

Hawthorne School District

Rights and Responsibilities



Annual Notification 2026/2027



Hawthorne School District

Educational Excellence

2026-2027

Dear Parents/Guardians:

It is with great pleasure that I welcome you and your child(ren) to the new school year!

The mission of the Hawthorne School District is to maximize each student's potential to achieve educational excellence and social and emotional well-being. Accomplishing this mission requires a strong partnership between the district and the many families that we serve.

In the Hawthorne School District, we believe:

- Students are the focus of all decisions.
- All students, parents, staff and community members are empowered, supported and held accountable for their role in the educational process.
- A personal commitment to excellence is expected of all students, parents, staff and community members.
- A safe, innovative and supportive learning environment is maintained where resources are allocated to support student learning, technology and collaboration.
- Local businesses, private and public agencies and the entire community are integral partners in the educational process.
- All individuals are valued and treated with dignity, courtesy and respect.

These beliefs represent the core values that guide our collective work to support you and your child(ren). As we begin this journey together, California Education Code requires that your child's school asks that you please sign and return the attached form acknowledging that you have been informed of your rights and responsibilities as a parent/guardian. Your signature only confirms receipt of the information in the accompanying packet and does not indicate that your consent to participate in any particular program has been provided or withheld.

We look forward to working with you and your child(ren) this year and in the years to come!

Sincerely,

Dr. Brian Markarian
Superintendent

MINIMUM DAYS

(Dates and times subject to change)

Minimum Days (TK-8): 2:00 p.m. dismissal every Wednesday

Conference Periods (TK-8): 2:00 p.m. dismissal

Fall: September 29—October 9, 2026 **Spring:** January 25- February 5, 2027

Last Day of the School Year	Date	Dismissal
Elementary & Middle Schools	June 17, 2027	1:30 pm
HMSA	June 10, 2027	12:50 pm

Back to School and Open House Nights (2:00 p.m. dismissal, except HMSA)

	Back to School Night	Open House
Elementary Schools	September 3, 2026	March 18, 2027
Middle Schools	September 10, 2026	March 25, 2027
Hawthorne Math & Sci. Acad.	September 17, 2026	March 16, 2027

Hawthorne Math & Science Academy (HMSA)

Minimum Days

Date	Dismissal	Date	Dismissal
August 20, 2026	2:40 PM	January 4, 2027	2:40 PM
August 21, 2026	2:40 PM	January 11, 2027	2:40 PM
August 24, 2026	2:40 PM	January 25, 2027	2:40 PM
August 31, 2026	2:40 PM	February 1, 2027	2:40 PM
September 14, 2026	2:40 PM	February 8, 2027	2:40 PM
September 17, 2026	2:40 PM	February 22, 2027	2:40 PM
September 21, 2026	2:40 PM	March 1, 2027	2:40 PM
September 28, 2026	2:40 PM	March 8, 2027	2:40 PM
October 5, 2026	2:40 PM	March 15, 2027	2:40 PM
October 12, 2026	2:40 PM	March 18, 2027	2:40 PM
October 19, 2026	2:40 PM	April 5, 2027	2:40 PM
October 26, 2026	2:40 PM	April 12, 2027	2:40 PM
November 2, 2026	2:40 PM	April 19, 2027	2:40 PM
November 9, 2026	2:40 PM	April 26, 2027	2:40 PM
November 16, 2026	2:40 PM	May 3, 2027	12:50 PM
November 30, 2026	2:40 PM	May 10, 2027	2:40 PM
December 7, 2026	2:40 PM	May 17, 2027	2:40 PM
December 14, 2026	12:50 PM	May 24, 2027	2:40 PM
December 16, 2027	12:50 PM	June 17, 2027	12:50 PM
December 17, 2027	12:50 PM	June 8, 2027	12:50 PM
December 18, 2027	12:50 PM	June 9, 2027	12:50 PM
		June 10, 2027	12:50 PM

Final Exam Schedule	Dates	Grades	Dismissal
1 st Semester	December 18-20, 2026	9 th -12 th	12:50 PM
2 nd Semester	June 2-3, 2027	12 th	Regular day
2 nd Semester	June 8-10, 2027	9 th -11 th	12:50 PM

SCHOOL HOLIDAYS

Sept. 7, 2026	Labor Day	Feb. 12, 2027	Local Holiday
Nov. 11, 2026	Veteran's Day	Feb. 15, 2027	President's Day
Nov. 23-27, 2026	Thanksgiving Recess	March 29-April 9, 2027	Spring Break (TK-8 th)
Dec. 21, 2026-Jan. 8, 2027	Winter Recess (TK - 8 th)	March 22-April 2, 2027	Spring Break (HMSA)
Dec. 21, 2026-Jan. 1, 2027	Winter Recess (HMSA)	May 31, 2027	Memorial Day
Jan. 18, 2027	Martin L. King, Jr. Day	June 18, 2027	Juneteenth

Parent Engagement – School Accountability: EC 11500, 11501, 11502, and 11503 To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please contact the following district representative for more information on how you may contribute: Jennifer Annett, 310-676-2276.

Title I LEA-Level Parent and Family Engagement Policy
Hawthorne School District
2026-2027

The Hawthorne School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

1.0 Formation of Advisory Councils

- A parent advisory committee and an English learner parent advisory committee are formed at the district-level, as necessary.
- These councils contribute input to the policy.
- The district invites input on the policy from other school English learner parent advisory councils and school site councils.
- These committees include parents/guardians, family members, teachers, administrators, and other relevant partners.

Regular Meetings

- The district organizes regular meetings where parents/guardians and family members are invited to participate in discussions and provide input on the policy.
- Meetings are scheduled at convenient times and locations to maximize parent participation.

Collaborative Drafting

- Parents/guardians and family members work collaboratively with district staff to draft the policy, ensuring that their insights and concerns are incorporated.
- Draft versions of the policy are shared with all collaborators for review and additional comments before finalization.

2.0 Establishing a Framework for Parental Involvement

- Advisory Councils
- Communication and outreach

Gathering Input and Feedback

- Public Meetings and Forums
- Surveys and Feedback forms

Integrating Parental Input into the Plans

- Review and Analysis
- Drafting the LEA Plan/LCAP

Ongoing Collaboration and Monitoring

- Implementation and Monitoring
- Continuous Improvement
- The district ensures that these plans are comprehensive, effective, and reflective of the community’s needs and priorities by systematically involving parents/guardians and family members in the development.
- This collaborative approach fosters a strong partnership between the school and families, enhancing student achievement and school improvement efforts.

3.0 Highly Qualified Presenters

- The district prioritizes building the capacity of parents/guardians and families to best support their students’ diverse academic needs with evidence-based practices and up-to-date academic information is shared with families within a variety of platforms. Ongoing professional development and training for site content coaches and special projects teachers is provided by educational and community partners to ensure the delivery of high-quality parent involvement opportunities.

Workshops for Parents/Guardians

- The school sites organize workshops and training sessions for parents to equip them with the skills and knowledge needed to support their children's education provided by content coaches, English learner special projects teachers, and resource teachers.
- Topics include academic instruction in school, how to assist your child at home, and family nights with language arts and math disguised learning activities to engage in at home.

Resource Allocation

- The district allocates resources, including funding and staff such as content coaches and special projects teachers, to support the planning and implementation of parent/guardian and family involvement activities.

Communication and Outreach

- The district leverages technology by using online platforms (Peachjar and the district website), such as webinars, virtual meetings (site and district board meetings), and discussion forums, to engage parents/guardians and family members who may not be able to attend in-person meetings.
- Online surveys and feedback forms are also utilized to ensure broader participation through Thought Exchange.
- The district uses multiple communication channels, including newsletters, social media, websites, and community events, to keep parents/guardians and families informed and engaged.
- All communication materials are provided in languages represented by the community we serve to ensure accessibility for non-English speaking families.

4.0 Alignment with Federal Programs

- *Title I, Part A:* The district ensures that parent/guardian and family engagement strategies under Title I, Part A are aligned with other federally funded programs, such as Title III (English Language Acquisition) and Title IV (Student Support and Academic Enrichment). This alignment includes coordinated meetings, shared resources, and integrated action plans.
- *IDEA (Individuals with Disabilities Education Act):* The district collaborates with special education programs to ensure parents of students with disabilities are engaged and informed. This includes joint workshops and resources tailored to the needs of these parents/guardians and families.

Compliance with State Laws and Guidelines

- *California Education Code:* The district adheres to state-specific requirements for parent/guardian and family engagement, ensuring all strategies comply with the California Education Code and relevant state guidelines.
- *Local Control and Accountability Plan (LCAP):* The district integrates parent/guardian and family engagement activities within the LCAP framework, ensuring that these activities are part of the broader district goals and accountability measures.

