and approved by each school's School Site Council no later than its second meeting of the year.

Parent Teacher Association (PTA)/Parent Teacher Organization (PTO)

Notices will be sent home periodically to keep parents informed of PTA/PTO activities. All funds collected through PTA/PTO 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)

EC 64001, 65000; (BP 0420)

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)

EC 35147(c), 52176(b), 62002.5, 64001(a); (BP 0460, 6174)

Requirement: Each California public school district with 51 or more Multilingual 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 Board of Trustees on at least the following tasks:

- Development of a district master plan for education programs and services for Multilingual 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 Multilingual 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 Multilingual 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)

EC 35147, 52063(b), 52176(c), 62002.5m 64001(a); (BP 6174)

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 Multilingual 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 (AAAC)

The AAAC 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 Alesha Cayce, Director of Student Equity, Access, and Outcomes at (661) 723-0351, ext. 57204.

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.

SCHOOL ATTENDANCE

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. Research from California found that children who missed 10% or more of school days in kindergarten or first grade were far less likely to read at grade level by third grade. Absenteeism is also one of the three early-warning signs — attendance, behavior, and course performance — that a student may drop out of high school. By ninth grade, regular attendance is a better predictor of graduation than eighth-grade test scores.

Early-grade absenteeism and third-grade reading (foundational research):

Chang, H. N., & Romero, M. (2008). *Present, engaged, and accounted for: The critical importance of addressing chronic*

absence in the early grades. National Center for Children in Poverty, Columbia University. <https://www.nccp.org/publication/present-engaged-and-accounted-for/>

Public Policy Institute of California. (2026). *Chronic absenteeism in California*. <https://www.ppic.org/publication/chronic-absenteeism-in-california/>

Dropout early-warning signs — the "ABCs" (Attendance, Behavior, Course performance):

Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223–235. <https://doi.org/10.1080/00461520701621079>

Ninth-grade attendance as a predictor of graduation:

Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on-track and graduating in Chicago public high schools: A close look at course grades, failures, and attendance in the freshman year*. University of Chicago Consortium on School Research. <https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools-close-look-course>

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.

As the new year begins, we urge you to make an extra effort to ensure that your pupil attends school **EVERY DAY**. Although the expectation is that all students come to school **ON TIME EVERYDAY**, we do understand life happens. Our **Challenge 5** attendance campaign challenges all students to **Strive for Less Than Five Days Absent!** Research shows good attendance supports academic achievement and will give your student the best chance at future success. We are here to support our families at every step of their child's educational journey. Parents may contact the school office to discuss an ongoing situation or concern that may affect a student's attendance and request Independent Study. Any student who accumulates absences in excess of thirty (30) days may be considered for retention. These attendance guidelines do not pertain to students who are in Independent Study programs or who are served by a home/hospital teacher.

California State law requires that students attend school regularly and punctually. If your student is absent, please notify the office by phone before 10:00 a.m. If no contact is made, the student must bring a note from the parents explaining the absence. The absence note must include the student's:

- first and last name
- date of absence
- reason for absence
- parent signature

The note must be presented to the teacher or attendance clerk for proper clearance. Absences not cleared within **three days** may automatically be deemed unexcused.

Exclusion from School

EC 48213, 49451; HSC 120230; (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.
2. The student is exempt from a medical examination but suffers from a contagious or infectious disease.
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 Board of Trustees. 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 purposes of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- (5) For purposes 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 attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, 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 of the school district.
- (8) For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For purposes 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. 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 purposes of attending the pupil's naturalization ceremony to become a United States citizen.
- (11) For purposes of participating in a cultural ceremony or event.
- (12) (A) For purposes 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) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
- (14) Due to the pupil's participation in military entrance processing.
- (15) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
(b) A pupil absent from school pursuant to 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 for those assignments and tests. 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 one schoolday 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 practices, habits, 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.

(4) “Victim services organization or agency” has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

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, not to exceed 60 minutes on a single day once a week, and usually during the last hour of the school day. Since the student attends school for the minimum time, it is not counted as an absence.

Tardy Policy

EC 48260(a); (BP 5113.1)

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. Students are considered to be tardy if they are not at their designated classroom when the morning bell rings. If a student is tardy, the student must report to the office to be admitted to the classroom.

Students who accumulate more than 10 unexcused tardies during the school year will be excluded from participation in special school events at the Administrator’s discretion. This would include events such as, but not limited to, Field Days, School Dances, Promotion Ceremonies, and End of the Year Celebrations. *A redemptive path may be made available to allow students to restore their eligibility for one or more events. It is the sole responsibility of the student and/or parent to inquire about this redemptive path and to take all necessary steps to complete it within the required timeframe. Failure to take the initiative will result in continued ineligibility.

Truancy

EC 48260-48273; (BP 5113.1)

A student is classified as a *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 the California Education Code, 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

EC 48260, 48262, 48263, 48263.5, 48264, 48291, 48293, 48320, 48321, 48325; PC 270.1; (BP 5113.1)

The Lancaster 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. A 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.

Saturday School

EC 37223; (BP 5123)

Students who are absent due to illness or other circumstances may make up the absence by completing Independent Study or by attending a Saturday school session, offered on various Saturdays throughout the year. At Saturday School, students engage in Language Arts, Math, Science, Social Studies, Physical Education, and technical projects that address the academic standards missed when absent. Saturday School, while an opportunity, should not be viewed as a chance to gain credit for an upcoming need as that can be met through Independent Study; only absences that have already occurred may be made up at a Saturday School.

Attendance Awards

Attendance awards are issued throughout 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.

SCHOOL BUS PROCEDURES

Bus Standards

(BP 3540, 5131.1; AR 3541, 3543)

Riding the school bus is a privilege, not a right. The bus driver is responsible for the safety and welfare of all the students on the bus. Students failing to abide by the bus rules and to obey the directions of the bus driver may have their bus riding

privileges revoked. Site administrators shall immediately remove any student from the bus who is causing problems and poses a threat to the safety and welfare of other students.

Antelope Valley Schools Transportation Agency Bus Rules

Specific rules and consequences are issued by the Antelope Valley Schools Transportation Agency (AVSTA). The bus driver is responsible for enforcing these rules and will issue warnings and/or walking tickets to those students who choose to misbehave. Repeated violations may lead to suspension of transportation privileges not only for travel to and from school but also on field trips. The Lancaster School District will support AVSTA in enforcing the rules, which include, but are not limited to, the following:

