LAWNDALE
Elementary School District

Annual Notification of Parent/Guardian & Student Handbook

2026-2027 School Year

Message from the Superintendent

Dear Lawndale Families,

Welcome to the 2026–2027 school year! At Lawndale Elementary School District, we are committed to educating the whole child—supporting students academically, socially, and emotionally through a range of comprehensive initiatives and partnerships. **Family participation and engagement are essential** in creating a supportive learning environment, and your involvement makes a meaningful difference in your student's growth and success.

At Lawndale, we are committed to supporting the whole child by expanding access to resources in and outside of the classroom. Through initiatives such as our Community Schools model, Multi-Tiered System of Supports (MTSS), and strong partnerships with community organizations, we work to ensure every student has the support they need to thrive. These include:

- Academic support and tutoring services
- Social-emotional support and mental health services
- Health and wellness resources and education
- Basic needs resources for families
- Enrichment programs, including art, music, library/media centers, and STEM education (TREC)
- Leadership opportunities and extended learning through our FREE award-winning before and after-school program, RAP.

We encourage you to stay informed by actively checking ParentSquare, our main communication platform, participating in our educational and community events, volunteering in our schools, and participating in our parent/guardian groups, including:

- School Site Council and District Parent Advisory Council
- School and District Community of Multilingual Families
- African American Parent Advisory Council
- Community Schools School Site Committee
- Special Needs Family Support Group

Your voice and presence are crucial to fostering strong partnerships that help our students succeed. I look forward to an incredible learning, growth, and collaboration year.

Sincerely,

Virginia Castro
Superintendent

LAWNDALE
Elementary School District

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LAWNDALE
Elementary School District

Schools and Programs

WILL ROGERS MIDDLE SCHOOL (6-8)
Drew Stewart, Principal
Esmeralda Rosas, Assistant Principal
4110 W. 154th Street, Lawndale, CA 90260
Office 310.676.1197 FAX 310.675.0489
R.A.P. 310.973.1300 ext. 56241

ROOSEVELT ELEMENTARY SCHOOL (TK-5)
Jennie Whitaker, Principal
Jessica Huff, Assistant Principal
3533 Marine Avenue, Lawndale, CA 90260
Office 310.675.1121 FAX 310.219.3180
R.A.P. 310.973.1300 ext. 57243

WILLIAM ANDERSON ELEMENTARY SCHOOL (TK-5)
Kevin Corrinet, Principal
Sara Díaz, Assistant Principal
4130 W.154th Street, Lawndale, CA 90260
Office 310.676.0197 FAX 310.676.8053
R.A.P. 310.973.1300 ext. 52241
Preschool 310.973.1300 ext. 50089

MARK TWAIN ELEMENTARY SCHOOL (TK-5)
Dr. Michael Bosler, Principal
Brittney Campbell, Assistant Principal
3728 W. 154th Street, Lawndale, CA 90260
Office 310.675.9134 FAX 310.675.6367
R.A.P. 310.973.1300 ext. 59244
Preschool 310.973.1300 ext. 50089

LAWNDALE EARLY ADVANTAGE PROGRAM (LEAP) & EARLY START PROGRAM
Marysol Perez, Early Education Coordinator
3530 W. 147th Street, Lawndale, CA 90250
Office 310.263.6830

LAWNDALE STATE PRESCHOOL
Dr. Tia Belt-Brown, Director
3530 W. 147th Street, Lawndale, CA 90250
310.644.8458 FAX 310.978.2960

JANE ADDAMS MIDDLE SCHOOL (6-8)
Jami Valentine, Principal
Jessica Chumentowski, Assistant Principal
4535 W. 153rd Place, Lawndale, CA 90260
Office 310.676.4806 Fax: 310.676.8621
R.A.P. 310.973.1300 ext. 51244

WILLIAM GREEN ELEMENTARY SCHOOL (TK-5)
Laura Quane, Principal
Isaac Olvera, Assistant Principal
4520 W. 168th Street, Lawndale, CA 90260
Office 310.370.3585 FAX 310.370.0522
R.A.P. 310.973.1300 ext. 54241
Preschool 310.973.1300 ext. 50089

BILLY MITCHELL ELEMENTARY SCHOOL (TK-5)
Dr. Dalia Coronel, Principal
Fred Master, Assistant Principal
14429 Condon Avenue, Lawndale, CA 90260
Office 310.676.6140 FAX 310.676.7616
R.A.P. 310.973.1300 ext. 55241
Preschool 310.973.1300 ext. 50089

LUCILLE J. SMITH ELEMENTARY SCHOOL (TK-5)
Cristal Moore, Principal
4521 W. 147th Street, Lawndale, CA 90260
Office 310.970.2915 FAX 310.675.7584
R.A.P. 310.973.1300 ext. 58241

REALIZING AMAZING POTENTIAL (RAP)
Before and After School Program
Dennis Howard, Director
Maggie Guillen, Program Manager
Jeanetta Ellison, Program Manager
3530 W. 147th Street, Lawndale, CA 90250
Office 310.644.8458 FAX 310.978.2960

LAWNDALE
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District Calendar 2026-2027

AUGUST
20 First Day of School (Minimum Day)

SEPTEMBER
7 Labor Day Holiday

OCTOBER
7 Minimum Day
9 Parent Conferences (No school)

NOVEMBER
11 Veterans Day Holiday
23 - 27 Thanksgiving Recess

DECEMBER
21 - January 1 Winter Recess

JANUARY
4 School Resumes
18 Martin Luther King, Jr. Holiday
29 Middle School Parent Conferences (No school for middle schools)

FEBRUARY
8 Lincoln Day Holiday
15 Presidents' Day Holiday

MARCH
12 Elementary School Parent Conferences (No school for elementary schools)

APRIL
2 Cesar Chavez Holiday
5 -9 Spring Recess
12 School Resumes

MAY
31 Memorial Day Holiday

JUNE
8 School Ends (Minimum Day)

Starting August 20, 2026, every Thursday shall be a minimum day for students.

Minimum Day Dismissal:
TK-3rd 1:05 PM
4th-5th 1:10 PM
6th-8th 12:45 PM

Education Code Section 48980

Education Code Section 48980 requires that governing boards of school Districts notify parents or guardians of their rights at the beginning of each regular school term. This summary of Education Code sections concerned with these rights and school policies is sent for your review. If you have any questions regarding any of the items covered, please call your school Principal or Alberto Paredes, Director - Student Support Services at 310.973.1300 ext. 50128.

Parents/Guardians Rights

Parents/guardians are their children's first and most influential teachers. Parental involvement in the education of children contributes greatly to student achievement and a positive school environment. To engage parents/guardians positively in their children's education, staff members at each school shall:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process, both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School plan shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language, or other barriers that may inhibit such participation. [BP 6020]

Parent Engagement: School Accountability [EC 11500, 11501, 11502, 11503]

To participate in the District's offerings of parent education and to provide parental input to the local training programs for parents, please visit our Family University webpage. To stay informed of district-wide events and committee meetings, please visit our Family University calendar.

Visitors

All visitors MUST check in through the front office. A picture ID is required, and your name will be verified on the student emergency card before permission is given to enter school areas. A picture ID will also be required when picking up student records or grades. This rule is for the safety of our students. Requests by a parent/guardian for a visitation must be made in writing to the school site administrator or Director of Student Support Services 24 hours in advance of the visit. Visits will be for a maximum of 30 minutes in length, and only two individuals may visit a classroom in any given time frame, accompanied by administrative staff or designee. Use of recording devices during the visit requires prior approval. Visitors may not interrupt the school program. Parents, guardians, and family members are not allowed in the cafeteria or student eating area during lunch except

during special events and activities approved by the school administrator.

Parent Communication

Our district and schools are using ParentSquare to communicate with parents and legal guardians! Our teachers and staff will be using this platform to send important school announcements, class updates, event information, and more. Our district expects families to stay connected using ParentSquare. If you are new to the district, you will need to register for a ParentSquare account beginning in **late August**! If you are a returning family, you may go ahead and create an account. **Please note class information for the following year will not be available until late August.**

Register for your account at ParentSquare.com/signin using the phone number or email address that you used when enrolling your student. Only parents and legal guardians have access to the platform. Training is available on our website. If you need assistance registering, your Community Liaison will be available at the beginning of the school year to assist.

Civility on School Grounds [CC 1708.9; EC 32210]

The District is committed to maintaining an orderly educational and administrative process that keeps our schools and administrative offices free from disruptions and prevents unauthorized persons from entering school/district grounds. Any person who willfully disturbs a public school meeting is guilty of a misdemeanor and may be punished by a fine of not more than $500. It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

Electronic Listening or Recording Device [EC 51512]

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

Custody Issues

Parents are asked to make every attempt not to involve school sites in custody matters. The courts must handle custody disputes. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation that leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer 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.

Release of Students from School

No student shall be picked up or taken from school during school hours by any person other than the parent/guardian, an adult listed on the emergency card, a school employee, or authorized law enforcement representatives. The adult must provide a picture ID. For the protection of the child, parents/guardians must advise the school of changes on the emergency card as often as they occur. Under all circumstances, children must be picked up from the school office.

Safe Ingress & Egress

Safe Ingress and Egress procedures are documented on a site-by-site basis by the District. Each school site defines the procedures for the safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. In addition, the principals' school newsletters and other communications provide frequent reminders about traffic, campus safety, and the Safe Routes to Schools (SRTS) program. For more information, click here.

At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures, including safe ingress and egress of students. There are contracted crossing guards provided both before and after school so that students can safely cross major streets. Adult supervision is also provided at dismissal when students are waiting to be picked up. Staff members are vigilant about visitors on campus, and all school guests are asked to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, law enforcement is notified.

Attendance

The Lawndale Elementary School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments after school or during school holidays. The district also asks that travel or other absences be avoided during the time school is in session. The school calendar is designed to minimize problems for families who plan vacations around traditional holiday periods and thereby minimize student absences.

Following an absence, a student is required to bring a written verification from home when returning to school. In order for an absence to be excused, the reason(s) for the absence must meet the criteria specified under EC 482025 (see full text on the next page). All other absences with a written verification will be considered Parent Withheld, and absences without a written verification are recorded as unexcused.

Compulsory Education [EC 48200]

Each person between the ages of 6 and 18 years is subject to compulsory full-time education. Each person shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located. A pupil shall not be enrolled for less than the minimum school day established by law. Exceptions are for persons enrolled in charter school, home school or other private school enrollments, and other online charter school options.

Regular school attendance is essential for student learning, academic success, and social development. Students who attend school consistently are more likely to achieve higher academic outcomes, stay engaged in learning, graduate on time and avoid the need for academic or legal interventions. Parents/guardians are legally responsible for ensuring their child attends school regularly and on time. The school is committed to supporting students and families in improving attendance. When attendance concerns occur, the school may offer attendance conferences, counseling or support services, academic interventions, referrals to school or community resources, and other supports.

Tardiness [EC 48260 (a)]

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. A student is considered tardy when they are not present in their assigned classroom or instructional area at the scheduled start time of the school day or class period. If a child is late, the child should bring a note from home to the school office. Excessive tardiness disrupts instruction and impacts student learning.