Integration with School-Based Programs

- *School Improvement Plans:* Each school's single plan for student achievement (SPSA) includes specific parent/guardian and family engagement strategies that are coordinated with district-level initiatives and resources.
- *School Site Councils (SSC) and English Learner Advisory Councils (ELAC):* SSC and ELAC which include parent/guardian representatives, play a key role in integrating and aligning engagement strategies at the school level.

Monitoring and Evaluation

- *Regular Assessments:* The district regularly assesses the effectiveness of its parent/guardian and family engagement strategies through surveys, feedback sessions, and performance data analysis.
- *Continuous Improvement:* Based on assessment results, the district makes necessary adjustments to its engagement strategies, ensuring continuous improvement and alignment with federal, state, and local requirements.

5.0 Planning and Preparation

- The district created evaluation tools aligned with the key elements of the LEA Parent and Family Engagement policy and Local Control and Accountability Plan (LCAP) in collaboration with diverse groups of family members, students, and school staff.

Data Collection

- The district will distribute surveys to parents/guardians and family members to gather their perspectives on the effectiveness of the policy and its impact on student academic achievement.
- School staff will provide input on the implementation of the policy and its effectiveness in engaging families in the educational process.
- The district will analyze student performance data to identify any correlations between parent/guardian and family engagement activities and academic outcomes.

Analysis and Reporting

- The data collected will be analyzed to identify trends, strengths, and areas needing improvement. This will include both quantitative analysis of survey results and qualitative analysis of focus group feedback.

Dissemination of Findings

- The evaluation report will be presented to partners, including the school board, school administrators, teachers, parents/guardians, and community members. This presentation will provide an opportunity for open discussion and feedback.

Policy Revision and Implementation

- Based on the evaluation findings and partner feedback, the district will revise the Parent and Family Engagement Policy to address identified gaps and incorporate effective practices.

Action Plan Development

- An action plan will be developed to implement the revised policy, including timelines, responsible parties, and specific activities to enhance parent/guardian and family engagement.
- The district will include ongoing monitoring of the policy's implementation and effectiveness, ensuring that the annual evaluation process is part of a continuous improvement cycle, at District Advisory Council (DAC) and District English Learner Advisory Council meetings (DELAC).
- Involving parents and family members meaningfully in the annual evaluation process will ensure that the Parent and Family Engagement Policy is effective in improving academic quality and fostering a collaborative educational environment.

6.0 Identification of Barriers

Data Collection Methods

- Distribute surveys and questionnaires to parents in multiple languages to ensure accessibility. These surveys focus on understanding the challenges parents/guardians face participating in school activities.
- Conduct focus groups with diverse groups of parents/guardians, including those who are socioeconomically disadvantaged, disabled, have limited English proficiency, limited literacy, or belonging to racial or ethnic minority backgrounds.
- Meetings are organized at various times and locations to accommodate different schedules and gather input from a broader parent/guardian population.

Analysis of Data

- Surveys are analyzed for trends and common responses regarding barriers.
- Focus group discussions and open-ended survey responses are reviewed to gain deep insights into specific challenges.

Specific Barriers Identified

- Economic Barriers
- Language and Literacy Barriers
- Disability-Related Barriers
- Cultural and Racial Barriers

Identification of Needs

Parent/Guardian Needs Assessment

- Identifying what parents need to effectively communicate and collaborate with teachers, such as understanding educational terminology and school processes.
- Determining the resources and information parents/guardians need to assist with including, but not limited to social-emotional learning, academic deficits, and reinforcing classroom learning.

Feedback from Parents/Guardians

- Workshops and Training Sessions
- Parent-Teacher Conferences
- Advisory Council Meetings

Identification of Strategies

Development of Strategies

- Collaborating with teachers, community organizations, and parents/guardians to develop strategies that address the identified barriers and needs.
- Researching and implementing best practices from other LEAs and educational institutions.

Implementation of Strategies

- Providing translation and interpretation services, as well as multilingual materials.
- Scheduling meetings and events at various times to accommodate working parents/guardians.
- Offering childcare services during meetings.
- Ensuring that school facilities are accessible to parents/guardians with disabilities.

Evaluation and Adjustment

- Ensuring continuous feedback from parents to assess the effectiveness of the strategies.
- Periodically reviewing the engagement policy and strategies to make necessary adjustments based on feedback and changing needs.
- Thoroughly addressing these areas ensures that the LEA Title I, Part A Parent and Family Engagement Policy is effective, inclusive, and responsive to the needs of all parents/guardians, fostering a collaborative and supportive educational environment.

7.0 Address Barriers to Participation:

- Develop targeted programs to overcome identified barriers, such as language support services, transportation, childcare during meetings, and flexible scheduling for parent-teacher conferences.
- Implement cultural competency training for staff to better engage with families from diverse backgrounds.

Meet Identified Needs:

- Survey families to determine the most effective days, times, locations, and topics for parent workshops to increase participation.
- Establish communication channels that are accessible to all parents/guardians, including those with limited literacy or English proficiency, such as using translated materials and visual aids.

Strengthen School-Family Interactions:

- Foster stronger partnerships by organizing regular school events that encourage parent/guardian participation.
- Use technology to facilitate regular updates and interactive communication between teachers and parents/guardians.
- Provide opportunities for staff members to connect with parents to build a trusting relationship/partnership.

Revising the Parent and Family Engagement Policy

- Revise the Parent and Family Engagement Policy to incorporate the newly identified needs and strategies.
- Ensure that the revised policy reflects the commitment to addressing the barriers and enhancing the support for parents.
- Engage parents/guardians, families, and community members in the policy revision process to ensure their voices are heard and their needs are met.
- Communicate the revised policy and its goals to all stakeholders to ensure transparency and accountability.
- The district aims to create a supportive and inclusive environment that promotes effective parental involvement and enhances student academic achievement by leveraging the evaluation findings to design evidence-based strategies and revising the parent and family engagement policy accordingly.

8.0 Establishing a Parent/Guardian Advisory Board

- The district has established parent/guardian advisory councils, District Advisory Council (DAC) and District English Learner Advisory Council (DELAC), that includes a sufficient number and representative group of family members.
- The members of the District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) are representatives of the School Site Council (SSC) and English Learner Advisory Council (ELAC) at each school site.
- These councils ensure that the needs of the population served by the district are adequately represented.
- The councils play a key role in developing the parent/guardian and family engagement policy, revising the policy based on feedback and changing needs, and reviewing the policy regularly to ensure its effectiveness and relevance.
- The district organizes regular meetings and consultations with parents/guardians to discuss and gather input on various school activities and policies. These meetings provide a platform for parents to voice their concerns, suggestions, and ideas.
- Involving parents/guardians in decision-making processes related to school planning, budgeting, and resource allocation ensures that their perspectives and priorities are considered in School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings.
- The district can foster a strong partnership with parents/guardians and family members by implementing these strategies, thereby enhancing the overall educational experience and outcomes for students.

PARENTS' RIGHT TO REQUEST TEACHER QUALIFICATIONS (TITLE I SCHOOLS) If your child is attending a school receiving Title 1 federal funds, Federal Law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

- (1) The type of state credential or license that the teacher holds. Some teachers will have credentials in a particular subject area, such as English or mathematics, and others will have multiple subject credentials, allowing them to teach various subjects, such as in elementary schools.
- (2) The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have a graduate degree beyond the bachelor's, such as a master's or doctoral degree.

In addition to the qualifications of the teacher, if a paraprofessional (teacher's aide) provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have two years of college, and others have passed a test that verifies their qualifications. If you would like to request this information, please contact Hawthorne School District Human Resource Office at (310)-676-2276.

PARENT PARTICIPATION IN SCHOOL MEETINGS AND CONFERENCES: LC 230.8 If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for their child(ren), up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address childcare or a school emergency, behavior or discipline concern that requires immediate parent attention, sudden school closure, or natural disaster. "Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in. If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

RIGHTS OF PARENTS AND GUARDIANS TO INFORMATION: EC 51101 (in part) The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

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

ACADEMIC NOTICES

ACADEMIC FAILURE: EC 49067 *Governing* boards shall prescribe regulations requiring the evaluation of each pupil's achievement for each marking period. Written notice or a conference is required when the student is in jeopardy of failing a course.

ADVANCED PLACEMENT EXAM FEES: EC 48980(k) Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees. Please contact your counselor for information.

APPRENTICESHIP PROGRAMS AND PRE-APPRENTICESHIP PROGRAMS: - EC 48980, 48980.5 High school students in grades 11 or 12 may take advantage of the following local apprenticeship programs and pre-apprenticeship programs: Aerospace Technician Pre-Apprenticeship, California Youth Apprenticeship, and SBWIB Youth Build Please contact the Coordinator of Curriculum and Instruction in the Educational Services department for information 310-676-2276, 14120 Hawthorne Blvd Hawthorne, CA 90250.