1. Authority of the driver: Students transported in a school bus shall be under the authority of, and responsible directly to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street or highway. (Title V, Section 14103 – A, California Administration Code)
2. Cooperate with the driver. Follow directions the first time they are given.
3. Arrive at the bus stop waiting in line 5 minutes before the scheduled bus departure time. While going to and from the bus stop and while waiting for the bus, keep out of the street and off private property. Noise, rowdy behavior and property damage at the bus stop could cause the stop to be moved to a less convenient location. Students must use the designated stop closest to his or her home both A.M. and P.M. Students may not use multiple stops. Any student having to use another stop in an “emergency only” situation must have a note pre-approved by the school.
4. Board and leave the bus in an orderly manner. Do not push other students. Be seated promptly. Do not “save” seats for others. Be willing to share the seat with fellow bus riders. Follow driver’s instructions concerning seating location and unloading procedures.
5. Always sit facing the front of the bus. Remain seated when the bus is in motion. Do not change seats without permission of the driver.
6. Keep head, hands, and arms inside the bus at ALL times. Do not yell out of the windows at others outside the bus.
7. No physical contact of ANY kind is allowed. Keeps hands off other people and off others’ possessions.
8. Animals, insects, and reptiles are not permitted on the bus with the exception of service animals. (54.2. Civil Code)
9. Large musical instruments are prohibited on the bus. Other prohibited items include glass containers or other breakable items, skateboards, roller blades/skates, balloons, playground equipment, and other large bulky items. Special arrangements must be made for transportation of athletic equipment. Cleats and/or spikes must be removed prior to boarding the bus.
10. Bus aisle and emergency exits must be kept clear of feet, legs, arms, books, and lunches.
11. Keep the bus clean. Students are not to eat, drink, or chew gum or tobacco on the bus.
12. Appropriate school dress must be worn at all times while on the bus. Appropriate footwear must also be worn. Hats/caps, hoodies, etc. are not to be worn while on the bus and must be removed prior to boarding. No open cosmetics or aerosol cans are permitted.
13. Do not use obscene or profane language. Smoking, any narcotics, weapons, and lighting of matches are not permitted on the bus. No hazardous materials, liquids, or gases are permitted on the bus.
14. Do not deface or destroy bus equipment. Damage to seats, windows and other parts of the bus is unnecessary and costly. The student will be responsible for the cost of repair.
15. Avoid loud talking, loud laughter or unnecessary confusion (it may divert the driver’s attention and could result in an accident).
16. Students living across streets, upon which the bus is stopped to unload them, should cross only when the driver indicates that it is safe to do so. Students must cross the street in front of the bus and walk straight across the street. The driver will escort Elementary and Junior High students across the street.
17. In school districts with bus passes, students MUST show their bus pass before boarding the bus and may not use another student’s pass.
18. Students are NOT allowed to use cell phones or any electronic devices while on the bus. These items must be placed in the off position and kept in the student’s possession at all times while on a bus.
19. Students that leave campus for any reason other than a school authorized, pre-approved appointment will NOT be allowed to ride the bus home in the PM.
20. If school bus is equipped with seat belts and shoulder straps, they MUST be worn at all times. Tampering with ANY seat belt or shoulder strap is PROHIBITED.

EVEN THOUGH A TRANSPORTATION FEE IS NOT CHARGED, TRANSPORTATION IS A PRIVILEGE. Failure to abide by one or more of these rules may result in the loss of bus riding privileges.

Student Management - Guidelines for Student Discipline on Buses

The Lancaster School District and the Antelope Valley Transportation Agency believes all students can behave appropriately and safely while riding on a school bus. We will **NOT** tolerate students deterring drivers from doing their job or preventing other students from having safe transportation. Failure to follow the bus rules will result in a bus ticket.

Agency personnel will carry out the following consequences if a student disregards bus rules:

- | | |
|------------------------|---|
| 1 st Ticket | Will result in written notice to parents and school administrators. |
| 2 nd Ticket | Will result in loss of bus privileges for 1 to 3 school days. The parent will be responsible for transporting the student. |
| 3 rd Ticket | Will result in loss of bus riding privileges for 5 school days. The parent will be responsible for transporting the student. |
| 4 th Ticket | Will result in loss of bus riding privileges for 10 school days. The parent will be responsible for transporting the student. |
| 5 th Ticket | Will result in loss of bus riding privileges per Title V, Section 14103 #B for the remainder of the current school year. |

THE MINOR CLAUSE

The Minor Clause may be used at the discretion of the Agency. The Agency has the right to adjust the number of days the bus riding privileges can be denied. This could be anywhere from a written warning to 1-3 days' loss of bus riding privileges.

THE SEVERE CLAUSE

The Severe Clause may be invoked **WITHOUT A WRITTEN WARNING** having been previously issued whenever the offense is of such serious nature to warrant it. **SOME** examples of these offenses are:

- Physical contact of ANY kind with driver or student
- Harassment of ANY kind, sexual or disability.
- Threatening a driver or student. Arguing with the driver.
- Use of foul or obscene language. **ANY** gang signs or racial remarks.
- Any violation causing or likely to cause injury to driver or student.
- Throwing objects in or out of bus.
- Jumping out of bus window or emergency door.
- Destroying or defacing bus or bus equipment.
- Any action that interferes with the safe transportation of student. Continued disorderly conduct.
- Weapon of **ANY** kind.
- Any violation of the Education Code.

Consequences: Students will be denied bus transportation anywhere from 1 – 10 days depending on the severity. If a student is denied transportation indefinitely and IF DEEMED NECESSARY, a parent conference will be arranged with parent, student, driver and agency representative. Depending on the severity a student can also be denied transportation permanently. Any illegal activity can result in notification of law enforcement.

We believe that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

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).

After School Bus Departure Time

The bus departs ten minutes after the bell schedule. If student(s) are not on the bus within ten minutes, other arrangements must be made by parents.

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

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 kindergarten 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

- Cell phones are to be off and put away while riding the bus.
- 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/written 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

AVSTA video cameras may be used on school buses to monitor student behavior while traveling to and from school and school activities. AVSTA 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 AVSTA 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.

SCHOOL SAFETY

School Safety Plan

EC 32280, 32282; (BP 0450)

The school site council of each school in the Lancaster 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 and an instructional continuity plan when in-person instruction is disrupted due to an emergency. 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 and neglect reporting procedures
2. Routine and emergency disaster procedures, including adaptations for students with disabilities, an
3. earthquake emergency procedure system, 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, and individualized safety plans
4. Policies for students who commit acts which would lead to suspension or expulsion recommendations
5. Procedures to notify teachers of dangerous students
6. Policies prohibiting discrimination, harassment, intimidation, and bullying
7. Provision of a schoolwide dress code, which defines and prohibits "gang-related apparel"
8. Procedures for safe ingress and egress of students, parents, and employees to and from school
9. Policies enacted to maintain a safe and orderly environment conducive to learning
10. Rules and procedures on school discipline
11. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity
13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
14. Protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose (for schools serving grades 7-12 only)

The school safety plans are reviewed and updated by March 1 of each year and forwarded to the Board of Trustees 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.

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

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 Board of Trustees 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 Lancaster 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, 1313)*

The Lancaster School District recognizes the impact that civility has on the effective operation of the District, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations. Students, staff, parents/guardians, and community members should be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

Students, staff, parents, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in Board Policy.

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.

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).

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will admonish the speaker to communicate civilly. If corrective action is not taken by the abusing party, the district employee will verbally notify the abusing party that the meeting, conference or telephone conversation is terminated and, if the meeting or conference is on district premises, the offending person will be directed to leave promptly.

When an individual is directed to leave, the principal or designee shall inform the person that they will be guilty of a misdemeanor in accordance with EC 44811 and PC 415.5 and 626.7, if the individual reenters any district facility within 30 days after being directed to leave, or within 14 days if the person is a parent of a student attending that school. If any individual refuses to leave upon request or returns before the applicable period of time, the principal or designee may notify law enforcement officials. An Incident Report should be completed for the situations as set forth in the Civility Policy.

Safety and Security

The Superintendent or designee will ensure that a safety and/or crisis intervention techniques program is provided in order to raise awareness on how to deal with these situations if and when they occur.

When violence is directed against an employee, or theft against property, employees shall promptly report the occurrence to their principal or supervisor and complete an Incident Report. Employees and supervisors should complete a Workplace Violence Report and report to law enforcement, any attack, assault or threat made against them on school/district premises or at school/district sponsored activities.

Documentation

When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence. The employee will immediately notify their supervisor and provide a written report of the incident on the attached form.

Examples of Conduct Which Violates the Civility Policy

The Civility Policy prohibits harassment of district employees. For purposes of this policy, harassment is defined as a knowing and willful course of conduct directed at a specific person which seriously alarms, annoys, or harasses the person and which serves no legitimate purpose. The course of conduct must be such as would

cause a reasonable person to suffer substantial emotional distress actually causes such distress (California Code of Civil Procedure 527.6). A course of conduct would include a pattern of conduct composed of a series of acts over a period of time, however short, evidencing a continuity of purpose, including but not limited to:

- Following or stalking an individual;
- Making harassing telephone calls to an individual;
- Sending harassing correspondence to an individual by any means, including, but not limited to:
 - ✓ The use of private mail
 - ✓ Interoffice mail
 - ✓ Computer email, text messages, and instant messages
 - ✓ Facsimile (fax)

Constitutionally protected activity is excluded from the definition of harassment.