Truancy [EC 48260, 48262, and 48263.6]

A student is considered truant after three full-day absences without a valid excuse or three tardies of more than a 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof. Examples of truancy include missing an entire school day without an excuse, leaving school without permission or excessive unexcused tardiness. Repeated unexcused absences may lead to parent notification, attendance conferences, referrals to a School Attendance Review Team (or similar intervention), and

additional actions by the district.

After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant.

A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

For questions regarding attendance policies, please contact: Alberto Paredes, Director of Student Support at Alberto_Paredes@lawndalesd.net or 310.973.1300 ext 50128

Chronic Absenteeism [EC 60901]

A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one 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.

Excused Absences [EC 46014, 482025]

Lawndale Elementary School District urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling, and other appointments after school, on the weekend if possible or during school holidays. The district also asks that travel or other absences be avoided during the time that school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of classroom instruction and academic programs. The school calendar is designed to minimize issues for families who plan vacations around traditional holiday periods and thereby minimize student absences.

Following an absence, a student is required to bring a written note from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
4. For the purpose of attending the funeral services 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 the purpose of jury duty in the manner provided for by law.
6. Due to illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at 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. Please note: attendance at religious retreats shall not exceed one school day per semester.

8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For 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 the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. For the purpose of participating in a cultural ceremony or event. Please note: "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph

    (B) provided that the pupil notifies the school ahead of the absence. Please note: 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.

    i. A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-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) 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. Please note: "Victim services organization or agency" means an agency or organization that has a documented record of providing services to victims
    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 . Please note: "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

    Any absences beyond three days for the reasons described in 13(A) above shall be subject to the discretion of the school administrator, or their designee. Extensions are based on the administrator's assessment of the necessity of the absence.

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.

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

School District Attendance Policy

Students should be in attendance at all times. Being at school every day, on time, and for the complete school day. This includes virtual learning when applicable. Picking up your student early from school more than two times, other than for an illness or a doctor's appointment, is a violation of this policy. The higher the district's daily attendance rate, the more a student will learn. The school calendar is designed to minimize problems for families who plan vacations around traditional holiday periods, and thereby minimize student absences. **Parents must report absences via phone call, written note, or email. Illnesses, and doctor and or dental appointments are considered excused absences. Unreported absences are recorded as unexcused.**

Any student subject to compulsory education who is absent without a valid excuse for more than three (3) days or tardy in excess of thirty (30) minutes on each of more than three days in one school year shall be classified as a truant and shall be reported to the Supervisor of Attendance. A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Continued absences and/or tardies will result in parent conferences and may result in a referral to one or all of the following:

ACT - Abolish Chronic Truancy Program places hearing officers from the District Attorney's Office at school sites to meet with parents/guardians of students with attendance concerns.

SART - Student Attendance Review Team is the last attempt of the school site to try and resolve attendance concerns before the case is referred to SARB.

SARB - The Student Attendance Review Board summons parents and students who have been unable to resolve attendance concerns at the school site level or who have established a pattern of excessive absences or tardies.

Our goal is to assist families in resolving attendance concerns. However, failure to adequately improve attendance can result in a meeting with the Los Angeles Sheriff's Department and/or with the Los Angeles County District Attorney's Office. Students will not be excused for absences due to family vacation, business trips, or personal trips unless arrangements are made with the Principal to place a student on Independent Study and the student completes and returns all assignments upon return to school. To learn more about LESD attendance, please visit the Attendance webpage.

Minimum & Student-Free Staff Development Days

Each Thursday of the school year is a minimum day. Students are dismissed early so that staff development activities can be held for teachers. Parents will be notified of any other minimum days and student-free days at least one month before the scheduled day. [EC 48980(c)] ENROLLMENT

Short Term Independent Study Contract

To help students stay on track with their learning and allow Lawndale School District to recover lost ADA funding, we are offering a **Short-Term Independent Study Contract**. This program ensures students receive assignments during their absence and receive attendance credit when the work is completed and returned.

How It Works

- **Students can receive credit for up to 15 days per school year** through this program.
- **Independent Study is not a replacement for regular school attendance** but is available for short-term absences due to illness, emergencies, or planned trips.
- Work assigned must be **substantially equivalent to in-person instruction** and completed within the required timeframe.

How to Participate

To enroll in the Short-Term Independent Study program, families must complete two forms:

1. **Short-Term Independent Study Master Agreement** – This form outlines the terms of the program and must be completed once per school year.
2. **Short-Term Independent Study Request, Assignment Record, and Evaluation Form** – This form is used to request assignments for a specific absence.

We encourage families to **submit the Master Agreement as soon as possible** to ensure their child is eligible for Independent Study when needed. This way, if your child has an unexpected illness or planned absence, we can provide assignments right away.

Notification & Assignment Process

- Please notify your child's school **at least three days in advance** for planned absences.
- If your child is ill, and we have a Master Agreement on file, we can retroactively apply the Independent Study Contract starting from the first day of absence.
- Students must **return completed work within five days of returning to school**. An extension may be granted by the site administrator.
- Teachers will **grade and verify assignments within 2-4 weeks** of completion.

By participating in this program, students stay engaged in their learning, and Lawndale School District can recover vital funding that supports classroom instruction and resources.

Thank you for your continued support in ensuring all students receive a high-quality education!

Parents Consequences for Non-Attendance [EC 48291-48293, 48453- 48454 and Penal Code 272]

Parents who fail to send their children to school or who contribute to their child's absences and/or tardies can be ordered to attend parent education, fined, and/or criminally prosecuted. The fines and penalties can range from $50 to $2,500, plus the adult can be sentenced to a misdemeanor and up to a year in jail.

Arrest of Truants/School Attendance Review Boards [EC 48263 and 48264]

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city, or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Truant Consequences [EC 48260.5, 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3,653.5, 654, and 651.5]

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Parents must be notified if their child is identified as a truant. Parents are obligated to compel their child to attend school. District staff will offer to meet with the parents to discuss solutions and offer alternative educational options to help address the truancy. In addition, school personnel are available to meet with the pupil and family to develop strategies to support the pupil's attendance at school and offer available mental health and supportive services. Research shows that missing 10 percent of school for any reason can translate into pupils having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

Enrollment

Attendance Residency and Alternative Enrollment Options [EC 35160.5(b), 46600, 48980(g)]

Residency: A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district; a pupil who is a placed in foster care may remain in his or her school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Students in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Please contact Alberto Paredes, Director of Student Support at Alberto_Paredes@lawndalesd.net or 310.973.1300 ext. 50128. for more information on the protections afforded to these student groups per California law.

Interdistrict Permits (Transfering to another district) [EC 35160.5(b), 46600]

The parent/guardian of a student may seek release from the home district to attend a school in any other school district. School districts may enter into agreements for the inter-district transfer of one or more students for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Regardless of whether an agreement exists, no school district will prohibit the transfer of a student who is a child of an active duty military parent to another school district if the receiving district approves the application for transfer. Unless otherwise specified in the agreement, a student will not have to reapply for an inter-district transfer, and the school board of the district of enrollment must allow the student to continue to attend the school in which he/she is enrolled. No student who currently resides in the attendance area of a school can be displaced by students transferring from outside the attendance area.

Military Family: The school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer. For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays. Coursework and graduation requirements are exempted for children of active military.

Bullying: Bullying means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm to self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A district cannot prohibit an interdistrict permit release when no intradistrict permit options are available to a victim of bullying. A “victim of an act of bullying” means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. The receiving district is not obligated to accept the student.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Parents/guardians who wish to enroll their child in a school district other than the Lawndale Elementary School District can complete an Inter-District Permit Application. Applications for a transfer in the current school year are accepted year-round, and applications for a transfer in the next school year are available beginning February 1. This application is available on the district's Interdistrict Permit webpage or by calling the Student Support Services office at 310.973.1300 ext. 50129.

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 Lawndale Elementary School 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. Once the parent has completed the final appeal process, and if the request is still denied, the education rights holder may appeal to the Los Angeles County Office of Education within 30 calendar days of a final denial from the denying district. The County appeal process may take up to a maximum of sixty calendar days based on certain factors

Upon request by the parent/guardian, a receiving district shall 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.

Intradistrict - School Transfers Within Same District [EC 35160.5(b), 46600]

Residents of the Lawndale School District may apply to other schools that serve the same grade levels within the District on a space available basis. For students who have been determined to have been a victim of bullying, the District shall approve a school transfer unless the requested school is at maximum capacity, in which case, the District shall accept an intra-district transfer request for a different school in the District. Information on each school within the District is provided on the District website.

Transportation to any other school is the responsibility of the parent. Parents/guardians who wish to enroll their child in a school other than their home school can complete a School Transfer Application. No student who currently resides in the attendance area of a school can be displaced by students transferring from outside the attendance area.

The application is available May 15 through June 30 for current students and 15 days within new student enrollment unless victim of bullying. This application is available on our website or by calling the Student Support Services office at 310.973.1300 ext. 50129.

Residency Changes

Students who move within the Lawndale Elementary School District during the school year may remain at the school of enrollment if space permits, unless frequent tardies or absences occur. A student who moves outside the District during the school year may be permitted to stay if an inter-district permit is obtained, space is available, and the student meets the reasons for which the District approves a permit request.

Address Verification [EC 48204(a)(5), 48980(g)]

Any parent/guardian enrolling a student in the District must provide proof that he/she lives within the District's boundaries. Acceptable proof is a parent's name and address on utility bills, personal mail, cable bill, bank statement, credit card statement, California I.D. with current address, CA Driver's license with current address, post office change of address card, car registration, car insurance, and voter registration card. [EC 48204.1(a)]

If your child lives in the home of a caregiving adult, as defined by law, your child may attend the school district in which that residence is located. Execution of an affidavit under penalty of perjury by the caregiving adult is required to determine that your child lives in the caregiver's home.

Home Visits [EC 48204(c), 48980(g)]

The Lawndale School District may conduct home visits to verify a student's address and/or to determine that he/she lives in the caregiver's home. Home visits may occur before or after school, over weekends, and on holidays. Home visits may be conducted by school staff and/or a private investigator.

Education of Homeless Youth [42 USC 11432 – EC 48551, 48852.5, 48853, 48857, 51225.1, 51225.2]

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-age children experiencing homelessness to access to the same free and appropriate public education provided to students who have permanent housing. Every LEA is required to appoint a homeless liaison to ensure parents and students experiencing homelessness are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in education of their children.

A student experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence who may live:

- In an emergency or transitional shelter;
- In substandard housing, car, garage, or other places not designed as a regular sleeping accommodation for human beings;
- In another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled or tripled-up);
- In a hotel or motel as a result of economic hardship;
- Temporarily in a trailer, recreational vehicle (RV), motor home, or campsite;
- Temporarily with an adult who is not their parent/legal guardian, known as an unaccompanied youth

experiencing homelessness.
- 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.

The Student Housing Questionnaire (SHQ) is distributed annually at the beginning of each school year by all schools along with other required enrollment/registration forms to all students. The SHQ allows parents/legal guardians, unaccompanied youth, or caregivers to self-identify their current living situation. At any time during the school year, students, parents/legal guardians, or caregivers may use the SHQ to self-identify. The SHQ shall be available in the primary language of the family. A paper version needs to be provided, upon request. The SHQ must include information on the educational rights for students experiencing homelessness.