AVAILABILITY OF PROSPECTUS: EC 49063 and 49091.14 Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact the Educational Services Department for a copy of the prospectus.

CALIFORNIA COLLEGE GUIDANCE INITIATIVE: EC 60900.5 The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The Student Aid Commission for purposes of admissions and academic placement.

CAL GRANT PROGRAM: EC 69432.9 A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also accept Cal Grants.

In order to assist students to apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by the school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out and can opt-in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt-out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th-grade year.

CALIFORNIA PROFICIENCY PROGRAM 5 CCR 11523 The California High School Proficiency Exam (CPP) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CPP are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent/legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all coursework required for regular graduation from high school. Pupils planning to continue their studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CPP only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old, 2) has been enrolled in the tenth grade for one academic year or longer, or 3) will complete an academic year of enrollment in the tenth grade at the end of the semester during which the CPP regular administration will be conducted. A fee for each examination application shall not be charged to homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: <https://www.cde.ca.gov/ta/tg/cp.asp>.

CAREER COUNSELING AND COURSE SELECTION: EC 221.5(d) Commencing grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION: The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

To attend a community college, students need only be a high school graduate or 18 years of age. To attend a CSU, students must take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. Test scores are not required if your GPA is 3.0 or above, and you applied to a campus or enrollment category that is not impacted. To attend a UC, students must meet requirements for coursework, GPA, and test scores.

California students who have not been admitted to the UC campus to which they applied will be offered a spot at another campus if space is available and they rank in the top 9 percent of California high school students or of their graduating class at a participating high school. Students may also transfer to a CSU or UC after attending a community college. For information on college admission requirements, please refer to the following web pages:

www.californiacommunitycolleges.ccco.edu - This is the official website of the California Community College system. It offers links to all the California Community Colleges.

<https://www2.calstate.edu> - This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online and links to all CSU campuses.

www.universityofcalifornia.edu - This website offers information regarding admissions, online application, and links to all UC campuses.

www.assist.org - This online student-transfer information system shows how course credits earned at one public California college or university can be applied when transferred to another.

College and Career Technical Education (9-12)– EC 51225.3, 51229, 48980(I) Students may explore career options through career education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ci/ct/gi.

You may meet with a school counselor to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

COURSEWORK AND GRADUATION REQUIREMENTS, CHILDREN OF MILITARY FAMILIES: EC 51225.1 and 51225.2 If you are a military family, your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment with the school counselor to review your child's options for graduation. All coursework that was completed at another school outside of the Hawthorne School District will be issued full or partial credit. You may reach the counselor at (310) 973-8184.

FEDERAL STUDENT AID: EC 51225.8 Under state law, school districts are required to inform parents that students, prior to entering 12th grade, are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application as well as the ability to opt out of these opportunities. This information should be available in a timely manner as financial aid is awarded in order of submission, according to deadlines, on a first-come, first-served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. Student lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or if an opt out form has been completed to maintain the students' ability to graduate. Parents/guardians must be notified if the student is exempted.

HARM OR DESTRUCTION OF ANIMALS: EC 32255 *et seq.* Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

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

MIGRANT AND NEWLY ARRIVED IMMIGRANT PUPILS: GRADUATION REQUIREMENTS AND CONTINUED EDUCATION OPTIONS: EC 48204.7, 51225.1, 51225.2 and 54444.2 A student identified as a migratory youth who transfers between schools any time after the completion of the pupil's second year of high school or as a newcomer student and is enrolled in what should have been his or her third or fourth year of high school may be eligible to graduate under the state reduced graduation requirements if certain criteria are met. Qualifying students may be able to graduate with their four-year cohort with the state reduced graduation requirements of 130 credits or have the option to remain for a fifth year in order to graduate with the state or the full LEA graduation requirements. A student who graduates with the reduced requirements will have limited access to higher education and other post-secondary opportunities. A student who graduates under the local LEA graduation requirements may expand their post-secondary opportunities and be eligible to submit applications to the UC or CSU systems. Contact our counseling office to determine eligibility. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption. In addition, as a public school that receives migrant education funds, our school is actively looking for parent involvement in the planning, operation, and

evaluation of our programs. The parents have the authority to decide who may participate in the oversight council. If you are interested, or if you know other parents of migratory students who are interested in this council, please contact the school administrator.

INSTRUCTION FOR PUPILS WITH TEMPORARY DISABILITIES: EC 48206.3, 48207 and 48208 A pupil with a temporary disability which makes attendance in regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact the Pupil Services Department for further information.

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

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of notification, the district will determine within five working days whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor's orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

INDEPENDENT STUDY: EC 51744, 51745, 51745.5, 51746, 51747, 51747.5, 51749, 51749.5, 51749.6 and 56026 Independent Study (IS) is by choice and may not be mandated. Each district and charter school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (less than 15 school days) and long-term (15 or more school days) will require the IS engagement defined by the policies adopted by the local governing board. The IS agreement must be signed within 10 days of the start of short-term IS or prior to beginning long-term IS. All IS agreements must include expectations of students, parent and supervising teacher, and must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on your school's IS options, please contact Rudy Salas, Director of Pupil Personnel Services at 310-676-2276.

JUVENILE COURT SCHOOL PUPILS – GRADUATION REQUIREMENTS AND CONTINUED EDUCATION OPTIONS: EC 48645.3, 48645.7, and 49076 A juvenile court school student has the right to a diploma issued by the school district of residence if he or she completed the graduation requirements while being detained. The school district of residence shall issue to the pupil a diploma from the school the pupil last attended before detention or in the alternative, the county superintendent of schools may issue the diploma. Please contact the County Office of Education with any questions regarding graduation requirements if your child is placed in a court school as a ward of the court.

KINDERGARTEN ADMISSION: EC 48000 For the current school year, a child must turn five (5) years of age by September 1st in order to qualify for admission to kindergarten. Children turning five (5) years of age between September 2nd and April 2nd qualify for admission to the Transitional Kindergarten program. Students in the Transitional Kindergarten program will be promoted to kindergarten the following school year. Currently, the Hawthorne School District does not offer early admission to kindergarten.

LANGUAGE ACQUISITION PROGRAM: EC 310; 5 CCR 11309 In order to facilitate parental choice of program, all parents and guardians must be informed of the placement of their children in a structured English immersion program and must be notified of an opportunity to apply for a parental exception waiver. Notice to include a description of the locally-adopted procedures for requesting a parental exception waiver, and any locally-adopted guidelines for evaluating a parental exception waiver request.

Parents or legal guardians may choose a language acquisition program that best suits their child. Schools in which 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, based on the requirements of EC 305. If the school district implements a language acquisition program, the parent or guardian shall be provided with information on the types of language programs available to pupils enrolled in the school district, including, but not

limited to, a description of each program. The information shall be made part of the annual notice required pursuant to EC 48980 or upon enrollment.

RETROACTIVE GRANT OF HIGH SCHOOL DIPLOMAS – DEPARTED AND DEPORTED PUPILS: EC 51430 The governing board of the Hawthorne School District may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the U.S. will be considered as completion through online or foreign classes.

STATEWIDE TESTING NOTIFICATION: California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress

- **Smarter Balanced Assessment Consortium Assessments** The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.
- **California Science Tests (CAST)** The new computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science.
- **California Alternate Assessments (CAA)** The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.
- **Standards-based Tests in Spanish (STS) for Reading/Language Arts** California offers the optional STS for Reading/Language Arts, which are multiple-choice tests that allow Spanish-speaking English learners to demonstrate their knowledge of the California content standards. The California Spanish Assessment (CSA) will replace the options STS. The CSA will be a computer-based assessment that is aligned with the California CCSS.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) 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: The Physical Fitness Test (PFT) for students in California schools is the Fitness Gram. The main goal of the test is to help students start lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

ATTENDANCE

ABOLISH CHRONIC TRUANCY (ACT) PROGRAM: The Hawthorne School District joined with the Los Angeles County District Attorney's Office with the goal of decreasing the number of instructional days lost to truancy, unexcused absences and unexcused tardies. The program has been implemented at all of our elementary schools in kindergarten through fifth (5th) grade. Families with children who have accumulated a large number of unexcused absences, unexcused tardies, or truancy will be monitored and included in the program. The program consists of group and individual meetings, as well as referrals to community organizations, such as the School Attendance Review Board (SARB) and the Department of Children and Family Services (DCFS).

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.

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 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 Josh Godin, CWA, 310-676-2276, jgodin@hawthorne.k12.ca.us 14120 Hawthorne Blvd, CA 90250 for more information on the protections afforded to these student groups per California law.