Complaint Procedure Concerning Violations of the Civility Policy by Parents or Other Members of the Public

All complaints against/involving parents or other members of the public shall be initially filed with the Superintendent or designee. At the discretion of the Superintendent or designee, the complaint may be referred to the appropriate school site or department in an attempt to informally resolve the matter. The complaint must be submitted on the designated complaint form. Complaints that do not contain specific factual allegations concerning the purported misconduct and the desired remedy will not be processed. The complaint must be filed not later than one month from the date the alleged misconduct occurred or, if such be the case, one month from the date complainant knew or, in the exercise of reasonable care and diligence, should have known of the alleged misconduct.

The school site or department level may attempt to resolve the complaint informally within 10 working days of receipt of the complaint. If the complaint is referred to, and is not resolved at the school site or department level, as the case may be, the Superintendent or designee shall conduct an investigation, which may include a conference with the complainant and the alleged violator. The Superintendent or designee shall complete the investigation within 20 working days from his/her receipt of the complaint from the school site or department level. Within 10 working days thereafter, the Superintendent shall render his/her decision concerning the merits of the complaint and the requested remedy, which shall be in writing, and served on both the complainant and the alleged violator. The Superintendent or designee's decision shall be final.

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/custody 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 Pupil Safety and Attendance Department at (661) 723-0351.

Electronic Listening or Recording Device

PC 632; 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.

Students may not bring to school, nor be sent to school with any device that is used or capable of being used to remotely listen to, monitor, transmit, or record classroom discussions, student interactions, employee communications, or other activities occurring on district property or during district-sponsored activities.

California law prohibits any person, including a student, from using an electronic listening or recording device in a classroom without the prior consent of the teacher and the principal. A violation may result in disciplinary action and, under state law, may constitute a misdemeanor. California law also prohibits recording confidential communications without the consent of all parties. Students and staff are entitled to privacy and security while participating in educational activities. The District

regulates the use of electronic devices on campus to protect the educational environment and the privacy rights of students and employees.

School Telephone Use

Students are to use the office phones only in emergency cases unless otherwise authorized by a staff member. Transportation arrangements must be made before arriving at school. The office phone is not available for students to make transportation arrangements unless their ride has not arrived by 15 minutes after school dismissal.

Student Out-of-Class Procedure/Hall Passes

Students must have received permission in the form of a hall pass or signed planner at all times when they are out of class. Students out of class during any regular class period will be asked to produce their hall pass or planner. Students who leave their classroom or supervised class area without the appropriate permission will be subject to both teacher and administrative disciplinary action.

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 Board of Trustees believes that reasonable use of Public Safety 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 Lancaster 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 Board of Trustees 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.
6. No commercial vendors/sales representatives may have access to school facilities unless they have an appointment with a district employee.
7. 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.
8. 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 and double parking 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 list. Parents must ensure that the information on the emergency card is accurate and current so that their students are released to the appropriate individuals. Any person checking a student out from class must come to the main office and show photo identification. This person's name must appear on the emergency card. No student will be allowed to leave with someone who is not designated on the emergency card.

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. 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. Please note that skateboards, rollerblades, skates, and the like are not an approved method of transportation to school and are not allowed on campus.

Please review these safety resources with your children: [SAFE ROUTES TO SCHOOL](#)

E-Bikes and Electric Scooters

VC 21212; (BP 5142.2)

California law establishes specific requirements for minors operating electric bicycles:

Age Restrictions

- Class 3 e-bikes (top assisted speed of 28 mph): Riders must be at least 16 years old. Passengers are not permitted unless the bike is designed for two riders. *In compliance with California law, which prohibits operators under 16 years of age from riding Class 3 electric bicycles, students may not possess or ride Class 3 e-bikes on any Lancaster School District campus.*
- Class 1 and Class 2 e-bikes (top assisted speed of 20 mph): No minimum age requirement under state law.

Helmet Requirement

All riders and passengers under 18 must wear a properly fitted and fastened bicycle helmet meeting established safety standards, regardless of e-bike class (California Vehicle Code § 21212).

Rules of the Road

E-bike riders must follow the same traffic laws as bicyclists, including stopping at stop signs and red lights, riding with traffic, yielding to pedestrians, and using lights after dark.

On Campus

Students who ride e-bikes to school must walk them once on school grounds and secure them in designated bike parking areas. E-Bikes/Scooters will not be charged at school. The District is not responsible for lost, stolen, or damaged e-bikes.

Electric Scooters

In compliance with California law, which classifies electric scooters as motorized vehicles requiring operators to be at least 16 years of age and to hold a valid driver's license or learner's permit, students may not ride electric scooters to or from any Lancaster School District campus.

Items Not Allowed at School

EC 48900 et seq., 48980(a); (BP 5131.7, 5144.1) PC 626.9, 30310

Students may not be in possession of the following items at school or at any school-sponsored or school-related activity or event:

- Electronic devices such as cameras (sites may make an exception on the last day of school and 8th grade Celebration Day), MP3 players, iPods, or any similar device, video game players (including Nintendo DS/Switch, Sony PSP, etc.), CD players, and the like.
- Personal items unrelated to school activities, such as toys, collectible cards, games, dice, pictures and photographs, magazines, and drawings.
- A gun, a knife, a weapon, or any item that looks like one of these to school. Students who violate this policy may be suspended or expelled, in accordance with the California Education Code. Students violating this policy may also be referred to the school deputy for criminal prosecution.
- Permanent markers such as Sharpies. Students found with permanent markers will have the item(s) confiscated.
- Liquid White-Out.
- Illegal drugs or tobacco. Those who violate this rule may be subject to suspension or expulsion, in accordance with Board Policy and the California Education Code.
- Any medication, including over-the counter drugs (e.g., Tylenol, Excedrin, etc.) or prescription medications, except upon the written request from a licensed physician who has the responsibility for the medical management of the student and is registered in the Health Office.
- Spray deodorants, spray colognes, and any other spray fragrances, as they may lead to allergic reactions in some people. Stick or roll-on deodorants are encouraged.
- Laser pointers.
- Insulated metal water bottles; students should bring plastic or single-wall containers instead, for safety reasons.

Any of the above items may be confiscated by school personnel. It is the parent's responsibility to come to the office to pick up such items. After six months, items not claimed may be donated to a charitable organization.

Drinking Water: Water Bottle Filling Stations

EC 38040

Water plays an important role in maintaining a student's overall health. Students, teachers and staff are allowed to bring plastic or single-wall water bottles to school and utilize water bottle filling stations that may be found around the campus. Water bottles are not permitted in the library and labs.

The school, the district, and its employees shall not be liable for lost or stolen items. It is the students' responsibility to monitor personal belongings during the school day. It is the responsibility of the student/parent to check for missing items in the designated lost and found area on campus.

Dress Code

EC 32282, 35183, 35183.5, 49066; (BP/AR 5132)

The Board of Trustees believes that appropriate dress and appearance contribute to a productive learning environment. The Board expects all students will dress in a way that is appropriate for the school day or for any school-sponsored event. Student dress choices should respect the school's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the students and their parents(s). Lancaster School District is responsible for seeing that student attire does not interfere with the health and/or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

The student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, ethnicity, religion, cultural observance, gender, gender identity, household income, or body type/size. School staff shall enforce the dress code in a manner that promotes a positive school climate.

District and school rules pertaining to student attire will be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary. Students may dress in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress

code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locs, and twists (*EC 212.1*). The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably adhere to the dress code. The dress code shall not be enforced in a manner that stereotypes, harasses, demeans, embarrasses, or body-shames a student or discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code. When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the district's dress code may result in corrective action which may include one or more of the following:

- Speak privately and discreetly with student regarding dress code.
- Provide a verbal warning to student.
- Contact parent(s) or guardian(s) to address dress code expectations.
- Provide an option for the student to change into alternative clothing which is clean and appropriate.
- Provide an opportunity for the student to adjust or change clothes.