Students experiencing homelessness are expected to attend school regularly and have the right to:

- Immediate enrollment in school of origin or school where currently residing without proof of residency, immunization records or tuberculosis skin-test results, school records, or legal guardianship papers. It is the responsibility of the enrolling school to request all necessary documents from the previous school(s).
- Education and other services (e.g., to participate fully in all school activities and programs for which a student is eligible, to qualify automatically for nutrition programs, to receive transportation services, and to contact liaison to resolve disputes that arise during enrollment).
- Be notified of the possibility of graduating within four years with reduced state requirements, and the ability to remain for a fifth year to graduate with reduced state or full LEA requirements, if the student experiencing homelessness transferred after the second year of high school, is credit deficient, and will not be able to graduate on time with local district requirements.
- For the district to accept and issue partial credits for courses that have been satisfactorily completed by the student experiencing homelessness.
- Enrollment protections that promote school stability, including the right to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even if they no longer live within the attendance boundaries of those schools.
- Students experiencing homelessness have the right to attend their school of residence or their school of origin, which includes the school at which the youth was last enrolled or that the student attended in the last 15 months to which they have a connection.
- At the request of the parent/legal guardian, unaccompanied youth, or caregiver, the LEA shall ensure that transportation is provided as appropriate and feasible to and from the school of origin.
- Refer parents/legal guardians and unaccompanied youth to applicable programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other appropriate educationally related services.

If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the Dispute Resolution process, the student is to maintain enrollment in the school sought pending the final resolution of the dispute. For further information on the Dispute Resolution process, please contact Alberto Paredes, Director of Student Support Services at Alberto_Paredes@lawndalesd.net or 310.973.1300 ext. 50128

Education of Foster Youth [EC 47605, 47605.6, 48204, 48432.5, 48853, 48853.5, 48911, 48911.1, 48915.5, 48918.1, 51215.1, 51225.2]

Students supervised by the Department of Children and Family Services (DCFS) and placed in licensed foster homes, Short-Term Residential Therapeutic Programs [STRTP, (formerly referred to as group homes), with relatives, or residing with biological parent(s) have additional rights and enrollment protections that promote school stability. Students who are the subject of a DCFS voluntary placement agreement or Department of Probation (in certain circumstances) are also included within the definition of students in foster care. In addition, a dependent child of the court of an Indian tribe, consortium or tribes, or tribal organization is afforded the same guarantee of rights as the foster children identified through the county court systems.

Every LEA is required to designate a staff person as the educational liaison for foster children to: ensure that foster youth are:

- Entitled to stable school placements in the least restrictive education programs, with access to academic resources, services, and extracurricular activities that are available to all pupils. This includes the right to remain in the school of origin and the right to matriculate with his or her peers.
- Students in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall work together to serve the educational needs of students in foster care.
- Proper and timely transfer between schools. This includes the coordination between the local educational agency and the county placing agency, and the transfer of educational information and records of the foster youth to the next educational placement.
- Students in foster care have the right to attend their school of origin and, if applicable, matriculate in the secondary school in the same attendance area even when the student is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue their education in the school of origin while the student is identified as a foster youth. If the jurisdiction of the court terminates prior to the end of an academic year, the student in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year, unless the student attends high school as they have the right to attend until they graduate.
- If a dispute arises over school selection or enrollment, the school must immediately enroll the student in the school where enrollment is sought. During the Dispute Resolution process, the student is to maintain enrollment in the school sought pending the final resolution of the dispute.
- No lowering of grades if the foster youth is absent from school due to a decision by a court or placing agency to change his or her placement, or due to a verified court appearance or related court ordered activity.
- Issuance and acceptance of partial credits for courses that have been satisfactorily completed by the foster youth. The foster youth shall not be required to retake the portion of the course already completed unless it has been determined that he or she is reasonably able to complete the requirements in time to graduate from high school.
- Not required to retake a course the pupil has satisfactorily completed.
- Students in foster care may qualify for an exemption from local graduation requirements. Designated school staff shall notify students and their parent/legal guardian of their eligibility to be exempt from coursework and other requirements adopted by the Lawndale Elementary School District in addition to the statewide coursework requirements. To qualify the student must be in foster care and have transferred schools after what would have been their second year of high school, the student cannot

reasonably complete the additional local LEA graduation requirements within four (4) years, and the educational rights holder must determine that the graduation exemption is in the student's best interest. If these criteria are satisfied, the student may be offered the exemption to complete the state graduation requirements of 130 credits in specific course work within the four years and be offered a fifth year if needed.

- Once a student is found eligible for this exemption, their eligibility continues even if the student's foster care case closes or the student transfers to another school. It is unlawful for a school, student, educational rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.
- Parents/legal guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a student is changing school placements so that partial credits may be calculated, if applicable, and school records can be transferred in a timely manner. For students experiencing a change in residence, a Best Interest Determination meeting should be held with the educational rights holder to determine whether the student will remain in the school of origin and if transportation is needed.
- If a student in foster care is issued a suspension (including in-school suspension), recommended for expulsion, scheduled for a manifestation determination meeting, or involuntarily transferred to a continuation school, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. Attorneys and social workers have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.
- If these rights are not followed, a complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures

For information regarding the right of foster youth, contact Alberto Paredes, Director of Student Support Services at Alberto_Paredes@lawndalesd.net or 310.973.1300 ext. 50128

Expanded Learning Programs (Before School, After School, Summer and Intersession Programs) [EC 8420 – 8428; 8482 – 8484.65; 8484.7-8484.9; and 46120]

The Expanded Learning Program Realizing Amazing Potential (RAP) serves pupils in Transitional Kindergarten through eighth grade at all elementary and middle schools. Programs that charge family fees shall not charge any fees for pupils who are eligible for free or reduced-priced meals, a child who is experiencing homelessness or placed in foster care. These students are also moved to the top of the waiting list. To request priority enrollment, please contact our RAP Team at (310) 973-1300 ext. 50107.

Student Conduct

Bullying [EC 234.4, 22589, and 32283.5]

The Lawndale Elementary School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying, including cyberbullying on social media. All school staff who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a District school may be subject to disciplinary action up to and including expulsion. Annual training will be provided to all staff who work with students to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training, as well as 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 at: www.cde.ca.gov/ls/ss/se/bullyres.asp.

If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact Dr. Maria Ruelas, District Social Worker, who is available to assist you in identifying and stopping this behavior at 310.973.1300 ext. 50130. To file a complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities, please contact the Principal or submit a report anonymously through WeTip. Each complaint shall be investigated and resolved through the Uniform Complaint Procedures, as described in this document.

School Rules [EC 35291, 48980(a)]

You have a right to review school and district rules regarding student discipline. If you wish to do so, please contact the school office.

Dress Code [BP/AR 5132]

In cooperation with teachers, students, and parents/guardians, the Principal or designee shall establish school rules governing student dress and grooming, which are consistent with law, Governing Board policy, and administrative regulations. For everyone's safety, the site administrator has discretion in resolving dress code issues. These school dress codes shall be regularly reviewed. The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times and must have closed-toe and closed-heel. Thongs, backless shoes, or sandals are not acceptable. "High" heels on shoes should not be over 1" (inch) high.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are obscene, vulgar, profane, or sexually suggestive; or which bear gang, drug, alcohol, or tobacco advertising, promotions, and/or likenesses; or which advocate racial, ethnic, or religious prejudice.
3. Clothes shall be sufficient to conceal undergarments at all times. See-through fabrics, low-cut tops, bare midriffs, backless, and skirts or shorts shorter than mid-thigh are prohibited.
4. Students may not wear any clothing or jewelry that can be gang, crew or "click" affiliated.
5. Pants must be worn at the waist. Underwear may not be visible.
6. Students may not wear belts with initial belt buckles. Belts or jewelry cannot be spiked or present a danger to self or others.

7. Gym shorts may not be worn in class other than physical education, except when directed by a staff member.
8. Wallet chains or chains of any other type may not be worn.
9. Hats, caps, and visors may be worn only for sun protection and only outdoors. There may be exceptions for religious or medical reasons.
10. Sunscreen may be used during the day. School sites may determine specific rules for application.
11. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs and safety precautions of certain sports and/or classes. For example, large hoop earrings or piercings on the face present a danger to students while performing physical activities.

No physical education grade shall be adversely affected if the student does not wear the standard physical education apparel due to hardship or circumstances beyond the student's control.

The Principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations, including regulations for times when students are engaged in extracurricular or other special school activities. Parents shall be notified of changes in writing.

Suspension & Expulsions

Suspension is the removal of a student from ongoing instruction for adjustment purposes. For all students, a single school suspension may not be issued for more than five (5) consecutive school days. Expulsion is the removal of a student from: (1) the immediate supervision and control, or (2) the general supervision of school personnel. In general, other means of correction must be used prior to suspension except in specific circumstances.

Suspension, including supervised suspension, as described in EC 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct and/or safety is at risk. A school district may document the other means of correction used and place that documentation in the student's record, which may be accessed pursuant to Section 49069.7.

However, a student, including an individual with exceptional needs, may be suspended for any of the reasons enumerated in EC 48900 upon a first offense, if the principal determines that the student violated subdivision (a), (b), (c), (d), or (e) of section 48900 or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Teachers may suspend students from their class for up to one full day. The suspension must be reported to the Principal, and teachers are required to ask the parent/guardian to attend a conference. Reasonable effort will be made to notify parents in person or by telephone of all suspensions.

Whenever a student is assigned to supervised suspension (in-school suspension), a school employee shall notify the parent in person or by telephone. If the student is assigned to supervised suspension for longer than one class period, a school employee shall notify parents or guardians in writing. [EC 48911.1(d)]

If your child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities, or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom. [EC 48900.1]

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended

for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Homework Assignments during a Suspension [EC 48913, 48913.5]

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 shall provide a student who 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, guardian, or other person holding educational rights makes a request to the teacher. Whenever a homework assignment that is requested and turned in to 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.

Grounds for Suspension and Expulsion [EC 48900, 48900.2, 48900.3, 48900.4, 48900.7]

Suspension from school means the removal of a student from ongoing instruction for adjustment purposes. Expulsion means the removal of a student from the immediate supervision and control, or the general supervision, of school personnel. A student shall not be suspended or expelled for any acts listed below unless that act is related to a school activity or school attendance that occurs 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.

Harassment, Threats or Intimidation [EC 48900.4]

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, 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 either school personnel or pupils by creating an intimidating or hostile educational environment.

Suspension and Expulsion [EC 48900] and Mandatory Expulsion Violations [EC 48915]

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

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault.
5. Possession of an explosive. The school board shall order the student expelled upon finding that the student committed the act.

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

1. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. Any student in kindergarten through grade 8 may be suspended from class by a teacher, but not recommended for expulsion by a principal, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

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.

Expulsion Procedures [EC 48916, 48916.1, & 48926]

Expulsion is the most serious level of school discipline and may occur when a student commits certain violations of state law or district policy. According to AB 1230, LEAs are to adopt rules and regulations establishing procedures for the filing and processing of requests for readmission, the required review of expelled students for readmission, and the transition process for readmitted students.

- Students and parents/guardians receive written notice of the expulsion hearing, including the reason, date, time, and location.