Interdistrict Attendance EC 46600

Alternative Enrollment Options Interdistrict (leaving one district to enroll in another district)

The parent or legal guardian of a pupil may seek release from the school district of residence to attend a school in any other school district. If you do not live within the boundaries of the Hawthorne School District but would like your child to attend a District school, you must first obtain a Release Permit from your district of residence, even if your child has never attended that district before. Inter-district permit approvals are based on classroom space and program availability, and approval does not guarantee admission to a specific school. Your child should attend a school in the district of residence while awaiting notification regarding your inter-district permit request. For current year's requests, you will be notified within 30 calendar days from the date the request was received. If the permit is denied, you have 20 working days to file an appeal to the Hawthorne School District Permit Office. If the appeal permit is denied, you have the right to appeal to the Los Angeles County Office of Education within 30 days. If your child resides within the Hawthorne School District, but you want him/her to attend school in another district, you must first apply for a Release Permit, even if your child has never attended school in the Hawthorne School District. Your child must attend school in the Hawthorne School District while you await notification regarding approval or denial from the desired school district.

Proof of residency is required for all permit and release requests and should be included with the completed request. **For grade level and attendance verification purposes**, a copy of the most recent report card must be attached to all intra-district and inter-district permit requests. Criteria for release are: continuation at the same school, siblings at alternative school, employment in school district, and special program not offered by district. School districts may enter into agreements for the interdistrict transfer of one or more pupils 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. Unless otherwise specified in the agreement, a pupil will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which he/she is enrolled. A student who has completed grade 10 by June 30, may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district, and must be treated the same as any other resident student.

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.

A student who has completed grade 10 by June 30 may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district and must be treated the same as any other resident student.

If the interdistrict permit request is denied, the permit denial may be appealed within 20 working days at the Hawthorne School District Permit Office. 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.

A student who is appealing a denial for an interdistrict permit approval through the district or the County Office of Education may be eligible for provisional admission by the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months. Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the district website according to board policies.

For questions about the interdistrict permit process, please speak to Josh Godin, CWA, 310-676-2276, jgodin@hawthorne.k12.ca.us 14120 Hawthorne Blvd, CA 90250. You can find more information about the county appeal process and submit an appeal online here: <https://www.lacoe.edu/services/student-support/engagement/appeals-transfers-expulsions> If you have any questions about the interdistrict process please call the district office at 310-676-2276 or call the County Office at 562-922-6233.

Intradistrict Choice EC 35160.5 Residents of the District may apply to other schools that serve the same grade levels within the district. Information regarding the process is available on the district’s website: www.hawthorne.k12.ca.us. No pupil who currently resides in the attendance area of a school can be displaced by pupils transferring from outside the attendance area. Students who are a victim of bullying shall be allowed an intradistrict permit to transfer if space is available at the same grade level. If there is no “intra-district” space to attend, the student may seek an “inter-district” permit to another district without any delay in release from the home district, but it does not guarantee entrance to an outside district. The process to enter another school district will be according to the desired district’s transfer policies. 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. “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.

Avoiding Absences, Written Excuses and Truancy Consequences - EC 48260, 48260.5 48262, 48263, 48263.6, 48263, 48264, 48263, 48267, 48268, 48269, 60901; WIC 236, 601, 601.3, 653.5, 654, and 651.5: The Hawthorne School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments so that a student misses none or only a small portion of the school day. The district also asks that travel or other absences be avoided during the time school is in session. The higher the district’s daily attendance rate, the more a student will learn, and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families that plan vacations around traditional holiday periods and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Alternately, parents/guardians may contact their child’s school. Any absence without a written excuse is recorded as unexcused.

Parents/guardians receive an automated phone call when their child is marked absent. If the call is answered but the school does not receive notification from the parent/guardian as to why the child was absent, the absence will be recorded as unexcused.

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 an excuse from home to the school office. Excessive tardiness disrupts instruction and impacts student learning. Repeated tardies in excess of 30 minutes lead to the student being designated as truant. A student will be classified as truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

Truancy Definitions 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 school day 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 school days 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: Josh Godin, CWA, 310-676-2276, jgodin@hawthorne.k12.ca.us 14120 Hawthorne Blvd. Hawthorne, CA 90250.

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: WIC236, 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 student's continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Parents will 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.

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, unexcused and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

EXCUSED ABSENCES: EC 46014, 48205 and 48260.5 Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction. No pupil shall have his/her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

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

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having a medical, dental, optometric, or chiropractic service 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 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 religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit

organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. *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 the purpose of spending time with a member of the pupil's immediate family, who is an active-duty member of the uniformed services, as defined in EC 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. (B) (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. *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.*
(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
(i) To access services from a victim services organization or agency.
(ii) To access grief support services.
(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.
(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.
14. Due to pupil's participation in military entrance processing.
15. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260. (b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore, the teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. (c) For purposes of this section, attendance at religious retreats shall not exceed one school day per semester. (d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
(e) For purposes of this section, the following definitions apply:
(1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
(2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.
(3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
(4) "Victim services organization or agency" has the same meaning as defined in paragraph (7) of subdivision (g) of section 230.1 of the Labor Code.

NOTICE OF ALTERNATIVE SCHOOLS: EC 58501 California State law authorizes all school districts to provide for alternative schools. Education Code 58500 defines an alternative school as a school or separate class group within a school, which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

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

CAMPUS VISITS AND VISITORS

CIVILITY ON SCHOOL GROUNDS: CC 1708.9; EC 32210 Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor, and shall be punished by fine of not more than five hundred dollars (\$500).

It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

CLASSROOM VISITATIONS AND ENTRY TO CAMPUS: EC 49091.10(b) A parent or guardian has the right to observe instruction and other school activities that involve his or her child in accordance with procedures determined by the governing board of the school district to ensure the safety of pupils and school personnel and to prevent undue interference with instruction or harassment of school personnel. Reasonable accommodation for parents and guardians shall be considered by the governing board of the school district. Upon written request by the parent or guardian, school officials shall arrange for the parental observation of the requested class or classes or activities by that parent or guardian in a reasonable timeframe and in accordance with procedures determined by the governing board of the school district.

Visits during school hours should be arranged with the teacher and principal or designee. Visitations will be limited to thirty (30) minutes or less. Visitors will be accompanied by the site administrator or designee during classroom visitations.

Conferences regarding an individual student's progress or other issues must be arranged in advance and shall occur during non-instructional times.

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session (Penal Code 627.2).

COMMUNITY RELATIONS, CIVILITY: BP1313 Members of the Hawthorne School District staff will treat parents and other members of the public with respect and expect the same in return. The district is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering school/district grounds.

This policy promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting positive role models to the students in this district, the Hawthorne School District encourages positive communication, discourages behavior that may appear rude, uncaring, abrupt, or insensitive, and will not tolerate volatile, hostile or aggressive actions. The district seeks public cooperation with this endeavor.

Disruptions Any individual who disrupts or threatens to disrupt school/office operations, including co-curricular and extra-curricular activities; threatens the health and safety of students or staff; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; or who has otherwise established a continued pattern of unauthorized entry on a school site or district property, will be directed to leave that school site or district property promptly by the Superintendent or designee. In the case of physical threat, the School Resource Officer or Hawthorne Police Department should be contacted.

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

When an individual is directed to leave under such Paragraph 1 or 2 circumstances, the Superintendent or designee shall inform the person that he/she may be subject to arrest and may be charged with a crime in accordance with California Education Code 44811, if he/she reenters any district facility within 30 days after being directed to leave, or within seven days if the person is a parent/guardian of a student attending that school. If an individual refuses to leave upon request or returns before the applicable period of time, the Superintendent or designee may notify law enforcement officials.

If any individual abuses the privilege of communicating via voice mail and/or e-mail, that privilege may be revoked by the superintendent or designee. Abuses are enumerated above but also include inappropriate use of the "Copy to:" feature, excessive size, or frequency of e-mail. The use of electronic listening or recording devices without the prior consent of the teacher, school employee, and principal of the school or district site is prohibited, and any person who willfully violates this section shall be reported to the police. This section is not intended to prohibit or limit the use of electronic listening or recording devices to promote an educational purpose, such as an Individualized Education Program (IEP) meeting and/or expulsion hearing where allowed by law within identified legal parameters.

Pursuant to California Senate Bill 820, no person may make, without the prior consent of the teacher and principal of the school, any audio, video, or digital recording of live or synchronous distance learning instruction.

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

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

An employee whose person is injured, or property is damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

Documentation When it is determined by staff that a member of the public is in the process of violating the provisions of this policy, an effort should be made by staff to provide a written copy of this policy, including applicable code provisions, at the time of occurrence. The employee will immediately notify his/her supervisor and provide a written Incident Report.