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all school activities:

1. **Students must wear:**

- a. Shirt - such as long sleeve, short sleeve, tank top (with fabric in the front, back, and on the sides under the arms)
- b. Bottom - such as pants, shorts/skirts that completely cover private areas that are not exposed while standing or sitting
- c. Shoes - PE- requires closed shoes or straps on the back of the shoes.

2. **Students may wear:**

- a. Head scarves, bandanas, bonnets, headbands or other head accessories (face and ears must be visible and completely uncovered)
- b. Hoodies or jackets with face and ears completely visible (if they zip over the face, the face must be exposed at school for identification and safety purposes)
- c. Dresses/Skirts (regardless of gender or presenting gender)
- d. Ripped jeans, as long as private areas and undergarments are not exposed
- e. Comfort wear clothes or foot wear with hard bottoms - as long as they fit the standard dress code requirements
- f. Jewelry and accessories (so long as they do not violate the dress code guidelines)
- g. Clothing items that express freedom of speech and expression that does not violate dress code policy

3. **Students cannot wear:**

- a. Any item meant to obscure the face or ears; except for religious or personal protective equipment
- b. Pants low enough to expose private areas, undergarment materials besides from waistbands or straps
- c. Violent images
- d. Gang-related paraphernalia
- e. Sexually suggestive or explicit content
- f. Attire with drugs or drug references, vaping, alcohol, or paraphernalia
- g. Racist, homophobic, or sexist statements, images, or symbols
- h. See through/transparent clothing (without clothing underneath concealing the private areas of a body), clothing that exposes private areas of bodies
- i. Undergarments intentionally exposed
- j. Accessories considered dangerous or a safety issue

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define “gang-related apparel” and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel. When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. At least six months before a school uniform policy is implemented, the principal or designee shall notify parents of this policy. Parents shall also be informed of their right to have their child exempted. The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. The dress code policy is included in the school's comprehensive safety plan.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

1. Students may need to wear a particular type of clothing or shoes that are appropriate to the learning environment or task. For example, a science teacher may require students to wear protective clothing, lab coats, goggles, closed toe shoes, or gloves in order to work with chemicals that could injure the skin. A physical education teacher may require closed shoes in order for students to safely and efficiently jog/run in an activity. The term “appropriate” is not to be interpreted on a subjective basis in alignment with an individual's personal moral code. The guiding philosophy of the dress code should be considered when the teacher requires a certain manner of dress for a learning activity or environment. Requirements for physical education should also be in alignment with district policy [5121](#).
2. Publicly modest is defined as concealing all private regions of the body.
3. Inclusive dress does not discriminate against a student's dress choices based upon income, sex, gender, perceived gender, sexual orientation, body type, disability, religion or faith, race, nationality, or ethnicity, or age.

Drug Free Schools

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

The law requires us to make the community, parents and students aware of the dangers of using drugs, alcohol, and tobacco. **Drugs, alcohol, nicotine products, and tobacco possessions, sales, or use is not permitted at any school or District site or any activities, athletic events and meetings. This includes employees, students and visitors.** Use of drugs, alcohol and tobacco on school premises or at school-sponsored events is a violation of law and Board Policy, therefore not permitted. Students violating this policy shall be subjected to disciplinary procedures. Students shall receive instruction on drug, alcohol, and tobacco education regarding the effects of such behavior.

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 nicotine delivery system/device (ENDS) (e.g., electronic cigarette, cigar, pipe, vapor-emitting device, 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.

Dangers of Synthetic Drugs

EC 48985.5

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.

The U.S. Department of Justice Drug Enforcement Administration has directly connected social media drug sales to overdose deaths. Drug traffickers have turned smartphones into a one-stop shop to market, sell, buy, and deliver deadly, fake prescription pills and other dangerous drugs. These deadly drugs can be purchased and delivered to anyone's home just like any other good or service. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. These advertisements are in disappearing, 24-hour stories and in posts, which are promptly posted and removed. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. These code words and emojis are designed to evade detection by law enforcement and by the preset algorithms used by social media platforms. Social media drug trafficking impacts all age groups, but adolescents and young adults are particularly susceptible given their high rates of social media usage.

Fentanyl misuse may result in an intense, short-term high; temporary feelings of euphoria; slowed respiration and reduced blood pressure, nausea, fainting; seizures or death. Methamphetamine misuse may result in agitation; increased heart rate and blood pressure; increased respiration and body temperature; anxiety and paranoia. High doses can cause convulsions, cardiovascular collapse, stroke, or death. Overdose may result in stupor, changes in papillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of a triad of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

With a fentanyl-poisoned drug supply, avoiding drug use is the surest way to prevent an overdose. The only safe medications are ones that come from licensed and accredited medical professionals. For more information, review Facts Fight Fentanyl on the California Department of Public Health website.

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 and AVSTA 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

Seventy-four percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them. Sadly, over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their 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. (PC 25100-25125, 25200-25220)

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, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (PC 25100(c))
- 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, having custody or control, owning, receiving, or purchasing a firearm for 10 years. (PC 29805)
- A parent may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (CC 1714.3)

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 32100, 44050; (BP 4119.24, 4219.24, 4319.24)

For purposes of the District's policy on maintaining appropriate adult-student interactions, employees include interns, volunteers, contractors, and other persons with an employment relationship with the District.

The Board of Trustees desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and BP 4119.21/4219.21/4319.21 – Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Adults shall not 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.

The District's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district websites.

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students.

The Board prohibits inappropriate conduct between employees and students. Inappropriate employee conduct includes, but is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging 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
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
4. Being alone with a student outside of the view of others
5. Visiting a student's home or inviting a student to visit the employee's home without parent consent
6. Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent
7. In accordance with BP/AR 4040 – Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.
8. Creating or participating 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
9. Inviting or accepting 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
10. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
11. Addressing a student in an overly familiar manner, such as by using a term of endearment
12. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
13. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
14. Transporting a student in a personal vehicle without prior authorization
15. Encouraging students to confide personal or family problems and/or relationships
16. Disclosing personal, family, or other private matters to students or sharing personal secrets with students
17. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence
18. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
19. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
20. Using profane, obscene, or abusive language against students

Violations of Policy

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of district policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of district policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

Child Abuse and Neglect Reporting

PC 11164 et seq.; (BP 5141.4)

The Lancaster School District is committed to protecting all students in its care. All employees of the District, including

members of the Board of Trustees, contractors, and volunteers, 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. A volunteer means a person who is over 18 years of age and who interacts with students outside of the immediate supervision and control of the student's parent or a school employee. 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)
4. Neglect of a child (as defined in PC 11165.2)
5. Willful harming or injuring of a child or the endangerment of the person or health of a child (as defined in PC 11165.3)
6. 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://dcfs.lacounty.gov/contact/report-child-abuse/>

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, <https://www.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.

Sexual Abuse and Human Trafficking Prevention

EC 51950, 51900.6

Our schools provide age-appropriate instruction for students in kindergarten through grade 12, in sexual abuse, sexual assault awareness, human trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident through prevention education. Parents may submit a written request to excuse their child from participation in any class and assessments related to that education.

STUDENT CONDUCT AND DISCIPLINE

Positive Behavior Interventions and Support

EC 48900.5, 56520-56525; (BP 6120)

Positive Behavior Support (PBIS) 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. Teaching behavioral expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding. The purpose of this approach is to establish a climate in which appropriate behavior is the norm. Contact your child's school for more information regarding PBIS.

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

EC 49052-49501; (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-issued 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.

Mobile Communication Devices – Phone-Free Schools Act

EC 48901.5, 48901.7; (BP 5131, 5131.8)

The Board of Trustees recognizes that the use of smartphones and other mobile communication devices (*i.e.*, cell phones, smart watches, pagers) on campus may be beneficial, but are a distraction to learning and disruptive to the instructional program. Consistent with Education Code, the Phone-Free Schools Act, the District maintains a policy limiting student smartphone use during the school day, subject to the emergency, physician, teacher-permission, and IEP exceptions provided by law. Accordingly, students may not use any mobile communication devices on campus during the school day; they must be turned off and placed out of sight. Students who need to contact their parent for emergency purposes may use the phones located in the administrative office.