- Students have the right to representation, review evidence, and present witnesses/evidence at the hearing.
- The governing board or administrative panel decides whether expulsion will occur.
- Expelled students continue to have the right to education and will be placed in an alternative educational program within 3 school days.
- Students receive an individualized rehabilitation plan with requirements for readmission.
- A readmission review is conducted 45 days before the end of the expulsion term.
- Students must be readmitted unless they fail to substantially complete the rehabilitation plan or continue behaviors leading to expulsion.

Prior to a suspension/expulsion from school, the principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension, and the evidence as well as the opportunity to present their version and evidence. If the school determines there is an emergency situation defined as a situation that constitutes a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

Expulsion Involving Special Education Students [EC 48915]

In matters involving students who have been identified as needing special education services, the Governing Board may order such students expelled ONLY if all of the following conditions are met: the parent must be notified in writing prior to conducting a pre-expulsion assessment, and the parent must make the student available for testing without delay. An IEP meeting must be held pursuant to the education code; the IEP team must have determined that the misconduct was not a function of the student's handicap; and it must be determined that the conduct was not the result of the district's failure to implement the IEP.

List of Grounds for Expulsion

The following are grounds for which a student in kindergarten through grade 8 may be suspended or expelled:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon another person, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material, and represented the same as such controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or products containing tobacco or nicotine products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. An imitation firearm means a replica of a firearm that is so substantially

similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
18. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to his/her person or property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber-sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
19. Aided or abetted the infliction or attempted infliction of physical injury on another person.
20. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Gun Safety Notification [EC 48986, 49390, 48391, and 49392]

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Gun-Free School Zone Act [PC 626.9, 30310]

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

both imprisonment and fine.

Dangerous Objects

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

Student Search

The School Principal or designee may search the person of a student, the student's locker, desk, backpack or purse if there is reasonable suspicion that the student may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v T.L.O. (1985) 469 U.S. 325; BP/AR 5145.12]

Notification to Law Enforcement [EC 48902]

When a student is being considered for suspension as a result of weapons possession, assault with a deadly weapon, narcotics violation, or assault on a student or on an employee of the District, the School Principal is required to report the violation to the local police within one day of suspension.

Release of Student to Peace Officer [EC 48906; Penal Code 11165.6]

If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian.

Property Damage [EC 48904]

Parents/guardians are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, and for school property loaned to the student and willfully not returned. Parents'/guardians' liability may be as much as $17,593 in damages and another maximum of $10,000 for payment of a reward, if any. The school district may withhold the grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money. [

Information Regarding Synthetic Drugs [EC 48980 and EC 48985.5]

Our school is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine, and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with

fentanyl because it cannot be seen, smelled, or tasted. In addition, various social media platforms may be used to market and sell synthetic drugs, such as fentanyl. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention Branch.

School Safety: Anti-Hate Speech Policy [EC 48900(a)(1), (k), (r), EC 201, EC 220]

In accordance with the Lawndale Elementary School District's commitment to providing a safe and inclusive educational environment, any form of hate speech, including the use of racial slurs or derogatory language targeting race, ethnicity, gender, sexual orientation, religion, disability, or other protected characteristics, is strictly prohibited—regardless of context or perceived consent. Such behavior is considered a violation of district policy and may result in disciplinary action, up to and including expulsion, as outlined in the California Education Code. Using hate speech or racial slurs is never acceptable. All incidents will be taken seriously and investigated in alignment with district policies and restorative practices where appropriate. For questions or to report concerns, please contact the school administrator or Student Support Services.

Electric Bicycle and Micromobility Device Safety Policy

School districts have the authority to regulate student conduct and maintain safety on school grounds and during school-related activities pursuant to California Education Code §§44807 and 35291, which authorize schools to establish rules for student behavior and safety. These regulations apply to school property, school activities, and transportation to and from school.

For safety and consistency, **this policy applies equally to electric scooters, electric skateboards, and other motorized personal transportation devices** brought to or used on school campuses by students. Due to safety concerns and legal restrictions, students are not permitted to ride **Class 3 Electric Bicycles** to school or on school campuses.

Types of Electric Bicycles

Class 1: A pedal-assist electric bicycle that provides motor assistance only while pedaling and ceases assistance at 20 miles per hour.

Class 2: An electric bicycle equipped with a motor that may be used exclusively to propel the bicycle and is limited to 20 miles per hour.

Class 3 (PROHIBITED): A pedal-assist electric bicycle capable of providing assistance up to 28 miles per hour and equipped with a speedometer.

LESD encourages students and families to review bicycle and micromobility safety practices, including helmet use, safe riding behaviors, and adherence to local traffic laws.

General Safety Requirements

Students who ride electric bicycles to or from school must comply with the following safety expectations:

- **Helmet Use -** Students under 18 years of age must wear a properly fitted bicycle helmet while operating an electric bicycle in accordance with **California Vehicle Code §21212** and related safety provisions.

- **Safe Operation -** Students must operate electric bicycles in a safe and responsible manner. Reckless riding, excessive speed, stunts, or unsafe operation on or near campus is prohibited. Electric bicycles may **not be ridden on campus grounds**, including parking lots, sidewalks, walkways, or within school facilities. Riders must **dismount at the school boundary and walk the device** to **designated bicycle racks or storage areas**.
- **Parking -** Electric bicycles must be parked only in designated bicycle racks or storage areas identified by school administration. The District assumes no responsibility for theft or damage to personal devices.

Parent and Student Responsibility

Parents/guardians are responsible for ensuring that any electric bicycle used by their child, complies with California law regarding classification and safety requirements and is operated by the student in a manner consistent with school rules and local traffic laws. **Students who fail to comply with this policy may be subject to school disciplinary action consistent with Education Code §48900 and district discipline procedures.**

School administrators may:

- Require prohibited electric bicycles to be removed from campus.
- Contact parents/guardians to retrieve electric bicycles.
- Restrict a student's ability to bring an electric bicycle to school if safety expectations are not met.

Electronic Signaling Devices/Cell Phones [EC 48901.5]

Schools may regulate the possession or use of any phones or other electronic signaling devices while students are on campus, attending school-sponsored activities or under the supervision and control of school district employees. Cellular phones and other personal electronic and/or wireless devices shall be turned off at all times and unable to receive or send any communications during school. This includes and specifically prohibits the following:

- Text-messaging or any type of instant messaging.
- Photographing, audio taping or videotaping other individuals at school or at school-sponsored activities without the knowledge and consent of the individual being photographed, videotaped, or audiotaped, except for activities considered to be in the public arena, such as sporting events or public performances.
- E-mailing, posting to the Internet, or otherwise electronically or wirelessly transmitting images of other individuals taken at school.
- Using cellular phones or other electronic and/or wireless devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.
- Using cellular phones or other personal electronic and/or wireless devices that violate any other District policy, including those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies, acceptable use, or harassment/cyber bullying.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the student's health.

Electronic Listening or Recording Device [EC 51512]

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

Please ensure to review the Acceptable Use of Technology in its entirety.

Assignment of Photographic, Messaging, Video, and Sound Recording Rights Agreement

The Lawndale Elementary School District uses media to improve communication with parents and the school community. The Media Agreement reads as follows:

I hereby give permission to the Lawndale Elementary School District (the "District") and its officers, agents, and employees, to photograph, message, record, film, or videotape my child/ward and myself. I understand that any photograph, message, sound recording, or video taken of my child/ward is for the purpose of collecting and/or presenting factual information in the interest of serving the District's mission of education and public service, and for promoting the public good.

I hereby assign to the District all rights, title, and interest, including copyright, in and to any and all such photographs, messages, sound recordings, or videos, and I hereby irrevocably authorize the District, its officers, agents, and employees, without limitation, to reproduce, copy, exhibit, publish, or distribute, in any medium now known or later developed, including social media, any and all such photographs, messages, sound recordings, or videos in perpetuity for the purposes expressed above.

I further release and forever discharge the District, its officers, agents, and employees from any and all claims and demands arising out of or in connection with the use of said photographs, messages, sound recordings, or videos, including but not limited to any and all claims for invasion of privacy, defamation, or infringement of copyright.

I have read and understood the provisions of this agreement, and understand that I am free to obtain advice from legal counsel of my choice, at my expense, to interpret these provisions. I acknowledge that I have freely and voluntarily entered into this agreement.

If you would like your child to be exempt from the media (which includes social media, website, TV, and other public communication channels), please write a letter and give your Principal.

Nutrition Services

Every student in the Lawndale Elementary School District will continue to receive no cost meals.

Serving Times

Breakfast and lunch are served daily, and serving times vary between schools. Generally, breakfast is served from 8:00 - 8:20, though some sites may offer breakfast as early as 7:45. Elementary school sites also offer second chance breakfast during morning recess for students who did not have breakfast with us before the beginning of the instructional day. Lunch is typically served between 11:20 and 12:45, but there are variations in service times among school sites. Please check with your school for the most current bell schedule. Nutrition Services also provides supper meals to students involved in after-school learning opportunities, such as Realizing Amazing Potential.

Allergies/Meal Accommodations

If a child has a special dietary need such as a food allergy or other medical dietary restriction, a Medical Statement to Request Special Meals and/or Accommodations form (available on the Food Services website or through the School Nurse/Health Clerk) MUST be filled out completely and signed by a licensed physician, a physician assistant, or a nurse practitioner. If your child is unable to consume regular cow's milk, we can offer lactose-free cow's milk or soy milk, depending on availability. If your child cannot consume regular cow's milk, please complete and submit the Parental Request for Fluid Milk Substitution form. LESD Food Services can only accommodate special dietary needs stated on the complete Meal Accommodation form and the Parental Request for Fluid Milk Substitution form. Please be sure to submit this documentation during the enrollment process so that Nutrition Services and our School Nurses/Health Clerks can be ready to support your child's needs.

Wellness Policy

The Wellness Policy is a state and federally mandated requirement for Districts that participate in the National School Lunch Program (NSLP). The current policy (BP 5030) can be found on our Wellness Policy & Regulations webpage, along with the current annual assessment. Please contact your school to learn more about specific campus wellness initiatives.

For questions, please call the Food Services Department at 310.973.1300 ext. 50051. If you have any questions regarding Nutrition Services and medical accommodations, please contact the Director of Nutrition Services, Lissette Rooney, at 310-973-1300 ext. 50048.

Health Services

Oral Health Assessment (K-1) [EC 49452.8]

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

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

To make sure children are ready for school, state law requires that children have an oral health assessment (dental check-up) by May 31 in either kindergarten or first grade, whichever is his/her first year in public school. Assessments that have happened within the 12 months before the child enters school also meet this requirement. Please click here for the waiver.

The law specifies that the assessment must be done by a licensed dentist or other licensed or registered dental health professional. The school and District shall maintain the privacy of all students' health information. A student's identity shall not be associated with any report produced as a result of this requirement.
For children with Medi-Cal/Denti-Cal insurance, parents/guardians can find a dentist who takes this insurance by calling (800) 322-6384 or by visiting the Denti-Cal website at https://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 2-1-1.

Immunizations [EC 49403, 48216; HSC 120325, 120335, 120365, 120370, 120375]

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

As of January 1, 2016, parents of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016, will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools.