CHILD SAFETY

Athletics, Safety, and Civil Rights: CIF Bylaw 210C, EC 221.8, 230, 32050, 32051, 35179.4, HSC 124238.5, 20 U.S.C. § 1681, PC 245.6 The Hawthorne School District is committed to providing a safe and inclusive environment for all student athletes. Participation in athletic programs is provided without regard to actual or perceived race, color, ancestry, national origin, religion, disability, sex, sexual orientation, gender identity, or gender expression. Per California law, any incident of racial discrimination, harassment, or "hate-motivated behavior" occurring at an athletic event must be reported. A standardized Sporting Event/Game Incident Report is available on the Hawthorne School District Website. Violations of non-discrimination policies in athletics may be filed under the LEAs Uniform Complaint Procedure (UCP).

Hazing of any kind—defined as any method of initiation or pre-initiation into a student organization or team that causes, or is likely to cause, bodily danger or physical or mental harm—is strictly prohibited. Students found in violation of the anti-hazing policy will face immediate disciplinary action, including possible expulsion and removal from all athletic programs. Students who witness hazing but do not report it may also face disciplinary consequences.

To ensure the safety of our students during practice and competition, Hawthorne School District has implemented the following: Written Emergency Action Plans are posted at every athletic venue (gyms, fields, and courts). These plans outline the location of Automated External Defibrillators (AEDs), emergency exits, and procedures for medical emergencies. Before participating, parents and students must review and sign the annual Athletic Safety Packet, which includes specific information on: * Concussion Protocols: "When in doubt, sit them out"; Sudden Cardiac Arrest (SCA): Warning signs and the importance of immediate AED use. Exertional Heat Illness: Standards for hydration and cooling.

Hawthorne School District follows the CIF "Pursuing Victory with Honor" principles. Please be advised: * Any spectator who physically assaults a game official (referee, umpire, etc.) during or after an event will be permanently banned from attending any

CIF-sanctioned athletic contest. * Spectators are expected to model sportsmanship. Taunting, profanity, or harassment of players, coaches, or officials may result in immediate removal from the facility. By participating in interscholastic athletics, the student-athlete and parent/guardian agree that the student shall not use androgenic/anabolic steroids or any dietary supplement on the banned substance list without a written prescription from a licensed healthcare practitioner to treat a medical condition.

CHILD ABUSE AND NEGLECT REPORTING: PC 11164 *et seq.* The Hawthorne 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 suspicion. Mandated reporters have been expanded into 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 for authorized agencies.

Parents and 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 Matthew Rohrer, Assistant Superintendent of Human Resources, or Rudy Salas, Director of Pupil Services, at (310) 676-2276.

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 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 control of a student;
4. To exercise the degree of control is reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

COMPREHENSIVE SCHOOL SAFETY PLANS: ACTIVE SHOOTERS: ARMED ASSAILANTS: DRILLS: EC 32281 Each Hawthorne School District school site 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. Copies are available to read at each school office. Fire, emergency, and active shooter drills are held periodically at each school.

CUSTODY ISSUES: Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation that leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation arise, law enforcement will be contacted and an officer 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.

MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS BP 4119.24 The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

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

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

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

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

Inappropriate Conduct: The Hawthorne 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. Employees shall remain vigilant of their position of authority and not abuse it when relating to students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact
2. Being alone with a student outside of the view of others
3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal

The Hawthorne 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.

When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

1. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
2. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
3. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
4. Addressing a student in an overly familiar manner, such as by using a term of endearment
5. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
6. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
7. Transporting a student in a personal vehicle without prior authorization
8. Encouraging students to confide their personal or family problems and/or relationships
9. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

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 Hawthorne School District provides annual mandated reporter training, including recognizing abuse, grooming behaviors, reporting duties, and professional boundaries.

The Hawthorne 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 school office and on the Hawthorne School District Website. These policies have been adopted by July 1, 2026, and reviewed annually.

SCHOOL BUS SAFETY: EC 39831.5 All pupils in pre-kindergarten, kindergarten, and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each pupil’s home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

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 Hawthorne has developed and implemented preventive strategies and intervention procedures that can be accessed at <https://www.hawthornesd.org/parent-community/social-and-mental-health-resources/suicide-preventionresources>.

SUICIDE PREVENTION: Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as: • The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org • The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life-or-death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of policy changes, please see the district’s full suicide prevention policy.



VICTIM OF VIOLENT CRIME: 20 USC 7912 A pupil who becomes a victim of a violent crime while in or on the 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 the Pupil Services Department at (310) 676-2276.

WALKING OR RIDING A BIKE TO SCHOOL: VC 21212 No person under the age of 18 years may operate a bicycle, non-motorized scooter, skateboard, roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bike path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

COMPLIANCE

BROWN ACT – REQUIRED NOTICES AND AGENDAS FOR OPEN PUBLIC MEETINGS: GC 54954.2, 54956, 54956.5, 54954.2, 54954.5, 54957.1, 54957.7, and 54954.2(b)

Regular Meetings Agenda in 20 words or less, posted within 72 hours of meeting.

Special Meetings Twenty-four-hour notice must be provided to members of the legislative body and media outlets, including a brief general description of matters to be considered or discussed.

Emergency Meetings One hour notice in case of work stoppage or crippling activity, except in the case of a dire emergency.

Closed Session Agendas All items to be considered in closed session must be described in the notice or agenda for the meeting. The body must orally announce the subject matter of the closed session. If final action is taken in closed session, the body generally must report the action at the conclusion of the closed session.

Agenda Exception Special procedures permit a body to proceed without an agenda in the case of emergency circumstances, or where a need for immediate action came to the attention of the body after posting of the agenda.

Charter School Complaint Notice – EC 47605(d)(4) Charter Schools may NOT discourage enrollment for any of these reasons: low academic achievement, economic disadvantage, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Additionally, EC 220 prohibits discrimination based on gender, gender identity, gender expression, religion, or immigration status. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment or encourage disenrollment for any reason. In order to submit a complaint, complete and submit the Charter School Complaint Form to the charter school authorizer by mail or electronically: Rudy Salas Director of Pupil Personnel Services, 310-676-2276, rsalas@hawthorne.k12.ca.us. 14120 Hawthorne Blvd, Hawthorne, CA 90250. Visit www.hawthorne.k12.ca.us.

CHARTER SCHOOLS – PUPIL ADMISSIONS, SUSPENSIONS, AND EXPULSIONS: EC 47605 and 47605.6 The Hawthorne Math and Science Academy (HMSA) encourage the participation of parents for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at, HMSA.

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

Special Education Local Plan Areas (SELPA's) are required to establish written policy and procedures for a continuous child find system that includes children with disabilities who are migrant or homeless or wards of the state and children with disabilities attending private schools. Policy and procedures should include written notification to all parents of their right regarding identification, referral, assessment, instructional planning, implementation, review and procedures for initiating referral for assessment. To access the Southwest SELPA's Parents' Rights and Procedural Safeguards, visit https://www.swselpa.org/apps/pages/index.jsp?uREC_ID=972213&type=d&pREC_ID=1292893.

COMPETITIVE ATHLETES SEEKING HIGHER EDUCATION ATHLETIC PROGRAMS: EC 67455 Under state law, students who witness or are the victim of any wrongdoing condoned by the higher education athletic organization, have a right to make a report, file, or otherwise assist the reporting of any violation of student athlete rights involving the program, participants, or staff. This right to make such reports is guaranteed by the "Student Athlete Bill of Rights" and may not result in retribution or removal of any benefits if the report has been made in good faith and truthfulness.

IMMIGRATION STATUS: EC 66251, 66260.6, 66270 and 66270.3 The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status or any other specified characteristic such as hairstyles, have equal educational rights and opportunities including financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

IMMIGRATION AND CITIZENSHIP STATUS: EC 200, 220, and 234.1, adding Article 5.7 to EC 234.7 All people in public schools, regardless of their Immigration status, are to be afforded equal rights and opportunities in the schools, and are not to be discriminated against in any program or activity conducted by the school. School officials are prohibited from collecting information or documents regarding citizenship or immigration status of students or their family members. The Superintendent is to report to the Governing Board in a timely manner any requests for information or access to the school site by an officer or employee or a law enforcement agency for the purpose of enforcing the immigration laws in a manner that ensures the confidentiality and privacy of any potentially identifying information. Schools are encouraged, when an employee is aware that a student's parent or guardian is not available to care for the student, to work with parents or guardians to update the emergency contact information and not to contact Child Protective Services to arrange for the student's care unless the school is unable to arrange for care through the use of emergency contact information or instructions provided by the student's parent or guardian. All children have the right to a free public education, regardless of immigration status, and the Governing Board adopted policies limiting immigration enforcement at District schools ensuring that schools remain safe and accessible regardless of immigration status. Residency status does not stop opportunities offered to all students on their pathway toward graduation with appropriate courses and internships available to all eligible students. To access additional resources please visit <https://www.hawthornesd.org/parent-community/immigration-resources>

NONDISCRIMINATION STATEMENT: The Hawthorne 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, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition sex, sexual orientation, gender, gender identity, or gender expression, immigration status; 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 the complainant first becomes aware of the alleged discrimination. For a complaint form or additional information, contact: Matthew Rohrer, Associate Superintendent of Human Resources-Equity Compliance Officer, Or Rudy Salas, Equity Compliance Officer and Section 504 Coordinator, Director, at (310) 676-2276. Hawthorne School District 14120 Hawthorne Blvd., Hawthorne, CA 90250. visit www.hawthorne.k12.ca.us.