Specifically, all mobile communication devices:

1. Must remain off and put away during the school day, except under any of the following circumstances:
 - a. Unless explicitly addressed in a comprehensive school safety plan, in the case of a school 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 in a manner that infringes on the privacy rights of another person.
 3. May not be used at any time in the gym, locker rooms, restrooms, the nurse's office, and/or any area where individuals have an expectation of privacy.
 4. 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.

The District is not responsible for the loss, damage, or theft of a student's mobile communication device that is brought on campus, on the school bus, or to a school activity.

To assist students in complying with district policy, as described above, a personal Yondr Pouch may be provided. While the Yondr Pouch is considered school property, it is the student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

Daily Process

Before students arrive at school, they will:

1. Turn off their phone.
2. Secure their phone, smart watch and earbuds inside their backpack or Yondr Pouch and secure and lock it.
3. Store their property in their backpack for the day.
4. Before entering campus, security/safety staff will check that the student's phone is put away.

After the end of the school day, students may access their phone. (*Note: Students arriving late or leaving early will secure their phones at the Main Office prior to entering the campus.*)

Violations

1. If a student damages their Pouch or is caught using their mobile communication device(s) against district policy, administration will collect the phone/Pouch and the student's parent will be required to pick up the item from school. Repeated offenses will require the student to store their phone in the Main Office daily in a locker.
2. A second violation will result in Administrative contact of the parent to remind them of the policy, and the phone will be returned to the student at dismissal.
3. Lost or damaged pouches will result in a replacement fee of \$50. A Pouch is considered "lost" if the student consistently forgets to bring their Pouch to school.

Electronic Nicotine Delivery Systems

BPC 22950.5; HSC 11014.5; (BP 5131.62)

The Lancaster 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 Lancaster 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.
5. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
6. 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.
7. Committed or attempted to commit robbery or extortion.
8. Caused or attempted to cause damage to school property or private property.
9. Stole or attempted to steal school property or private property.
10. Possessed or used tobacco, or products containing tobacco or nicotine products.
11. Committed an obscene act or engaged in habitual profanity or vulgarity.
12. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault or committed a sexual battery.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. 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.
19. 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.
20. Aided or abetted the infliction or attempted infliction of physical injury on another person.
21. 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 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 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 items #1-20 under "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(e), 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
3. Firearms or explosives
4. 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.

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 Director of Pupil Safety and Attendance 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 located inside the cumulative record. 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 only be released in accordance with the BP/AR 1445 – Response to Immigration Enforcement. To the extent practicable, staff will not disclose or provide in writing, verbally, or in any other manner, to an officer or employee of an agency conducting immigration enforcement the education records of or any information about a student or their family and household (e.g., information about a student's home or travel schedule), unless staff receive written parent consent or are presented with a valid judicial warrant/subpoena or 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 student's educational records from the current school year may be obtained through the parent's PowerSchool portal. A request by a parent to access or disclose their student's educational records may also be submitted in a written form to the school. For records from a past school year, or for multiple years, parents are to contact the Department Pupil Safety and Attendance at (661) 723-0351. All written requests must indicate the specific records or information to be accessed or disclosed, and such requests will be fulfilled within five (5) business days of receiving the request. 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 provided at no cost.

Transfer of Student Records

5 CCR 438; EC 49068; (BP 5125)

Upon request from officials of other agencies or institutions in which the student seeks or intends to enroll or is already enrolled, the District shall disclose educational records without parental consent as long as the disclosure is for purposes related to the student's enrollment. 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.

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.
4. 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.
5. If the Superintendent denies the parent's request, the parent may within 30 days submit a written appeal to the Board of Trustees.
6. 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.
7. 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.
8. 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.

California College Guidance Initiative

EC 60900(f)(3)(A); (AR 5125)

The California College Guidance Initiative (CCGI) works to smooth the path to college for California students and unify the efforts of the institutions that serve them. Combining data-driven tools and infrastructure with capacity building and student-focused curricula, CCGI helps close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI manages CaliforniaColleges.edu, which is the state's official college and career planning platform and is free to all California students in grades 6-12 and their families.

To facilitate this, data for all students enrolled in grades 6-12 public schools will:

1. Be shared with the CCGI.
2. Be used to provide students and families with direct access to online tools and resources.
3. Enable a student to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Parents can create an account and link it to their student's profile on the CaliforniaColleges.edu platform to support their student's college and career journey. For more information or assistance, contact the school counselor or site administrator.

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/AR 1445, 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. However, the directory information of a homeless child or youth may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by the school, unless the student's parent has provided written notice to the school that consent to such exam(s) is not given.

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 Board of Trustees, 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

(BP 1325, 5125.1E-1; AR 5145.2, 5145.3)

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 Lancaster

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 Lancaster 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 by completing the [PPRA Complaint Form](#) and then either emailing the completed form to PPRA.Complaints@ed.gov or mailing it to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-8520.

USE OF TECHNOLOGY

The Lancaster 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 Acceptable Use Policy (“AUP”). All aspects of the AUP apply equally whether District technology is accessed on or off site or through District-owned or personally-owned equipment or devices.

District Technology (BP 6163.4)

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps and AI chats; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Privacy

Students have no reasonable expectation of privacy in any use of District technology and/or accounts. The District may access, monitor, and record all student use of District technology and applications without specific advanced notice. Students should be aware that their use of District technology (such as web searches and emails) cannot be erased or deleted. The District may create online accounts (Google, Apple, adopted applications, etc.) for students to use for educational purposes and has the right to monitor, suspend, restrict access, and/or delete student accounts. All passwords and accounts created by the District belong to the District. The data that students create, store, and/or transmit using District technology is not private and belongs to the District.

Cyber-Security: 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.

District-Owned Devices

Upon receipt of a District-owned device, the student is the authorized possessor of the device. Students are responsible for using the device appropriately for educational purposes and in accordance with the District AUP. District devices are appropriately filtered for student safety. Students willfully bypassing safety features or district approved safety applications

may be disciplined, and use of devices may be restricted or removed. Additionally, students willfully harming/damaging devices may also be disciplined, and use may be restricted or removed. Parents may be held monetarily accountable for the repair/replacement of damaged devices. District-owned devices may be removed from students/classrooms at any time without cause or warning.

Personal Devices

Access to the Lancaster School District's filtered wireless network utilizing personal wireless devices is available to students for instructional purposes only, per the AUP and related BP/AR 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 AUP
- Impose no costs to the District
- Do not overload the District's computers or network resources
- Have no adverse effect on a student's academic performance
- Do not cause a disruption to the educational environment
- Follow the policies put forth in this document

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 WiFi network). The District does not provide private data plans. Use of 4G/5G or any personal network/data plan is not permitted on campuses.

In accordance with Ed Code 48901.7, the use of cell/Smartphones is restricted on campuses by the Board. School sites may adopt additional policies governing use. In accordance with CalECPA, the child is the "possessor" of the device in their care. Personal devices may only be searched if there is an impending danger to self or others or if a warrant is obtained.

Use Restrictions

Personal electronic devices and/or District technology:

- Must remain off and put away during class time, unless a staff member specifically authorizes use.
- May not be used at any time in locker rooms, restrooms, the nurse's office, and/or any area where there is an expectation of privacy.
- May not be used to photograph, video and/or audio record, or post any content online without express permission from the individual (or parent if under age 13).
- May not be used 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, threatening, offensive, or illegal content using the District's technology resources. Cyberbullying is not allowed.
- May not be used for-profit business activities, religious activities, political lobbying, advertising, promotion of commercial purposes, or similar activities, including purchasing any items or services

Use of Artificial Intelligence

The District may purchase Artificial Intelligence ("AI") enabled or enhanced applications and generate student accounts within these programs for student use. All AI tools purchased or approved by the District shall conform to established guidelines and recommendations regarding Student Data Privacy, including a current, co-signed National Data Privacy Agreement indicating that all shared data will be protected and properly encrypted and stored.