The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above. **Students who are missing any doses will be informed by the school health office and will have 10 school days to obtain the needed immunizations. After 10 days the student will be excluded from attending school until documentation is provided.**

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

A. All new students, in transitional kindergarten through grade 8 to the Lawndale Elementary School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, and varicella immunizations.
B. All transitional kindergarten and kindergarten students must also provide proof of vaccination against Hepatitis B.
C. All seventh-grade students must also provide proof of a Pertussis booster vaccine.

For a list of required immunizations, please visit the guide produced by the California Department of Public Health.

Free immunizations for children are available in the Lawndale Elementary School District. Please call your child's school health office for information.

Information about a medical exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: https://cair.cdph.ca.gov/exemptions/home.

Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the California Department of Public Health, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth-grade level of any private or public elementary or secondary school. Per HSC 120336, "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." Assembly Bill No. 659, the Cancer Prevention Act requires schools to notify families of 6th graders about human papillomavirus (HPV) vaccination recommendations. For more information, please visit the California Department of Public Health Immunization Guidance.

Health Screenings [EC 49455, 49452]

State law mandates the school nurse or other authorized personnel assess vision and hearing for all students in the following grade levels: TK/K, 2, 5, and 8th grade, or first enrollment or entry in a California school district.

Resources permitting, a free, noninvasive visual dental screening is organized by the school district for students in all grade levels. The screening is limited to a quick visual inspection by a licensed dentist or other authorized personnel.

School nurses may report to parents/guardians any health deficits identified during health screenings.

Health Screening Waiver [EC 49451; 20 USC 1232h]

Parents/guardians may refuse any health screening (vision, hearing, or dental) of their student by notifying the school front office in writing **prior to the start of each school year.** This letter should specify which of the health screenings (hearing, vision, or dental) that the student is to be excluded from. This exclusion letter must be renewed **annually** with the front office.

However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Tuberculosis Screening [HSC 121475-121520]

To ensure a healthy school environment, California law requires all students entering school for the first time—or transferring from outside the county—to undergo a tuberculosis risk assessment. Take the Pediatric TB Risk Assessment Form, included in the registration packet, to the student's healthcare provider. The provider must complete the form up to one year prior to registration or up to 90 days after the student starts school. If the student's provider is unable to complete the risk assessment within the time frame, please reach out to **School Nurse** for additional assistance in the completion of the pediatric risk assessment. Actual TB testing (skin or blood test) is only required if the provider identifies specific risk factors during this screening. Return the completed form to the student's school site. If you do not have insurance, you may complete the risk assessment at one of the Department of Public Health walk-in sites or visit a low- or no-cost community clinics.

Medication Regimen [EC 49423, 49480]

The parent/guardian of any student taking medication on a regular basis (prescribed or over the counter) must inform health office staff of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent/legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the student.

1. To limit lost instructional time, coordinate with your child's doctor to create a medication schedule that minimizes academic interruptions.
2. Provide a medication administration form for any medications taken for ongoing medical conditions, including medications taken outside of school hours.
3. If your child must take medicine while at school, provide the school/ health office staff with a completed medication administration form that lists specific instructions such as but not limited to student's name, dose, frequency, time to be administered, route of administration, and reason for medication from your child's doctor or other health care provider, who is licensed to practice in California. Provide new, updated notes at the beginning of each school year and whenever there is any change in the medicine, instructions, or doctor.
4. As parent/guardian, you must supply the school with all medication your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to carry and take by him or herself.
5. All controlled medicine must be counted and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the log.
6. Each medicine your child must be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name

of the medicine, and instructions for when to take the medicine and how much to take.

7. The parent/guardian or adult designee must pick up all discontinued and expired medications and replace with non-expired medications when asked by the Health Staff. At the end of the school year, the parent/guardian must pick up all medications from the Health Office. Any medication left at the school site after the last day of school will be discarded. Medication orders must be re-ordered by the student's physician every school year. Medications cannot be sent home with students.
8. Students are not permitted to have any medications (prescription or over-the-counter) in their possession without a written order from the physician, written parent permission, and school nurse authorization.
9. Certain emergency medications, such as auto-injectable epinephrine, inhaled albuterol, or glucagon upon approval given by health care provider and district nurse, may be permitted for the student to self-carry and self-administer provided the parent/guardian submits 1) a written statement from the healthcare provider detailing the name of the medication, method, amount, and time schedules, and confirming that the pupil is able to self-administer the emergency medication, and 2) a written statement from the parent/guardian consenting to the self-administration, providing a release of information for the school nurse or other designated school personnel to consult with the health care provider regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication. [EC 49423 and 49423.1]

Student Illnesses at School [EC 49451]

Each school site has a health office staffed with a Health Clerk who evaluates and manages health problems and injuries. A School Nurse is available to each school site. A child should stay home (or go home) from school when any new illness or symptom: prevents them from participating meaningfully in child care or school activities; OR results in a need for care that is greater than the staff can provide without compromising the health and safety of other children. If the child's illness is suspected to be serious and/or contagious, a written note from the child's physician may be required for the student to be readmitted to school. Any student who comes to school with a cast, crutches, a wheelchair, or sutures is required to have a physician's note.

Emergency Treatment for Anaphylaxis [EC 49414]
Pupil Health: Emergency Medical Care: Epinephrine Delivery Systems [EC 48985.5]

EC 49414 requires school districts to provide emergency epinephrine delivery systems to school nurses and trained personnel and authorizes them to use epinephrine delivery systems for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse, and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours in students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

Concussion and Head Injuries [EC 49475]

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications, including prolonged brain damage and death if not recognized and managed properly. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored 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 healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent/guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest [EC 33479]

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. If indicated, 911 will be called and an AED machine may be used at the discretion of school staff.

A student who is removed from play after fainting or displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon.

On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the student and the student's parent/guardian before the student participates in specific types of athletic activities, which generally do not apply to those conducted during the regular school day or as part of a physical education course.

Type 1 & 2 Diabetes [EC 49452.7]

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. The guidance provided in this informational letter is intended to raise awareness about this disease among our LESD families. Should you have any questions or need further advice, please contact your site's District Nurse.

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

Confidential Medical Information Act [CC 56.10]

School-linked service coordinators will have access to health care information that 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.

Medical or Hospital Services [EC 49472]

The Lawndale Elementary School District may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical or hospital service, or through group, blanket, or individual policies of accident insurance, or through policies of liability insurance for injuries to students arising out of accidents related to school activity or attendance. No student is required to accept such services without the consent of his/her parent/guardian.

Health Care Coverage [EC 49452.9]

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, contact the Medi-Cal Outreach Specialist at (310) 973- 1300 ext. 50134 or go to www.CoveredCA.com. Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at their local county human services office, over the phone, online, with a mail-in application, or at a local health center. For more information about Medi-Cal enrollment, visit www.health4allkids.org.

Instruction for Students with Temporary Disabilities [EC 48206.3, 48207, and 48208]

A student with a temporary disability that makes attendance impossible or inadvisable may receive individual instruction provided in the student's home for one hour a day. Please contact Student Services at (310) 973-1300 ext. 50129 for further information.

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

It is the responsibility of the parent/guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a student with temporary disability. Upon receipt of the notification, the district will, within five working days, determine whether the student should receive individual instruction. If determined that individual instruction is appropriate, the instruction will begin within five working days from the date the determination was made. The school district may enter into an agreement with the student's previous school district to have that district provide the student with individual instruction.

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

Mental Health [EC 49428]

To initiate access to mental health services available to the student, you may contact your **school's social worker.** Our school district will notify students and parents/guardians at least twice a school year as follows: newsletters, e-mail, texts, and/or social networks.

Suicide Prevention Policies [EC 215]

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, co-workers, and communities. A young person (ages 10–24) in California dies by suicide approximately every 16 to 24 hours on average. Recognizing that early prevention and intervention can drastically reduce the risk of suicide and is a collective effort of all adults that support and work with students, including parents/legal guardians, caregivers, families, local community organizations, mental health practitioners, and related professionals. The Lawndale Elementary School District has developed and implemented preventive strategies and intervention procedures that include the following:

- Suicide Prevention Resources are available at www.lawndalesd.net/parents/resources/mental-health/suicide-prevention
- Please contact your school's Social Worker for additional assistance.

Children and Youth Behavioral Health Initiative (CYBHI)

The Children and Youth Behavioral Health Initiative (CYBHI), part of Governor Newsom's Master Plan for Kids' Mental Health, expands access to school-based behavioral health services and allows districts like LESD to receive reimbursement for screenings, assessments, and ongoing mental health supports. This program does not change or reduce services for students, including those with IEPs or IFSPs, and remains at no cost to families, as reimbursement comes directly from existing insurance without affecting premiums, co-pays, or deductibles. To participate, LESD may need to gather health insurance information solely to verify eligibility with state agencies and insurance providers. Parents will continue to provide consent for services, although students 12 and older may independently consent to certain care under California law. Overall, CYBHI strengthens LESD's ability to offer timely, school-based behavioral health supports while maintaining family privacy and expanding access to care. LESD will continue to share updates as implementation moves forward.

Married, Pregnant and Parenting Students [EC 222.5, 46012, 48980(a)]

The Lawndale Elementary School District supports pregnant and parenting students by providing them with the opportunity to succeed academically while protecting their health and the health of their children in the following ways:

1. The District will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. The District will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of his/her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery; the District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery in the same manner and under the same policies as any other temporary disabling condition.
3. Pregnant and parenting students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Students

who voluntarily participate in an alternative education program must be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.

4. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that he/she is physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
5. The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
    b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
    c. Access to a power source for a breast pump or any other equipment used to express breast milk
    d. Access to a place to store expressed breast milk safely
6. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an
    a. Infant child
7. A pregnant or parenting student will be excused from school when the absence is due to illness or medical appointment of his/her child, including absences to care for a sick child.
8. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks.
9. Specific to parental leave:
    a. No student is required to take all or part of the parental leave.
    b. A student on parental leave cannot be required to complete academic work or other school requirements, but has the right to make up work missed upon return to school.
    c. The student has the right to return to the school and course of study in which he/she was enrolled before taking parental leave.
    d. The District's Supervisor of Attendance will ensure that absences from school, as a result of 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 document.

Child Abuse and Neglect Reporting [PC 11164 et seq]

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

Mandated reporters have been expanded in legislation to include all school employees; volunteers (a person who is over 18 years of age and who interacts with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee), contractors; and governing board members.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e. Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies. Parents/guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the District of an incident by contacting the Assistant Superintendent of Human Resources, Dr. Lisa Cooper, at 310.973.1300 ext. 50060. Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property.
2. For purposes of self-defense.
3. To obtain possession of weapons or other dangerous objects within the control of a student.
4. 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.

Child Abuse Prevention: Pupil Safety: School Employee Misconduct [EC 32280-32282, 44010, 44242.5, 44830.1, 44939.5, and 51950]

The Lawndale Elementary School District is committed to maintaining a safe, respectful, and supportive learning environment for all pupils and has adopted policies and procedures to prevent child abuse, address school employee misconduct, and promote safe school environments.