OPEN MEETINGS – PUBLIC COMMENTS – TRANSLATION: GC 54954.3 Requires local agencies to provide at least twice the allotted time for public comment to speakers who require translation services.

PREGNANT AND PARENTING PUPILS: EC 221.51, 222.5, 46015, 48205 and 48980 The governing board of the Hawthorne School District will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or post-partum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practitioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school districts or charter schools.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Additional leave may occur if deemed medically necessary, as prescribed by a physician or nurse practitioner. The pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were enrolled in before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leaving. If needed, parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations.

An illness for a sick child does not require a doctor's note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

SECTION 504: 29 USC 794; 34 CFR 104.32 Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against people with a disability. The Hawthorne School District provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. The district has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity.

A parent or guardian, or the LEA, shall have the right to audio-record the proceedings of meetings and any team meetings held. The parent or guardian shall notify the team members of the intent to audio-record a meeting at least 24 hours before the meeting. If the LEA initiates a notice of intent to audio-record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio-recorded, the meeting shall not be audio-recorded.

For additional information about the rights of parents of eligible pupils, or questions regarding identification, evaluation, and eligibility of Section 504 protections, please contact the Section 504 Coordinator, Rudy Salas, at (310) 676-2276. Hawthorne School District 14120 Hawthorne Blvd., Hawthorne, CA 90250. rsalas@hawthorne.k12.ca.us. visit www.hawthorne.k12.ca.us.

TITLE IX: EC 221.61 Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX,

coordinators: Matthew Rohrer, Assistant Superintendent of Human Resources (mrohrer@hawthornesd.org), or Rudy Salas, Director of Pupil Services (rsalas@hawthorne.k12.ca.us), at 14120 S. Hawthorne Blvd., Hawthorne, CA 90250; or (310) 676-2276 and/or visit www.hawthorne.k12.ca.us.

UNIFORM COMPLAINT POLICY AND PROCEDURE: 5 CCR 4600 et seq. .

The Hawthorne School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The district shall investigate via the Uniform Complaint Procedures (UCP) alleging failure to comply with those laws and regulations including, but not limited to allegations of discrimination, harassment, intimidation, or bullying against any protected group or noncompliance with laws relating to all programs and activities implemented by the LEA that are subject to UCP as cited below. The district shall seek to resolve at the local level those complaints in accordance with the UCP set forth in the California Code of Regulations, Title 5, Sections 4600-4695, and the policies and procedures of the LEA.

Programs and activities subject to the UCP process include: Accommodations for pregnant and parenting pupils; After School Education and Safety; child care and development; compensatory education; course periods without educational content; education of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in the school district, and children of military families; Every Student Succeeds Act; Local Control and Accountability Plans (LCAP); physical education instructional minutes; pupil fees; reasonable accommodations to a lactating pupil; School or Athletic Team Names, Mascots, or Nicknames, School Plans for Student Achievement; school safety plans; School site Councils; and state preschool.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The district prohibits retaliation against any person who files a complaint or participates in an investigation.

Complaints must be filed in writing with the Compliance Officer. The district will complete the investigation and issue a written Decision (Investigation Report) within *60 calendar days* from receipt of the complaint.

Please contact the Compliance Officer Matthew Rohrer, Associate Superintendent of Human Resources, or Compliance Officer Rudy Salas, Director of Pupil Services, 310-676-2276, 14120 Hawthorne Blvd. Hawthorne, CA 90250,

The parent may appeal to CDE within 30 days if not in agreement with the final report. For more information, you may go to the CDE website: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>.

The Uniform Complaint Process begins on Day 0, when a written and signed complaint is filed with the district. Within 2 days of receiving the complaint, the district offers appropriate support measures to the student, as applicable. The district then reviews and investigates the complaint and issues a written decision within 60 days. After the District's written decision is issued, the complainant has 30 days to file an appeal with the California Department of Education, if they choose to do so.

Complaints must be submitted in writing and signed. The signature may be handwritten, typed, including in an email, or electronically generated. Complaints may also be filed anonymously, as long as enough evidence is provided to allow the district to conduct an investigation. A complaint may be filed by a student, the student's parent or guardian, or an authorized representative. If a student is unable to write a complaint because of a disability or language barrier, school staff must assist the student in writing the complaint. A UCP complaint alleging sexual harassment must be filed no later than six (6) months from the date the incident occurred, or six (6) months from the date the student first learned of the facts.

The district will provide both the complainant and the accused with an equal opportunity to present witnesses and evidence. The district will investigate the complaint and send a final written Investigation Report within 60 days from the date the written complaint was received, unless an extension is agreed to in writing. The final report will be written in English and, when required, in the student's primary language. The report will include findings of fact based on the evidence, legal conclusions, the final disposition and rationale for the decision, any mandatory corrective actions if needed, and clear instructions on how to appeal the decision to the state.

As soon as a complaint is filed, the Title IX Coordinator will provide immediate help through supportive measures. These may include changes to class schedules, counseling support, no-contact orders, or other appropriate steps to support student safety and access to the educational program. The district strictly prohibits retaliation against anyone who files a complaint or serves as a witness. Retaliation will result in immediate disciplinary action.

If the complainant disagrees with the district's final decision, they have the right to file a written appeal with the California Department of Education within 30 calendar days of receiving the district's report. The appeal must clearly explain why the complainant believes the district's facts are incorrect or how the law was applied incorrectly.

WILLIAMS COMPLAINT POLICY AND PROCEDURE: EC 35186 Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or 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 misassignments. 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 at the office of each school site or the administrative office of the Hawthorne School District. Parents, 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.

DISCIPLINE

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.

DUTIES OF PUPILS: 5 CCR 300 Pupils shall conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

ELECTRONIC LISTENING OR RECORDING DEVICES: EC 51512 The use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary or secondary schools 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.

Penal Code 308 prohibits the sale or furnishing of ENDS to minors, which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS may be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by HSC 11014.5.

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

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

ELECTRONIC SIGNALING DEVICES: EC 48901.5 The use by any person, including a pupil, of any electronic signaling 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. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use a device for the health and safety of the pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

Smartphone use may be prohibited by districts, charter schools, and county schools while a student is at a school site and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population but must be in writing and kept on file in student records for confidential record keeping and reasons.

EXPULSION (CIRCUMSTANCES FOR RECOMMENDING): EC 48915 (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a

school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one 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 pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

GROUND FORS SUSPENSION AND EXPULSION: EC 48900 Suspension is the removal of a student from ongoing instruction for adjustment purposes. For all students, a single 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 (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access.

A teacher may suspend a student from class for any of the acts enumerated in EC Section 48900, except for misconduct of willful defiance as described in EC Section 48900 (k)(1). More information regarding class suspension by teacher is available at: <https://www.cde.ca.gov/ls/ss/se/schooldiscipline.asp>

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

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
- (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (l) Knowingly received stolen school property or private property.

- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (iii) (I) An act of cyber sexual bullying.
- (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (III) For purposes of this clause, “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.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Prior to a suspension 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 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 Recommendations

The principal or the superintendent of schools shall recommend the expulsion of a student for any of the following acts committed at a school or at a school activity off school grounds, unless the principal or the superintendent of schools determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, except for either of the following:
 - The first offense for the possession of not more than one (1) avoirdupois ounce of marijuana, other than concentrated cannabis;
 - The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
4. Robbery or extortion;
5. Assault or battery upon any school employee.

Mandatory Expulsion Violations

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a student that they determine has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or 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 or committing a sexual battery;
5. Possession of an explosive.

The principal or superintendent of schools may recommend expulsion for the remaining grounds.

For more information regarding student discipline, please contact Rudy Salas, Director of Pupil Services, rsalas@hawthorne.k12.ca.us, 310-676-2276, 14120 Hawthorne Blvd. Hawthorne, CA 90Sexual Harassment 48900.2 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.

Hate Violence 48900.3 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.

Harassment, Threats, or Intimidation 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.