The District has developed the following guidelines and protocols for the use of AI or AI enabled tools or applications:

- Any use of AI in the classroom or on assignments may only be done under the guidance and approval of a teacher or district staff member.
- Any student use of AI on schoolwork must be cited and may not be submitted as the student's original work unless otherwise directed by the teacher or staff member.
- Students are prohibited from using any AI system to access, create, or display harmful, deceptive, or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs or interact with the AI in a way that supports any of the above.
- Students shall not share confidential information or personally identifiable information with an open AI system of themselves, another student, staff member, or other person.

- Students under the age of 13 are not permitted to create accounts in open AI applications (such as ChatGPT, Copilot, Gemini, etc.). Students ages 13 - 17 may create accounts in open AI tools with specific parent consent.

Permitted use of AI may lead to penalties for academic misconduct as outlined in BP 5131.9 – Academic Honesty. Inappropriate use may also result in disciplinary action and/or legal action in accordance with the law and Board policies.

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 may not share their account information, passwords, or other authentication information at any time. Students may only use their assigned account(s).

Violation of User Agreement

Violations of the law, Board policy, administrative regulations, or this AUP 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 AUP may be reported to law enforcement agencies as appropriate.

Limitation of Liability

The District is not responsible for any damages suffered by the student, including those caused by service interruptions, unauthorized use, loss of data, or exposure to potentially harmful or inappropriate material. The District is not responsible for the accuracy or quality of information obtained through the Internet. The District is not responsible for personal technology or devices, if such devices are damaged, lost, or stolen. The student and the student's parent 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.

Inappropriate Use

Inappropriate use of digital devices shall be defined as:

- The creation, display, access, transmission, reception, exchange or distribution of any text, image or sound that is indecent, obscene, racist, sexist, pervasively vulgar, defamatory, illegal, or that promotes harm to self or others.
- Using devices or technology networks to harass or threaten individuals or groups.
- Vandalizing devices, technology systems or networks.
- This includes any attempt to alter or destroy data of another user to endanger the integrity of a device or network or the data stored thereon (including the introduction of any virus), any deletion of or alteration to system files or data, and damaging equipment. The unauthorized examination or copying of files or data belonging to others is also defined as vandalism.
- Violating copyright law. This includes using unauthorized copies of software and making transmitting, receiving, exchanging, and/or distributing unauthorized copies of software. Violating copyright laws will be considered theft.
- Plagiarizing technology-copyrighted materials in reports and assignments is also defined as inappropriate use.
- Gaining or attempting to gain unauthorized access to devices, networks, or files or data. This includes evading or attempting to evade software designed to prevent or monitor inappropriate access to the Internet.
- Gaining or attempting to gain, unauthorized access to a personal account or file of another individual.
- Forgery of or interference with electronic mail messages. This includes impersonation of another person while sending e-mail messages, using a false or anonymous name, age, gender or identifier, and the reading, deleting, copying or modifying of any other person's electronic mail.
- Using devices or networks to commit, facilitate, encourage or promote illegal acts.
- Using devices or networks to commit, facilitate, encourage or promote the unauthorized or fraudulent use of a credit card.
- Using devices or networks for a non-educational purpose, such as advertising or commercial purposes.
- Giving another individual a personal password or letting another individual use a personal account.
- Knowingly introducing materials forbidden by the Lancaster School District into the Lancaster School District devices and/or systems via any electronic storage media. This is defined as indecent, obscene, racist, sexist, pervasively vulgar, defamatory, offensive, or illegal material, or materials promoting harm to self or others.
- Engaging in acts of bullying.

District Policies and Procedures

All Lancaster School District Board Policies and Administrative Regulations may be accessed at <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030290>.

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 Educational Rights**
Provides important information from the Provides important information from the December 2025 Attorney General's guidance document, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes"
- Appendix C Parent's Guide to Immunizations**
Provides information regarding the required immunizations for school registration.
- Appendix D Student Media Consent and Release Form**
Provides information in duplicate form as processed in SchoolMint student registration.
- Appendix E Homeless Education**
Fact sheet for parents regarding homeless education rights
- Appendix F Internet Safety for Students**
Provides tips and resources for parents regarding Internet dangers.
- Appendix G Student Technology Use Policy Agreement**
Provides technology use details. Duplicate as processed in SchoolMint student registration.
- Appendix H 2026-2027 Annual Pesticide Notification**
Fact sheet for parents regarding pesticide usage.
- Appendix I Request for Individual Pesticide Application Notification**
Using this form will provide parents with advance notifications of pesticide use.
- Appendix J Acknowledgement of Receipt and Review**
Provides handbook acknowledgment form in duplicate as processed in SchoolMint student registration.

Appendix A: Statewide Testing

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. Parents can use the results to identify where their child is doing well and where they might need more support.

A student may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to EC 60615, a parent may annually submit a written request to excuse their child from any or all of the CAASPP assessments for the school year. Palmdale School District has a written form for this purpose; parents are to contact the school site administrator for the form or for any questions regarding their child's participation. Please note that the exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11 take these tests.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA and Math in grades 3–8 and grade 11.

What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Common Core State Standards.

California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).
California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a computer-based series of four embedded performance tasks that can be administered throughout the year as the content is taught.

ELPAC

Initial ELPAC

State and federal law requires that local educational agencies administer a state test to eligible students in K 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.

Who takes the test? K-12 students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an Multilingual Learner student or as initially fluent in English.

What is the test format? The Initial ELPAC is computer-based; K-2 writing is paper and pencil.

Which standards are tested? The California English Language Development Standards.

Summative ELPAC

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 Multilingual Learner.

Who takes the test? K-12 students who are classified as Multilingual Learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative ELPAC is computer-based; K-2 writing is paper and pencil.

Which standards are tested? The California English Language Development Standards.

Initial Alternate ELPAC

Who takes the test? K-12 students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an Multilingual Learner student or as initially fluent in English.

What is the test format? The Initial Alternate ELPAC is computer-based.

Which standards are tested? Alternate achievement standards derived from the California English Language Development Standards are tested.

Summative Alternate ELPAC

Who takes the test? K-12 students whose IEP identifies the use of an alternate assessment and who are classified as Multilingual Learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative Alternate ELPAC is computer-based.

Which standards are tested? Alternate achievement standards derived from the California English Language Development Standards are tested.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

What is Reported? The Healthy Fitness Zones, which are established through the FITNESSGRAM®, are tested.

Appendix B: Immigration-Enforcement Actions: 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 immigration status and regardless of the 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, unless otherwise exempt.
- 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 or guardian to demonstrate proof of child's age or residency and schools are not required to keep a copy of the document used as proof of a child's age.

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 or 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 your child is discriminated against, harassed, intimidated or bullied on the basis of their actual or perceived nationality, ethnicity, or immigration status.

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>

Parents/Guardians – Are Your Kids Ready for School?



Required Immunizations For School Entry

Please bring your child's immunization records with you at the time of registration. You may view and print a digital copy of your child's California vaccine record at: MyVaccineRecord.CDPH.CA.gov

Students Entering Transitional Kindergarten or Kindergarten Need Records of:

- ☐ **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap or Td) — 5 doses**
4 doses OK if one was given on or after 4th birthday;
3 doses OK if one was given on or after 7th birthday.
- ☐ **Polio (IPV or OPV) — 4 doses**
3 doses OK if one was given on or after 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
- ☐ **Hepatitis B — 3 doses**
- ☐ **Measles, Mumps, and Rubella (MMR) — 2 doses**
Both doses must be given on or after 1st birthday.
- ☐ **Varicella (Chickenpox) — 2 doses**

New and Transfer Students Entering TK/K-12th Grade Need Records of:

- ☐ **All immunizations listed above**
For 7th-12th graders: at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday.
Hepatitis B vaccine is required for any grade, except for entry into 7th grade.

Students Starting 7th Grade Need Records of:

- ☐ **Tetanus, Diphtheria, and Pertussis (Tdap) —1 dose**

What other immunizations should I ask my health care provider about?