The School/District maintains written policies that clearly define appropriate interactions and professional boundaries between pupils and all adults on campus, including school employees, volunteers, contractors, and governing board members. These policies are intended to protect pupils and staff and to prevent misconduct, abuse, and grooming behaviors.

The Lawndale Elementary School District's policies limit and regulate electronic, text, and social media communications between pupils and adults. Communications must be professional, school related, age-appropriate, and transparent. Private or inappropriate electronic communications with pupils, especially those excluding parents/guardians, are prohibited.

Under California law, all school employees, volunteers, contractors, and governing board members who work with pupils are mandated reporters of suspected child abuse or neglect. Mandated reporters are required to report known or reasonably suspected abuse to the appropriate authorities. The Lawndale Elementary School School District provides annual mandated reporter training, including recognizing abuse, grooming behaviors, reporting duties, and professional boundaries.

The Lawndale Elementary School School District provides age-appropriate child abuse and neglect prevention education to pupils, including instruction on recognizing inappropriate behaviors and accessing help or reporting concerns. Parents/guardians will be notified of this instruction and may exercise opt-out rights as allowed by law.

Any pupil, parent/guardian, employee, or community member who has concerns regarding misconduct, boundary violations, or suspected child abuse is encouraged to report concerns promptly to school administration or through appropriate reporting channels.

Policies regarding professional boundaries, supervision, mandated reporting, and pupil safety are available upon request at the district office.

Employee Interactions with Students [EC 44050]

The Governing Board expects employees of the Lawndale Elementary School District to maintain the highest ethical standards, exhibit professional behavior, follow District policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the District, advance the goals of the District's educational programs, and contribute to a positive school climate. All employees are to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. In fulfillment of the obligation to the student, the employee shall not:

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

Tobacco-free Campus [BPC 22950.5; HSC 104420, 104495, 104559, PC 308]

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. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

This prohibition applies to all employees, students, and visitors at any instructional program, activity, or athletic event. Information about smoking cessation programs or counseling is available to all students and adults. Please contact the school health office or Student Support Services at (310) 973-1300 ext. 50128.

Asbestos-containing School Material in Buildings [40 CFR 763.93]

The Lawndale Elementary School District maintains and annually updates its management plan for asbestos containing material in school buildings. For a copy of the asbestos management plan, please contact Karla Bertran, Director of Maintenance, at (310) 973-1300 ext. 50082.

Pesticide Products [EC 17612, 48980]

To obtain a copy of all pesticide products and expected use at the school facility during the year, and to receive notification of individual pesticide applications at the school at least 72 hours before the application, please

contact Karla Bertran, Director of Maintenance at (310) 973-1300 ext. 50082. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application, an Internet address on pesticide use and reduction, and the Internet address where the school site integrated pest management plan may be found if the school site has posted the plan.

School Safety Plan

Dangerous, Violent, or Unlawful Activities [EC 32280, 32282, 47605, and 47605.6]
Comprehensive School Safety Plans: Individualized Safety Plans [EC 32282]
Comprehensive School Safety Plans: Active Shooters: Armed Assailants: Drills. [EC 32281]

The Lawndale Elementary School District is committed to providing a safe, secure, and peaceful learning environment for all students and staff. Each school site in the district is required to have a Comprehensive School Safety Plan, which includes a plan for disaster preparedness, emergency procedures and assessment and response to reports of dangerous, violent, or unlawful activities conducted or threatened to be conducted at school, a school activity or on a school bus. Fire and emergency and active shooter drills are held periodically at each school. The plan is required to include how parents and guardians of pupils, teachers, administrators, and school personnel will be notified when the presence of immigration enforcement has been confirmed on the school site.

In accordance with California Education Code Section 32281, each school site in the district has developed and maintains a Comprehensive School Safety Plan (CSSP) designed to address campus risks and prepare for emergencies.

- **Fire/Evacuation Drills: Conducted monthly (elementary), 4 times per year (middle)**
- **Lockdown/Active Shooter Drill: Conducted once per year.**
- **Earthquake Drills: Conducted once per quarter.**

We teach our students and staff about emergency procedures in a developmentally appropriate, trauma-informed way. We emphasize that drills are to prepare us, not to scare us. Teachers will explain to students what to do for each type of drill in a calm manner.

We will notify families via [email/ParentSquare App] at least a week before a scheduled drill. Please ensure your contact information is updated in our system.

In addition, parents and guardians of pupils, teachers, administrators, and school personnel will be notified when the presence of immigration enforcement has been confirmed on the school site.

If a real emergency occurs, the school will notify parents using **ParentSquare.** Please ensure your contact information is accurate.

Our full CSSP, which includes procedures for disasters, child abuse reporting, and school discipline, is reviewed and updated annually by March 1st.

The Lawndale Elementary School District comprehensive school safety plan is available for review at the district office.

If you have any questions regarding safety procedures, please contact Safety & Risk Coordinator, Vanessa Chavez at 310-973-1300 ext. 50028.

Instructions and Programs

Parent's Right to Know: Staff Qualifications

ESSA 1112(e)(1)(A), EC 45330, 48980
The Lawndale Elementary School District takes pride in the educational opportunities provided by our staff. The staff is committed to providing cutting edge instructional practices that are grounded in research and delivered with a focus on student achievement. It is our desire that as a parent you will become involved and actively engaged in all aspects of your child's educational program. As part of your ongoing engagement, we encourage you to take the time to engage your child's teacher and learn the classroom routines and expectations.

At the beginning of each school year, local educational agencies receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA) are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including a minimum:

1. Whether the student's teacher: Has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; Is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived; and is teaching in the field of discipline of the certification of the teacher
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the Assistant Superintendent of Human Resources, Dr. Lisa Cooper at 310.973.1300 ext. 50060. You may also contact your child's principal to identify the Human Resource Technician that supports your child's school site staffing needs.

Availability of Prospectus/District Courses [EC 49063, 49091.14]

Each school must annually compile a prospectus/curriculum to include titles, descriptions and instructional goals for every course offered by the school. The prospectus is available at each school site and may be reproduced at cost.

Course Selection and Career Counseling [EC 221.5(d)]

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

Statewide Testing [5 CCR 852; EC 60615]

The California Assessment of Student Performance and Progress (CAASPP) is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. CAASPP includes computer adaptive tests in English language arts (ELA) and mathematics for grades 3 through 8 as well as an online assessment in science for students in grades 5 and 8. A parent/guardian may annually submit a written request to excuse his/her student from any or all parts of the CAASPP assessments for the school year. Please refer to "Appendix B" in this document for descriptions of each

statewide test that will be administered to applicable students.
The Student Score Report shows scores for ELA and mathematics. Students in grades 4 through 8 who took the test in previous years can view past scores and their progress over time. To learn more about your child's scores, go to the new 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 Lawndale Elementary School District, the test results are just one way to look at how well our students are doing. We use the results to find areas where students are doing well and areas in which they need help. It is also important to know that the test results are not used to determine whether a student moves to the next grade. Helpful links:

- California Assessment of Student Performance and Progress (online practice and training tests portal) – www.caaspp.org/practice-and-training/index.html
- California Department of Education, CAASPP Information – www.cde.ca.gov/ta/tg/ca/
- Lawndale Elementary School District, Curriculum & Assessments webpage

School Accountability Report Card [EC 33126, 32286, 35256, 35258]

A hard copy of the School Accountability Report Card is available on request, and is available on the district's School Accountability Report Card webpage. It contains information about the District regarding the quality of the District's programs and its progress toward achieving stated goals.

Promotion, Retention, and Acceleration Policy [EC 48980(c), 48070.5]

The Lawndale Elementary School District has adopted a board policy for the promotion, retention, and acceleration of students. Parents/guardians of students who are "At Risk of Being Retained" or "Recommended for Retention" will be notified and invited and supplemental instruction. A parent/guardian may appeal a student's recommendation for retention by submitting a request to the Superintendent. Parents/guardians may recommend that their child be retained or accelerated by submitting a request in writing to the Principal.

Gifted and Talented Education (GATE) Program

The District offers formal testing each spring for students enrolled in 3rd grade and up, to determine eligibility for the GATE program. Parents/guardians may refer their child for GATE testing. Parents/guardian of students who have been identified as GATE must give permission for their child to participate in or be removed from the GATE program. Additional information regarding the GATE program is available in the office of the Assistant Superintendent of Educational Services, Tracy Pumilia, at (310) 973-1300 ext. 50036.

English Learners Identification Notice [EC 313.2]

Parents/guardians are to be notified by schools of their child's English proficiency status, using the English Language Proficiency for Assessments for California (ELPAC), and if their child is a "Long-term English Learner" or is an "English learner at-risk of becoming a Long-term English Learner".

Available Language Programs and Language Acquisition Programs

The Lawndale Elementary School District offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (*EC* Section 310[a]).

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content. *Education Code (EC)* sections 305(a)(2) and 306(c)(3).
- **Dual-Language Immersion (DLI) Program: Also referred to as Two-Way Immersion:** A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten and continues through eighth grade. *EC* Section 306(c)(1).

How to Enroll Your Child in a Language Acquisition Program

Any family who wishes to enroll a student in Dual Immersion Kindergarten must submit an application during the application window (**February 1 - 28**). Applications are available on our web page and at each school's main office during the application window. New enrollees in other grades or kinders who enroll after the application window should contact the English Learner Instructional Resource Teacher (ELIRT) at their site and fill out the application or interest form on the Dual Immersion program webpage

How to Request the Establishment of a New Program at a School

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils 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. (*EC* Section 310[a].)

To request a new language acquisition program, submit a verbal or written request to the office at your local school.

About Language Acquisition and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	**The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall:** ● Be designed using evidence-based research and include both Designated and Integrated English Language Development; ● Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and ● Within a reasonable period of time, lead to: ○ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ○ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state adopted academic content standards in that other language.
Language Program (non-English Learners)	● Language programs offer students who are not English learners opportunities to be instructed in languages other than English ● May lead to proficiency in languages other than English

Receiving and Tracking Parent Request

Each school maintains written records of parent requests (including verbal requests) which include:

- Date of request
- Parent and child names
- Description of request
- Grade level

***5 CCR* section 11311 requires that schools:**

- Assist parents in clarifying their request
- Maintain records of each request for three years
- Accept requests from students enrolled for the current year as well as the following school year
- Monitor the number of parent requests for language acquisition or language programs on a regular basis throughout the year
- Consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether a threshold is reached

Reaching a Threshold

When the parents of 30 pupils or more enrolled in a school, or when the parents of 20 pupils or more in the same grade enrolled in a school, request the same or substantially similar type of a language acquisition or language program, the school responds by notifying the district office immediately and taking the following three actions:

- **Communication**
  - Within 10 school days of reaching a threshold described above, LESD notifies the parents of pupils attending the school, the school's teachers, administrators, and the LESD's English learner parent advisory committee (DELAC) and parent advisory committee (DPAC), in writing, of the parents' requests for a language acquisition program.
- **Cost and Resource Analysis**
  - LESD then identifies costs and resources necessary to implement any new language acquisition or language program, including but not limited to:
    - Certificated teachers with the appropriate authorizations
    - Necessary instructional materials
    - Pertinent professional development for the proposed program
    - Opportunities for parent and community engagement to support the proposed program goals
- **Determination**
  - Having completed the costs and resource analysis, LESD determines, within 60 calendar days of reaching a threshold described above, whether it is possible to implement the requested language acquisition or language program. At that time, LESD provides notice, in writing, to parents of pupils attending the school, the school's teachers, and administrators of its determination.
- **Determination to implement a program at the school:**
  - In the case that the LEA determines it can implement the requested program, LESD creates and publishes a reasonable timeline of actions necessary to implement the program. As a part of the implementation, LESD confers with school personnel, including administrators, and teachers with the authorizations required to provide or oversee programs and services for English learners, regarding the design and content of language acquisition programs.
- **Determination not to implement a program at the school:**
  - In the case that LESD determines it is not possible to implement the program requested by parents, LESD provides a written explanation of the reason(s) why the program cannot be provided. Further, LESD may offer an alternate option that can be implemented at the school.