Limitations on Imposing Suspension EC 48900.5 Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

Terroristic Threats 48900.7 (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, 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 made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

INVOLUNTARY TRANSFER: EC 48980(n) and 48929 Requires a school district that elects to adopt a policy regarding the transfer of a pupil convicted of violent felony or misdemeanor if he or she and the victim of the crime for which the pupil was convicted are enrolled in the same school to inform parents or guardians of the policy as part of the annual notification. The policy, as specified in EC 48929, shall contain all the following conditions:

1. A requirement that the pupil and pupil's parent or guardian be notified of the right to request a meeting with the school principal or designee of the school or school district.
2. A requirement that the school first attempt to resolve the conflict before transferring a pupil, including, but not limited to, using restorative justice, counseling, or other services.
3. Whether the decision to transfer a pupil is subject to periodic review and the procedure for conducting the review.
4. The process is to be used by the governing board of the school district to consider and approve or disapprove of the recommendation of the school principal or other school or school district designee to transfer the pupil.

JURISDICTION: EC 44807 Teaching staff shall hold pupils to strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

PROPERTY DAMAGE: EC 48904 Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

REQUIREMENT OF PARENT/GUARDIAN, SCHOOL ATTENDANCE: EC 48900.1 Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

STANDARDS FOR STUDENT BEHAVIOR: The chart on the following page contains the areas of concern and the possible disciplinary actions for students who do not follow the rules. All students are entitled to due process. This means there are certain procedures that school officials must follow prior to taking appropriate disciplinary action. There are also procedures that parents/guardians must follow if they do not agree with the school's actions.

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.

Mandatory expulsion violations are followed by "(a)." For areas followed by "(b)," a student will be recommended for expulsion, unless the principal or Superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

The school principal has the right to recommend to the Superintendent that a student be expelled from the district for most other areas of concern if: 1) other means of correction are not possible or have repeatedly failed to improve his/her behavior, or 2) his/her presence on campus is a danger to the physical safety of himself/herself or other students.

Administrators may take appropriate action when student misconduct that originates away from the school grounds or school activities has a direct and detrimental effect on or seriously threatens the discipline, educational environment, safety, or general welfare of students or staff. Student conduct originating away from school grounds, which may be subject to discipline as provided herein includes, but is not limited to, electronic acts that result in a substantial disruption to the educational environment or for which a substantial disruption to the educational environment is reasonably foreseeable under the circumstances. Administrators will evaluate each situation on a case-by-case basis.

EXPULSION PROCESS EC 48916, 48916.1, & 48926

Expulsion Process and Procedures

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.

If a student is recommended for expulsion:

- The student and parent/guardian will receive written notice of an expulsion hearing.
- The notice will include the date, time, and location of the hearing, as well as the reason the expulsion is being recommended.
- At the hearing, the student has the right to:
 - Be represented by a parent/guardian, advocate, or attorney
 - Review the evidence presented by the district
 - Present witnesses or evidence on the student's behalf

After the hearing, the governing board or administrative panel will determine whether the student will be expelled.

Educational Placement After Expulsion

If a student is expelled, they still have the right to continue their education. The district must ensure that an educational placement is provided to expelled students no later than three (3) school days after the issuance of the expulsion order. Possible educational placements may include: a district alternative education program, a community day school, a county office of education program, or another program designed to serve students who have been expelled. These programs provide academic instruction and support while students are serving the expulsion term.

Length of the Expulsion Term and Possible Extension

In many cases, an expulsion term may last up to one year. If, upon assessment, the student has not met the conditions of the

rehabilitation plan, the governing board may grant one extension of the expulsion period (i.e., one semester). The district will continue to support and review the students' progress during the extension period to determine the student's readiness for readmission.

Individual Rehabilitation Plan

Students who are expelled will receive an individualized rehabilitation plan outlining the steps the student must take to be considered for readmission to school. The expelling district must ensure that the rehabilitation plan includes a periodic review and an assessment for readmission (45 days before the end of the expulsion term), is tailored to the individual student's needs, and specifically addresses the behavior that led to the expulsion.

The plan may be developed in consultation with school personnel who have knowledge or special expertise regarding the student's unique needs. The governing board will assist the student and parent/guardian in locating accessible opportunities and services necessary for the successful completion of the rehabilitation plan. The governing board cannot require students or parents/guardians to pay for any costs or services deemed necessary to complete the rehabilitation plan.

The conditions of the rehabilitation plan may include:

- Regular attendance in the assigned educational program
- Participation in academic tutoring
- Demonstrating academic progress
- Participation in counseling or behavioral support services
- Completion of community service, job training, or other rehabilitative programs
- Participation in programs related to the behavior that led to the expulsion
- Other appropriate requirements determined by the district

The rehabilitation plan will be provided in writing to the student and the parent/guardian, along with the district's governing board-approved expulsion order.

Readmission Review Procedures

An assessment of the student's progress toward completion of the rehabilitation plan will be conducted 45 days before the end of the expulsion term to determine whether the student will be readmitted to the district. A student cannot be denied readmission because of financial or transportation barriers or a lack of viable opportunities to complete the plan. Upon a student's readmission, the governing board shall ensure that there is a procedure for the successful transition of readmitted students.

The governing board must readmit the student unless it finds that:

- (1) the student has not substantially met the plan *despite* having access to necessary resources and opportunities, or
- (2) the student continues to exhibit the behaviors that led to expulsion or commits new expellable acts.

If the student is denied readmission, the governing board is to provide the expelled student and the parent/guardian with written notice describing the reasons for denying the student readmittance into the regular school district program. This notice also includes the educational program in which the student is to be enrolled until the next readmission review and assessment (i.e., 45 days before the end of the expulsion term).



FOSTER/HOMELESS YOUTH

EDUCATION OF FOSTER YOUTH: EC 42238.01, 47605, 47605.6, 48204, 48432.5, 48850, 48853, 48853.5, 48911, 48911.1, 48915.5, 48918.1, 49069.5, 51215.1 and 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 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 Hawthorne 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 Josh Godin, district's foster youth liaison, for more information of services and policies related to homeless education rights. He can be reached at (310) 676-2276 or at the PPS Office, 14120 Hawthorne Blvd, Hawthorne, CA 90502. The California Department of Education, in consultation with the California Foster Youth Education Task Force, has developed and posted on its Internet Web site a standardized notice of the educational rights of foster children. A copy of the standardized notice can be obtained at www.cde.ca.gov/ls/pf/fy/documents/fosteryouthedrights.pdf.

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 the 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 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 Josh Godin 310-676-2276, 14120 Hawthorne Blvd, Hawthorne, CA 90250.

Students experiencing homelessness 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 Hawthorne School District in addition to the statewide coursework requirements. To qualify the student must be identified as experiencing homelessness, 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 (or unaccompanied youth) 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 homeless status changes or the student transfers to another school. It is unlawful for a school, student, or educational rights holder to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.

Students experiencing homelessness shall be issued partial or full credits for coursework completed while attending another school. The Hawthorne School District Homeless Liaison must be notified if a student experiencing homelessness is referred for expulsion for a discretionary act and invited to any IEP meetings where a manifestation determination is to be made. For further information on the rights of students experiencing homelessness, please contact Josh Godin Homeless and Foster Youth Liaison HSD 310-676-2276, 14120 Hawthorne Blvd, Hawthorne, CA 90250

Education of Homeless Youth: Right to Apply for Financial Aid: EC 69432.7, 69519, 69731, 69956, 70032, 78220 and 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district and charter school must appoint a homeless liaison to assist students and families. Please contact Josh Godin, the district's homeless youth liaison. He can be reached at (310) 676-2276, for more information on services and policies related to homeless education rights.

EXEMPTION FROM LOCAL REQUIREMENTS: EC 48853, 49069 and 51225.2 Foster and homeless youth are allowed educational rights such as: immediate enrollment, remain in the school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth (5th) year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements, if educational rights are not allowed at the public high school.

HEALTH EDUCATION

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, and unintended pregnancy and menstrual health; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation relationships, marriage, and family; and 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 the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education
2. Request in writing that their child does 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 whether comprehensive sexual health or HIV prevention education will be taught by district personnel 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 chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

This instruction will be provided by the school principal.

If you do not want your student to participate in comprehensive sexual health or HIV prevention education, please provide a signed, written note to the school principal.

The district may administer to pupils in grades 7-12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

EXCUSE FROM HEALTH INSTRUCTION ON RELIGIOUS BELIEFS: EC 51240 Whenever any part of health, family life or sex education instruction courses conflict with the religious training or beliefs of the parent/guardian, students shall be excused from that part of the instruction upon written parental request.

MEDICAL

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 seven (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 or guardian before the athlete's initiating 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.

CALIFORNIA YOUTH FOOTBALL ACT: 6-12

Under state law, students who participate in football games in grades 6-12 must have a licensed medical professional present during the game, whether playing at a home game or away at another school. This does not include Physical Education classes or intramural football games outside of extracurricular athletics offered at the middle or high school.

CONFIDENTIALITY OF MEDICAL INFORMATION ACT: EC 56.10 School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

CONFIDENTIAL MEDICAL SERVICES: EC 46010.1 School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

CONTROLLED SUBSTANCES – OPIOIDS: EC 49476 School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Parents and student athletes must sign an acknowledgement of receipt of the document annually.