When you visit your health care provider for back-to-school immunizations, make sure to also ask about other vaccines that help keep your child healthy, including **hepatitis A, COVID-19, and the annual flu vaccine**. Preteens and teens should also get the **human papillomavirus (HPV) vaccine** to protect against certain cancers and **meningococcal vaccines**.

Learn more about [vaccines your child needs](#) and [where to get immunized](#) at GetImmunizedCA.org.

Appendix D: Student Media Consent and Release Form
(Provided digitally during SchoolMint Registration)



Lancaster School District
44322 Hardwood Avenue | Lancaster, CA 93534
661-948-4661 | www.lancsd.org

Student Media Consent and Release Form

Throughout the school year, students may be highlighted in efforts to promote Lancaster School District activities and achievements. For example, students may be featured in materials to train teachers and/or increase public awareness of our schools through newspapers, radio, TV, the web, DVDs, displays, brochures, and other types of media.

I, as the parent or guardian of _____, hereby give Lancaster School District and its employees, representatives, and authorized media organizations permission to print, photograph, and record my child for use in audio, video, film, or any other electronic, digital and printed media.

- a. This is with the understanding that neither Lancaster School District nor its representatives will reproduce said photograph, interview, or likeness for any commercial value or receive monetary gain for use of any reproduction or broadcast of said photograph or likeness. I am also fully aware that I will not receive monetary compensation for my child's participation.
- b. I further release and relieve Lancaster School District, its Board of Trustees, employees, and other representatives from any liabilities, known or unknown, arising out of the use of this material.

I certify that I am a legal adult and have the full legal capacity as the parent or legal guardian of the student and have the full authority to grant this consent on behalf of the student. I further certify that I have read the Media Consent and Release Liability statement and fully understand its terms and conditions.

Please Print

Full Name of Child _____ Age _____

Address _____

City, State, Zip _____

School _____ Grade _____

Parent Name _____ Date _____

Parent or Guardian Signature _____

Phone _____ Email _____

Appendix E: Homeless Education

LANCASTER SCHOOL DISTRICT NOTICE REGARDING HOMELESS EDUCATION

Notification of these rights must be posted in places such as school enrollment areas, parent centers, shelters, food banks, laundromats, community agencies, and other places that parents and students may utilize.

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

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

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

A student experiencing homelessness has the right to attend either the *school of origin*, defined as the school that the student was last enrolled or attended when last housed, or any school attended in the past fifteen (15) months, or the current school of residence. If a dispute arises over eligibility, school selection, or enrollment, the parent/guardian has the right to dispute the school's decision by contacting the district's homeless liaison, Rose Juarez, Director of Welcome and Wellness Center, at (661) 471-3712, and following the district's dispute resolution policy.

The law requires the immediate enrollment of students experiencing homelessness, which is defined as “attending class and participating fully in school activities.” Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but are not limited to free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district.

The District shall ensure that transportation is provided at the request of the parent/guardian/unaccompanied youth, to and from the school of origin, if feasible.

Unaccompanied youth, such as teen parents not living with their parent/guardian or students that have run away or have been pushed out of their homes, have access to these same rights.

A student experiencing homelessness that transfers schools after the second year of high school and is greatly deficient in credits may be able to graduate within four years with reduced state requirements or have the option to remain for a fifth year to graduate under the state or the LEA requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

Appendix F: Internet Safety for Students

The Lancaster School District prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular “chat room” or “message exchange” Web sites. Such sites as [Facebook.com](https://www.facebook.com), [Instagram](https://www.instagram.com) and [Twitter.com](https://www.twitter.com) 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. The popularity of these Web sites seems to be growing.

Unfortunately, some of these Web sites are being used by child predators, “cyber bullies,” and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and 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 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.

The Lancaster School District has blocked the use of [Facebook.com](https://www.facebook.com), [Instagram](https://www.instagram.com), [Twitter.com](https://www.twitter.com) and similar Web sites from our school computers. We will continue to block objectionable material as we deem appropriate. Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Although most of what is written on these sites is not immoral, offensive, or illegal, some of it is.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential danger of the Internet. Ask if they have an account on Web sites such as these. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example, [SafeKids.com](https://www.safekids.com), located online at <http://www.safekids.com>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-WEB-WISE, or by e-mail at webwisekids2@aol.com.

The Lancaster School District will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact us at 661-948-4661.

Appendix G: Student Technology Use Policy Agreement

(Provided digitally during SchoolMint Registration)

The goal in providing electronic information services to students is to promote education and excellence in in school by facilitating research, innovation, communication, creativity, and collaboration. Access to these technologies requires responsibility. The use of an assigned account must be in support of education, research, and/or within the goals, roles, responsibilities and objectives of the Lancaster School District. District technology includes, but is not limited to, computers/devices, printers, tablets, peripherals, servers, access points, software, including operating systems, cell phones, email, digitized information, data files, wearable technology, and new technologies as they become available. Users grant consent to the school district to access all district owned electronic devices, the information created on those devices, and all information sent or received.

Individual users of district technology networks are responsible for their behavior and communications over those networks including personal devices while on school property. All internet activity is monitored. Students and parents should be aware that on-line services are not free of objectionable materials. Students bear the same responsibility for Internet use as they exercise with information sources such as television, telephones, movies and radio.

Students will guard their own privacy and the privacy of others. Students will not share personal information on websites, email, or in any digital content. Students will not share personal information of other students or staff members.

Material to be published must not display, access, or link to sites deemed offensive by this LSD Technology Use Policy. All published material must have educational value and/or support the district guidelines, goals, and policies as well as conform to the Internet/Intranet Publishing Guidelines. Only materials authorized by the site/department administrator will be published on LSD Internet/Intranet servers. Illegal or inappropriate publishing activities or uses of any kind that do not conform to the rules, regulations and policies of the Lancaster School District are forbidden. All parents must acknowledge that they have read and understand the Notice to Parents annually.

The District makes every effort to limit access to objectionable material. However, controlling all such materials on the computer/network/Internet is impossible, even with filtering in place. With global access to computers and people, a risk exists that students may access material that may not be of educational value in the school setting.

Network storage files and local computer files are treated like any other student work in progress. Adults may review files and communications to maintain system integrity and ensure that students are using the system responsibly. Students should not expect that files stored on district servers and computers will be private. Administrators may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. The District reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The District also reserves the right to limit the time of access and priorities among competing acceptable uses.

Acknowledgement of the Lancaster School District Appropriate Use of Technology Notice to parents of the terms and conditions of this policy constitutes notice to the student as well as the student's parent/guardian as it relates to disclosure, access, dissemination, use and retention of student information as required by the Children's Online Privacy Protection Act (COPPA), Protection of Pupil Rights Amendment (PPRA), the Children's Internet Protection Act (CIPA), and the Family Educational Rights and Privacy Act (FERPA).

The District makes no guarantees about the quality of services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. The District denies any responsibility for material encountered on a computer network, including the Internet, which may be deemed objectionable to a user (or his/her parents, if a minor) or for any hostile or injurious actions of third parties encountered through a computer network. Any statement accessible on the computer network or the Internet is understood to be the author's individual point of view and not that of the District, its affiliates or employees. Due to the nature of electronic communications and changes in the law, it is also impossible for the District to guarantee confidentiality of email sent and received over any computer network.

The following are prohibited and may result in a loss of access as well as disciplinary or legal action.