Each school follows the process described above, even if the district, at the time the threshold is met, provides the requested language acquisition or language program at another school.

Citations: *EC* sections 305 and 310; *5 CCR* section 11311 and 11312.

Parent and Community Engagement

Parents may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (*EC* Section 52062.) If interested in a different program from those listed above, please contact Dr. Julie Kane, Director of Special Projects, at

julie_kane@lawndalesd.net to ask about the process.

An LEA may decide to provide notice to parents at additional times throughout the year. For example, many LEAs provide an additional notification in January or February to allow parents to choose programs for the following year. This provides valuable planning time for LEAs in advance of possible expansion of current programs and the possible implementation of new programs.

California Healthy Youth Act [EC 51930-51939]

The California Healthy Youth Act requires that LEAs provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. Course instruction and materials must encourage students to communicate with parents, guardians or other trusted adults about human sexuality. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, unintended pregnancy and menstrual health; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; 3) promote understanding of sexuality as a normal part of human development; 4) ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance; 5) provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

Parents or legal guardians have the right to:

1. Inspect written and audiovisual educational materials used in comprehensive sexual health and HIV prevention education.
2. Request in writing that your child not receive comprehensive sexual health or HIV prevention education.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed if comprehensive sexual health or HIV prevention education will be provided by district staff or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district decides to use outside consultants or hold an assembly with guest speakers to provide comprehensive sexual health or HIV prevention education, it should 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 Education Codes 5193, 51934 and 51938

Animal Dissection [EC 32225 *et seq.*]

If your child chooses not to participate in animal dissection, and if the teacher believes that an appropriate alternative educational project is possible, the teacher may work with the student to develop and agree on an alternative educational project, providing your child with an alternative pathway. to obtain the information required by the class. The school will need a signed note from you indicating your child's objection.

Surveys [EC 51513, 51514 and 20 U.S.C. 1232h(b), (c)(1)(A) and (c)(2)]

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

R.A.P. (Realizing Amazing Potential)

The R.A.P Program now offers before school (6:45 a.m.-8:30 a.m.) and after school programs (close of school to 6:00 p.m.) at all Lawndale Schools. Both the a.m. and p.m. programs include academic and enrichment activities and tutoring. The R.A.P. Program is free to all families. Enrollment limits vary from site to site. Notices about these programs will be sent out the first week of school. For more information, please call 310 973-1300 ext. 50107. Students who are identified as homeless or foster children have a right to receive priority enrollment. To request priority enrollment, please contact Alberto Paredes, Director of Student Support Services, at 310.973.1300 ext. 50128. No current participant in a before or after school program shall be disenrolled in order to allow enrollment of a student with priority enrollment. [EC 8482.6, 8483(e), 8483.1(e), 8483.95]

Early Education Program

At Lawndale, we offer a variety of Early Education programs, including **Transitional Kindergarten (TK)**, **State Preschool**, and **LEAP Peer Partners**. **TK** is a full-time program available for any student turning 5 after September 2nd. TK provides a strong foundation in literacy, math, science, and social-emotional skills, while also fostering creativity, problem-solving, and collaboration, preparing students for a successful transition to kindergarten. **State Preschool** serves children ages 2–5 at Anderson, Green, Mitchell, Carson, and Twain campuses, offering play-based, developmentally appropriate learning experiences that support early literacy, numeracy, social skills, and school readiness, with both part-time and full-time options available. **LEAP Peer Partners** provides young learners with the opportunity to learn alongside students with special needs, serving as positive behavior models while benefiting from a specialized, inclusive curriculum. LEAP is primarily a part-time program; however, full-time options are available based on age and availability. For more information, please visit ece.lawndalesd.net

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:

1. Maximize the opportunity for students to develop the positive values self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his desire to learn. 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.
3. Maximize the opportunity for teachers, parents and student to cooperatively develop to learning process and its subject matter. This opportunity shall be a continuous, permanent process.
4. 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 the District, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

Child Find System, Special Education and Individualized Education Program (IEP) [EC 56301; 20U SC1401(3); 1412(a)(3); 34CFR300.111(c)(d)]

Under state law, each public school system is responsible for finding children with disabilities in its area. All students with disabilities are entitled to a Free Appropriate Public Education (FAPE) designed to meet their individual educational needs. Special education and related services are provided at no cost to parents/guardians and are based on an Individualized Education Program (IEP) developed by a team that includes the parent/guardian.

The school has an obligation to identify, locate, and evaluate students who may have disabilities and who may be in need of special education and related services. Parents/guardians may request an assessment at any time by submitting a written request to the school.

If a student is found eligible for special education, an IEP meeting will be held to develop an individualized plan. Parents/guardians 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.

Students with disabilities are educated in the least restrictive environment (LRE) appropriate to their needs and, to the maximum extent appropriate, with peers who do not have disabilities. Services and supports are determined by the IEP team and are based on the student's unique needs.

Parents/guardians of students with disabilities have rights known as procedural safeguards, which include the right to receive prior written notice of proposed actions, review educational records, independent educational evaluations (IEEs), when applicable, and the right 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.

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

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/guardians will be notified prior to this transfer of rights.

If you have reason to believe your child (ages 0 through 21 years) has a disability requiring special services or accommodations, tell or write to the school. Your child will be evaluated to determine whether he/she is eligible for free special instruction or services.

Special Education Procedures [EC 56321.5]

Federal and State laws require that students with special needs (between the ages of 3 and 21) receive a free, appropriate education in the least restrictive appropriate environment; early intervention services are available for qualified “at-risk infants and toddlers.” Parents/guardians have the right to initiate a referral for services, to obtain an independent assessment at public expense, to participate in the development of an individualized education program, and to provide written consent for assessment and for special education services prior to the initiation of these services. Parents/guardians shall be provided written notice of parents’ rights and responsibilities, to include the right to receive a copy of the findings of an assessment and to participate in an individualized education program team conference to discuss such findings and recommendations. The District shall maintain procedures for the provision of all special education services available for public inspection. [EC 56301, 56389, 56380, 56506] After a referral to special education has been made, a written assessment plan must be presented to the parent/guardian within 15 calendar days. A notification of parent’s rights will be included with the written assessment plan. The written assessment plan shall be given in the primary language of the parent/guardian. The parents may request that the IEP (Individualized Education Plan) be translated into their primary language. [EC 56321] Both parents/guardians and the Lawndale Elementary School District have the right to electronically tape record IEP meetings. Proper notice must be given prior to recording these meetings.

CalKIDS Children’s Savings Account Program

CalKIDS is a children’s savings account program administered by the ScholarShare Investment Board, an agency of the State of California. The program provides eligible children with savings for future college or career training. Participation is voluntary.

Eligible children include low-income public school students and newborns in California. Low-income students may receive up to $1,500, including deposits for foster youth and homeless students. Newborns may receive up to $175 through automatic deposits, registration, and linking a ScholarShare 529 account. Eligibility is determined in accordance with the Local Control Funding Formula.

Families can visit www.calkids.org to see if their child is eligible and to claim an account.

Student Records

[EC 49063, 49069.7, 49070 and 20 USC 1232g]

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

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

Parents/guardians have the right to:

1. Inspect and review the student's education record maintained by the school,
2. Request that a school correct records which they believe to be inaccurate or misleading, and
3. have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. 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 shall disclose educational records without parental consent.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order. Parents' request to access their student's educational records must be submitted in a written form to the school principal and the school will have five (5) business days from the day of the request to provide access to the records. Copies are available for parents at a cost of 10¢ per page. If you cannot afford the cost of copies and provide acceptable evidence of your inability to pay for the copies, they will be provided free of charge.

Any challenge to school records must be submitted in writing to the school principal or Director of Student Support Services. A parent/guardian challenging school records must show that the records are:

1. Inaccurate,

2. An unsubstantiated personal conclusion or inference,
3. A conclusion or inference outside the observer's area of competence,
4. Not based on the personal observation of a named person with time and place of the observation noted,
5. Misleading, or
6. In violation of the privacy or other rights of the student. You have the right to request that your written challenge be attached and included in the student's record. Parents/guardians have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Directory Information [EC 49073]

"Directory information" means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. "Directory Information" can include the student's name, address, telephone number, email address, date and place of birth, honors and awards, dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of athletic team members, degrees, honors, and awards received. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information.

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., 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, LA County Department of Public Health; agencies that provide health screenings such as Vision to Learn and South Bay Children's Health Center; and Lifetouch Photography.

No information may be released to private profit-making entities, other than employers, prospective employers, and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations.

Unless the district is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the district shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information. The district will not release information to third parties for immigration enforcement purposes, except as required by law or court order.

You may have the District withhold any of this information by submitting a request in writing by September 30. Written notification received after the date specified will be honored, but the student's information may have been release in the interim.

Directory information regarding student(s) identified as a homeless child or youth shall not be released unless a parent, or student given parental rights, has provided written consent that directory information may be released. The parent of a student experiencing homelessness must opt-in for the student's information to be shared. Exception to this practice: A student experiencing homelessness may be automatically included in directory information only to facilitate free oral and vision health screenings. If a parent, guardian or

unaccompanied youth is not interested in their student's information being shared for free oral and vision health screening, the parent, guardian or unaccompanied youth must provide written notification that they do not consent to this release.

Note: A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a student's identity is not personally identifiable, considering single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary student information.

Additionally, the District shall not include the directory information or the personal information of a student or the parent/guardian of a student in the minutes of a meeting of the Governing Board, except as required by judicial order or federal law, if the parent/guardian has provided a written request to the secretary or clerk of the Board to exclude his/her personal information or the name of his/her minor child from the minutes of a Board meeting. [EC 49061, 49073, 49073.2]

Social Security Numbers [EC 49076.7]

Local educational agencies are prohibited from collecting or soliciting social security numbers or the last four digits of social security numbers from students or their parents/guardians.

Disaster Preparedness Educational Materials [EC 32282.5]

Natural and human-caused disasters affect everyone, which is why it is important to be prepared at home, at school, at work, and in the community. Parents and guardians are encouraged to review the safety educational materials provided on the California Department of Education Web page at: http://www.cde.ca.gov/ls/ss/cp/pupilsafetyeducmat.asp. The materials are available in multiple languages and can be used to help families prepare for different types of emergencies and crises.

Human Trafficking Prevention (grade 6-12) [EC 49380, 49381]

The Lawndale Elementary School District is committed to maintaining a safe and supportive learning environment for all students. California law requires schools to provide age‑appropriate instruction and information designed to prevent human trafficking, including sexual exploitation and labor trafficking.