- Use of a cell phone on campus without the direct approval of the site administrator Accessing, sending or displaying offensive messages or pictures
- Harassing, insulting, or attacking others
- Wasting limited resources

- Intentionally tampering (hacking) with or damaging computers, computer systems, or computer networks
- Violating laws (including copyright laws or plagiarism)
- Defacing or vandalism of district equipment
- Using another's account/password or giving out your account/password
- Using mobile devices on campus without permission
- Employing district technology for commercial purposes or personal gain
- Giving out anyone's home address, phone number or other personal information
- Trespassing in another's folders, work, or files
- **Unauthorized installation or use of software and hardware-including unfiltered access points, example: wireless router or hot spot**
- Violating any provision set forth in the Lancaster School District Technology Use Policy

Appendix H: 2026-2027 Annual Pesticide Notification
(Applicable only for the current school year)

The Healthy Schools Act of 2000 requires all California school districts to notify parents and guardians of pesticides they expect to apply during the year. We may use the following pesticides at a school site during the 2026-2027 school year:

Product Name	Active Ingredient(s)	Reason(s) for Use	Intended Areas
BioSafe Weed & Grass Killer	Ammonium Nonanoate	Weed control in landscaped and paved areas	Planters, dirt/landscape beds; asphalt and concrete where weeds are present
Advion Ant Gel	Indoxacarb	Ant control and prevention	Exterior/Interior where ants are present

PESTICIDES APPLIED BY CONTRACTED PROVIDER.				
COMMON NAME	MANUFACTURER	EPA #	ACTIVE INGREDIENTS	USE
Advance 375A Ant Granular	BASF Corporation	499-370	Abamectin B1 0.011%	Ants
Advion Ant Gel	Syngenta Crop Protection	100-1498	Indoxacarb 0.05%	Ants
Advion Insect Granules	Syngenta Crop Protection	100-1483	Indoxacarb	Ants, Cockroaches, Crickets, Crawling Insects
Alpine WSG	BASF Corporation	499-561	Dinotefuran 40%	Ants, Cockroaches, Bed Bugs, Crawling Insects
Arlon	Syngenta Crop Protection	100-1501	Indoxacarb 20%	Cockroaches, Ants, Crickets, Crawling Insects
Bedlam Plus	MGK (McLaughlin Gormley King Co.)	1021-2569	d-Phenothrin, Imidacloprid, MGK-264	Bed Bugs, Fleas, Ticks, Lice
Crossfire	MGK (McLaughlin Gormley King Co.)	1021-2776	Clothianidin, Metoluthrin, Piperonyl Butoxide	Bed Bugs
Demand CS	Syngenta Crop Protection	100-1066	Lambda-cyhalothrin 9.7%	Ants, Spiders, Cockroaches, General Crawling/Flying Insects
Demon Max	Syngenta Crop Protection	100-1218	Cypermethrin 25.3%	General Crawling and Flying Insects
Essentria G Granular	Envincio LLC	B25 Exempt	Eugenol (Clove Oil), Thyme Oil	Ants, Fleas, Ticks, General Crawling Insects
Essentria IC3	Envincio LLC	B25 Exempt	Geraniol, Peppermint Oil, Rosemary Oil	Crawling and Flying Insects
Exponent	MGK (McLaughlin Gormley King Co.)	1021-1511	Piperonyl Butoxide	Insecticide Synergist
Gentrol IGR	Zoecon (Central Life Sciences)	2724-351	(S)-Hydroprene 9%	Insect Growth Regulator (Cockroaches, Stored Product Pests)
MaxForce FC Ant Bait	Bayer Environmental Science (Envu)	432-1264	Fipronil 0.001%	Ants
MaxForce Complete Granular	Bayer Environmental Science (Envu)	432-1255	Hydramethylnon 1%	Ants, Crickets, Cockroaches
MaxForce Magnum	Bayer Environmental Science (Envu)	432-1460	Fipronil 0.05%	Cockroaches
Nature-Cide All Purpose	Nature-Cide	B25 Exempt	Clove Oil, Cottonseed Oil	Crawling and Flying Insects
Niban Granular	Nisus Corporation	64405-2	Orthoboric Acid 5%	Ants, Cockroaches, Crickets, Silverfish
NyGuard IGR	MGK (McLaughlin Gormley King Co.)	1021-1603	Pyriproxyfen 10%	Insect Growth Regulator (Fleas, Cockroaches, Flies)
Onslaught FastCap	MGK (McLaughlin Gormley King Co.)	1021-2574	Esfenvalerate, Piperonyl Butoxide, Prallethrin	Crawling and Flying Insects
Optigard Ant Gel	Syngenta Crop Protection	100-1260	Thiamethoxam 0.01%	Ants
Selonta	BASF Corporation	7969-382	Cholecalciferol 0.08%	Rodenticide (Rats and Mice)
Sluggo	Monterey Lawn & Garden Products	67702-3-54705	Iron Phosphate 1%	Slugs and Snails
Suspend PolyZone	Envu (formerly Bayer Environmental Science)	432-1514	Deltamethrin 4.75%	Crawling and Flying Insects
Suspend SC	Envu (formerly Bayer Environmental Science)	432-763	Deltamethrin 4.75%	Crawling and Flying Insects
Tandem	Syngenta Crop Protection	100-1437	Lambda-cyhalothrin 3.5%, Thiamethoxam 11.6%	Ants, Cockroaches, Spiders, General Insects
Terad 3 Blox	Bell Laboratories	12455-106	Cholecalciferol 0.075%	Rodenticide (Rats and Mice)
Vendetta Nitro	MGK (McLaughlin Gormley King Co.)	1021-2796	Clothianidin, Pyriproxyfen	Cockroaches
Vendetta Plus	MGK (McLaughlin Gormley King Co.)	1021-2593	Abamectin B1, Pyriproxyfen	Cockroaches
Wasp-Freeze	BASF Corporation	499-362	d-Trans Allethrin, Phenothrin	Wasps, Hornets, Yellow Jackets
Zenprox	Central Garden & Pet (Wellmark International)	2724-804	Etofenprox, Piperonyl Butoxide	Fleas, Ticks, Crawling and Flying Insects
565 Plus XLO	MGK (McLaughlin Gormley King Co.)	499-290	MGK 264, Piperonyl Butoxide, Pyrethrins	Crawling and Flying Insects
RP Rodent Oat Bait AG	Bell Laboratories	12455-102	Zinc Phosphide	Rodenticide (Rats, Mice, Ground Squirrels)
RCO Omega Gopher Bait	RCO International	5042-32	Strychnine	Gophers
Weevil-Cide	Douglas Products	70506-13	Aluminum Phosphide	Stored Product Insects / Weevils (Fumigant)

You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's web site at <http://www.cdpr.ca.gov>

Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied, except in emergencies. If you would like to be notified when we plan to apply a pesticide, please complete and return the form below to your child's school site.

If you have any questions, please contact the Lancaster School District Facilities Department at 661-948-4661.

Appendix I: Request for Individual Pesticide Application Notification

PARENTS: PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN TO YOUR SCHOOL OFFICE (**Office staff will provide the form to the Facilities Dept.**)

Parents can register with the school to receive notification of individual pesticide applications. Person who register for this notification shall be notified at least seventy-two (72) hours prior to the application, except in emergencies, and will be provided the name and active ingredient(s) of the pesticide as well as the intended date of application.

Parents 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 website at www.cdpr.ca.gov.

PLEASE PRINT CLEARLY:

School Name: _____ Room/Teacher: _____

Student Name: _____ Date of Birth: _____

Name of Parent/Guardian: _____

Address: _____

City: _____ Zip Code: _____

Day Phone: (_____) _____ Evening Phone: (_____) _____

E-Mail: _____

Parent/Guardian Signature

Date

Appendix J: Acknowledgement of Receipt and Review

(Provided digitally during SchoolMint Registration)

LANCASTER SCHOOL DISTRICT 2026-2027 ACKNOWLEDGEMENT OF RECEIPT AND REVIEW OF HANDBOOK (including Annual Parental Rights Notification, Annual Pesticide Notification, Annual Parent Involvement Policy Notification, and Selected Board Policies)

Dear Parent:

The Lancaster School District is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980. Our handbook including this information is available on our website at www.lancsd.org or a printed copy is available upon request from your school office.

If you have any questions, or if you would like to review specific documents, please contact an administrator at your child's school. He or she will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete this "Acknowledgement of Receipt and Review" form and return it to your child's school.

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____

School: _____ Teacher: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Phone Number: (_____) _____ Email: _____

Parent/Guardian Signature

Date