Age‑appropriate human trafficking prevention information may be provided to students as part of health education, safety instruction, or other school‑based programs. Instruction is designed to help students recognize unsafe or exploitative situations, understand how traffickers may target or recruit youth, develop strategies to seek help from trusted adults and know how to access local and national support resources.

Students and families are encouraged to report concerns related to human trafficking, exploitation, or unsafe situations. Support and resources include:

- School staff, including administrators, counselors, or teachers
- Local law enforcement or child welfare agencies, if there is immediate danger
- Connecting to the National Human Trafficking Hotline by calling 1‑888‑373‑7888, Text "HELP" or "INFO" to 233733 or online at https://humantraffickinghotline.org

Reports to the hotline may be made confidentially, and support is available 24 hours a day.

Equity

Nondiscrimination Statement [EC 221.8]

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

Educational Equity: Immigration and Citizenship Status – EC 200, 220, 234.1, 234.7, 66251, 66260.6, 66270, and 66270.3

All students have the right to a free public education regardless of immigration, citizenship status, or religious beliefs. Parents/legal guardians have the option to provide the school with emergency contact information, including secondary contacts to identify a trusted adult who can care for a minor student in the event the parent/legal guardian is detained or deported. Parents/legal guardians have the option to complete the Caregiver's Authorization Affidavit or other documents which may enable a trusted adult with authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint with their school site if they are discriminated against, harassed, intimidated, and/or bullied based on actual or perceived nationality, ethnicity, or immigration status. Please see Uniform Complaint Procedures for more information. The California Attorney General's website provides "Know Your Rights" resources for immigrant students and family members at: http://www.oag.ca.gov/immigrant.

As such, the Lawndale Elementary School District:

1. prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status;
2. shall receive and investigate related complaints based on immigration status in accordance with its Uniform Complaint Procedures;
3. prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program;
4. requires reporting to the Governing Board any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and
5. shall first exhaust parents'/guardians' instruction concerning a student's care in the emergency contact information in the parents'/guardians' absence and to avoid contacting Child Protective Services unless the District is unable to arrange for care based on parental instruction. The "know your rights"

information regarding immigration-enforcement actions provided by the California Attorney General can be found in “Appendix C” of this document. [EC 234.7]

Immigration Enforcement: School Site Notification and Educational Equity [EC 234.7, FC 6550 & 6552, HSC 1597.640 & ProC 1502 & 2105]

All children in the Lawndale Elementary School District have a right to a free public education, regardless of their immigration status, or the immigration status of their parents or guardians. This school district will not deny enrollment to any child based on immigration status. The district is committed to providing a safe, welcoming environment for all students. Our schools are "Safe Zones," where learning is protected. We will not allow immigration enforcement officers to enter any school site, or access student records, without a valid judicial warrant, court order, or subpoena. School personnel will not solicit, collect, or retain information regarding the citizenship or immigration status of students or their family members. We do not disclose student records to immigration authorities (such as ICE) without parent/guardian consent, a court order, or a subpoena.

In the event that an immigration enforcement action occurs at or near a school site, the Lawndale Elementary School District will promptly notify parents/guardians, to the extent possible under law and consistent with the safety of students and staff.

The District strictly prohibits discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status, national origin, or ethnicity. Students or parents who experience such actions are encouraged to report them to the site principal or through our Uniform Complaint Procedures. We encourage families to ensure that emergency contact information is updated, identifying a trusted adult who can care for their child in the event a parent is detained or deported.

Educational Equity: Discrimination: Antisemitism Prevention [EC 244, 262.3, 280, 33800, 48980, 51500, 51501, 60151 & 60152]

The Lawndale Elementary School District is committed to maintaining a learning environment free from discrimination, harassment, and bias. All instructional materials, textbooks, and teacher-led discussions must be factually accurate and free from content that promotes unlawful discrimination. This includes specific protections against antisemitism, Islamophobia, and bias based on shared ancestry or ethnic characteristics. The district is required to ensure that all curriculum aligns with state standards and does not subject students to a hostile environment. Any materials found to be discriminatory or factually inaccurate regarding protected groups will be removed from the classroom.

If you believe your student has experienced discrimination or that instructional materials violate these standards, you have the right to file a uniform complaint with UCP Coordinator and provide evidence that supports the allegations. The district will investigate and respond to all formal complaints within 60 days. If NAME OF LEA fails to meet this timeline or if you are unsatisfied with the local resolution, you have the right to appeal directly to the California Department of Education (CDE).

To report a concern please submit a UCP at www.lawndalesd.net/UCP. To request more information about our anti-discrimination policies, please contact: District Compliance Officer: Lisa Cooper, Ed.D., Assistant Superintendent of Human Resources, (310) 973-1300 ext. 50059, Lisa_Cooper@lawndalesd.net.

Sex Equity: Title IX Notifications [EC 221.61 231.5, 231.7 and 48980(f)]

The Lawndale Elementary School District is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who reports, files a complaint, testifies about, or otherwise supports a complainant in alleging sexual harassment. The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a District compliance officer. For more information regarding Title IX and sex equity in education, please contact the Non-discrimination, Equity and Title IX coordinator, Dr. Lisa Cooper at (310) 973-1300 ext. 50059 or 4161 W. 147th St. Lawndale, CA 90260.

Victim of a Violent Crime [20 USC 7912]

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact Alberto Paredes, Director of Student Support Services at 310-973-1300 extension 50128.

Safe Place to Learn Act [EC 234 and 234.1]

The Lawndale Elementary School District is committed to maintaining a learning environment that is free from bullying, discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within any school under our jurisdiction. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

Uniform Complaint Policy and Procedure

LESD annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process. The UCP Annual Notice is available on our website.We are primarily responsible for compliance with federal and state 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 UCP.

Programs and Activities Subject to the UCP:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, 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 Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.
A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.
A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Lisa Cooper, Ed.D.
Assistant Superintendent of Human Resources
4161 West 147 Street
Lawndale, CA 90260
(310) 973-1300 EXT 50059
Lisa_Cooper@lawndalesd.net

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in LESD.

Responsibilities of LESD

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the California Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the *California Health and Safety Code (HSC)*

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency.
The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to

California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Williams Complaint Policy and Procedures

Parents/guardians should use the District's Uniform Complaint Procedure to identify and resolve any deficiencies regarding instructional materials, facility cleanliness and safety, emergency or urgent facility conditions that pose a health or safety threat to students or staff, and teacher vacancies or mis assignments. Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks and instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or mis assignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained from the School District Office. Parents/guardians, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns. [EC 35186]

Policies and procedures were adopted by the LESD Board of Trustees and include the following:

A. Williams Complaints shall be filed with the principal of the school or his or her designee, in which the complaint arises.
B. A complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate school district official for resolution.
C. Williams Complaints may be filed anonymously.
D. If a response is requested, the response shall be made to the mailing address of the complainant indicated on the complaint.
E. If Section 48985 of the EC is applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.
F. The school shall have a complaint form available for such Williams Complaints.
G. The Williams Complaints form shall identify the place for filing the complaint.
H. The Williams Complaints form will include a space to indicate whether a response is requested.
I. The complainant need not use the Williams Complaint form to file a complaint.
J. The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.
K. The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.
L. The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if the complainant identifies himself or herself and requested a response.
M. The principal makes this report; the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.
N. A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board.
O. The school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

P. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district.
Q. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.
R. The complaints and responses shall be available as public records.

A complainant who is not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of EC Section 17592.72, has the right to file an appeal to the SSPI within 15 Calendar days of receiving the report. The complainant shall comply with the appeal requirements of 5 CCR Section 4632.

Further information regarding District schools, programs, policies, and procedures is available at the Lawndale Elementary School District office.

SUPERINTENDENT
Virginia Castro, J.D. 310.973.1300 ext. 50002

GOVERNING BOARD
Cathy Burris * Bonnie J. Coronado * Adim Morales * Ann M. Phillips * Shirley Rudolph

Appendix A. Type 2 Diabetes Information Sheet

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

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

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

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

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

Prevention Methods and Treatments
Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels. ▪ Eat healthy foods. Make wise food choices. Eat foods low in fat and calories. ▪ Get more physical activity. Increase physical activity to at least 60 minutes every day. ▪ Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication. The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available
▪ Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes. ▪ Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test. ▪ Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes. ▪ Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes. Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

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

Appendix B. Statewide Testing California Assessment of Student Performance and Progress

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

The CAASPP system consists of the following assessments:

- **Smarter Balanced Assessments (SBAC)** - The SBA computer-based assessments are aligned with the new California State Standards (CCSS) in English Language Arts (ELA) and Mathematics and are administered in grades 3 through 8 to measure whether students are on track to college and career readiness.
- **California Science Tests (CAST)** - The computer-based CAST measures student acquisition of the Next Generation Science Standards (NGSS) and is administered in grades 5 and 8.
- **California Alternate Assessments (CAA)** - The computer-based CAA for ELA and CAA for mathematics are administered to students with the most significant cognitive disabilities in grades 3 through 8. Test items are aligned with the CCSS and based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades 5 and 8.
- **California Spanish Assessment (CSA)** - California offers the optional online CSA, which is aligned with the California CCSS en Español. This assessment is for students in grades 4th and 7th in our Dual Immersion Schools and measures their performance and progress in Spanish.

A parent/guardian may annually submit to the District a written request to excuse his/her student from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. For more information or questions regarding the right to excuse a student from any or all part of the assessments administered, please contact the school principal.

- **English Language Proficiency Assessment for California (ELPAC)** - The ELPAC is aligned with the new California English Language Development Standards. It consists of two separate English Language Proficiency assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.
- **Physical Fitness Test (PFT)** - The PFT for students in California schools is administered in the spring. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades 5, and 7 take the fitness test which consists of identified areas of fitness such as aerobic capacity, strength and flexibility.

Appendix C. 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 their or their parents'/guardians' immigration status.
- All children in California: − Have the right to a free public education. − Must be enrolled in school if they are between 6 and 18 years old. − Have the right to attend safe, secure, and peaceful schools. − Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation. − Have equal opportunity to participate in any program or activity offered by the school without discrimination. Information Required for School Enrollment
- Schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment. Confidentiality of Personal Information
- Federal and state laws protect student education records and personal information.

These laws generally require that schools get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy and provide the option to refuse release of your child's information. Family Safety Plans if You Are Detained or Deported
- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child. Right to File a Complaint
- Your child has the right to report a hate crime or file a complaint to the school district if he/she is discriminated against, harassed, intimidated or bullied because of his/her actual or perceived nationality, ethnicity, or immigration status.

Checklist for Immigrant Students and Families Attending Public Schools

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
    - When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
    - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.

  - If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:

- Ask for the school's written privacy policies regarding student information.
- Review the school's policy for "directory information"— which allows for public release of basic student information— and consider whether to opt out of releasing of that information.

Take steps to prepare for situations where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a "Family Safety Plan" that includes the following information:
  - Name of a trusted adult to care for your child if no parent or guardian can.
  - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.). www.ilrc.org/resources/step-step-family-preparedness-plan (example plan)
- Make sure that your child's school always has current emergency contact information, including alternative contacts if no parent/guardian is available.

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