EMERGENCY TREATMENT FOR ANAPHYLAXIS: EC 49414 Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergies. Without immediate administration of epinephrine followed by contacting emergency medical services, death can occur.

Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors 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.

ENTRANCE HEALTH SCREENING: HSC 124085, 124100 and 124105 State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

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 Providence Little Company of Mary Community Health at (877) 567-7463 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.

HEALTH INSURANCE COVERAGE FOR ATHLETES: EC 32221.5 Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling (800) 300-1506.

IMMUNIZATIONS: EC 49403 and 48216; HSC 120325, 120335, 120365, 120370, and 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 funds, property, or personnel and may permit any person licensed as a physician or registered to administer an immunizing agent to any student whose parents/guardians have consented in writing.

Beginning January 1, 2016, parents/guardians of students in any school, will no longer be allowed to submit a personal beliefs exemption for any currently required vaccine. A personal beliefs exemption that was filed prior to January 1, 2016, will remain in effect 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 immunization 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 specific disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

Free or low-cost immunizations for children are available at the Providence Little Company of Mary mobile clinic. Please call your child's school for information.

IMMUNIZATIONS: HPV: CANCER PREVENTION: EC 48980.4, 1367.66, HSC 120390, 120336, 120390.6, IC 10123.8

The Hawthorne School District believes in the health and safety of every student. Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), 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."

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 contact Rudy Salas, Director of Pupil Personnel Services, rsalas@hawthorne.k12.ca.us, (310) 676-2276. 14120 Hawthorne Blvd. Hawthorne, CA 90250 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 clinic.

MEDICAL OR HOSPITAL SERVICES: EC 49472 The Hawthorne School District does not provide or make available medical and hospital services for pupils who are injured in accidents related to school activities or attendance.

MEDICATION REGIMEN: EC 49423 and 49480 The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or Health Clerk of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or 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 pupil.

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the pupil with prescribed medication as set forth in the physician statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by the school nurse or Health Clerk prior to use.

MENSTRUAL PRODUCTS: EC 35292.6 The Hawthorne School District supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone number of the person responsible for maintaining this supply at this school site.

MENTAL HEALTH AND MINOR CONSENT TO SERVICES: EC 49428 FC 6924 In order to initiate access to available pupil mental health services, you may contact the following mental health provider: The Counselor at your child's school. Our school district will notify parents at least twice per year. This is one time through these annual notifications. We will notify you again in writing a second time this school year. A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor before determining whether involvement of the minor's parent or guardian would be inappropriate. These service providers can bill Medi-Cal as appropriate.

ORAL HEALTH ASSESSMENT: EC 49452.8 Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first year.

PHYSICAL EXAMINATIONS: EC 49451; 20 USC 1232 A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. 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.

PUPIL SAFETY: PARENTAL NOTIFICATION: SYNTHETIC DRUGS: EC 48980, 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.

SUDDEN CARDIAC ARREST: EC 33479 *et seq.* 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. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac-related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgment or receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities, which generally does not apply to those conducted during the regular school day or as part of a physical education course.

SUNSCREEN AND SUN-PROTECTIVE CLOTHING: EC 35183.5 Pupils may use sunscreen during the school day without a physician's note or prescription. The Hawthorne School District has adopted a policy regarding the wearing of sun-protective clothing including, but not limited to, hats that pupils may wear for outdoor use during the school day.

PUBLIC NOTICES

BEFORE AND AFTER SCHOOL PROGRAMS: EC 8482.6, 8483 and 8483.1 The After School Education and Safety Program serves pupils in kindergarten through grade 9 at participating public schools, including charter schools. The grades served by the program at participating schools may be determined by local needs. Programs that charge family fees shall not charge for a child who is homeless or in foster care. In any before or after school program, first priority for enrollment goes to pupils who are identified by the program as homeless at the time they apply or at any time during the school year, and pupils who are identified by the program as being in foster care; second priority in programs serving middle and junior high school pupils goes to those who attend daily. The program must inform the parent or caregiver of a pupil of the right of homeless and foster children to receive priority enrollment and how to request priority enrollment.

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 crisis.

FREE- AND REDUCED-PRICE MEALS EC 49510, 49391 and 49392. Commencing in SY 2022–23, *Education Code (EC)* 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Charter Schools and Districts will still require eligible parents to submit an application in order to remain in compliance for accounting purposes only. Schools serving grades 1-6 will serve breakfast or a morning snack to non-school-aged children with a guardian present.

GUN SAFETY: CE 32221.5, 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.

PESTICIDE PRODUCTS: EC 17612 and 48980.3 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 the Administrative Services Office. 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 or Athletic Team Names: California Racial Mascots Act : EC 221.3 and 33315 Prohibits public schools that are not operated by an Indian tribe or tribal organization from using any derogatory Native American term as a school or athletic team name, mascot, or nickname and adds school or athletic team names, mascots, or nicknames to the Uniform Complaint Procedures.

SCHOOL FACILITIES: DRINKING WATER: WATER BOTTLE FILLING STATIONS: EC 38040 Water plays an important role in maintaining a student's overall health. Students, teachers and staff are allowed to bring and carry water bottles to school and utilize water bottle filling stations that may be found around the campus. Water bottles are not permitted in the library, computer lab, science lab and other identified school locations.

SURVEYS: EC 51513 and 51514 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 or guardian is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent or guardian is given the opportunity to review the test, questionnaire, or survey, and 3) the parent or guardian 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.

TOBACCO-FREE CAMPUS: BPC 22950.5; HSC 104420, 104495 and 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 is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

PUPIL INFORMATION

DIRECTORY INFORMATION: EC 49073 "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 Hawthorne School District has determined that the following individuals, officials, or organizations may receive directory information: news media, non-profit organizations, colleges and universities, prospective employers, and military recruiters. 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 Hawthorne School District is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Hawthorne School District shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personal identifiable information. Hawthorne School District will not release information to third parties for immigration enforcement purposes, except as required by law or court order. The Hawthorne School District does not collect or store pupil's or pupil's parents' social security information.

The deadline for opt out of directory information sharing is September 30, 2026. Directory information regarding a pupil identified as experiencing homelessness shall not be released, unless a parent, or eligible pupil, 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 considering other reasonably available information. This determination must be made before releasing individual or summary student information.

PUPIL RECORDS: EC 49063; 20 USC 1232 A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm, or other means, must be maintained on the history of a pupil's development and educational progress. The district will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the pupil's educational 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 education records. The district shall disclose educational records without parental consent to school officials with legitimate educational interests, federal, state, or local education authorities and upon request from officials of another school district in which a pupil seeks or intends to enroll.

Parents' requests to access their pupil's educational records must be submitted in written form to the school principal and the school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of pupil records are available to parents for a fee of \$0.15 per page.

Any challenge to school records must be submitted in writing to the Superintendent's Office. A parent 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 the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the pupil. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202-4605.

RELEASE OF JUVENILE INFORMATION: WIC 827 and 831 Juvenile court records should be confidential regardless of the juvenile's immigration status. Only if a court order is provided will any student information be disseminated, attached or provided to federal officials. The court order must indicate prior approval of the presiding judge of the juvenile court. Otherwise, juvenile information is protected from distribution and remains private without a court order.

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

SOCIAL SECURITY NUMBERS: EC 49076.7 Pupils and their parents or guardians should not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form requests that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state/federal law that requires this information, ask the school administrator for more information before providing it.

SCHOOL SAFETY

ASBESTOS MANAGEMENT PLAN: 40 CFR 763.93 The Hawthorne School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of our asbestos management plan, please contact the Administrative Services Department.

BULLYING: EC 234.4 and 32283.5 The Hawthorne School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying, including cyberbullying on social media. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of educational web pages describing staff training at <https://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 the principal at your child's school or Rudy Salas, Director of Pupil Personnel Services at (310) 676-2276. rsalas@hawthorne.k12.ca.us, 14120 Hawthorne Blvd. Hawthorne, CA 90250

BULLYING PREVENTION: Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself (Hazelden Foundation, 2007). Bullying can take many forms, such as hitting, taunting, name-calling, spreading false rumors, not letting someone be part of the group, and sending nasty messages on a cell phone or over the internet. Bullying has three key components: 1) it is aggressive behavior, 2) it involves an imbalance of power, and 3) it is usually repeated over time. To distinguish between bullying, peer conflict and playful teasing, it is important to consider the relationship and the balance of power between participants and the intent of the action.

Our district's anti-bullying rules:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is bullied, we will tell an adult at school and an adult at home.

It is important to address bullying for students and their futures (mental and physical health) and for a healthy school climate (academic achievement). If you think your child is being bullied, share your concerns with your child’s teacher or principal.

STOP BULLYING – LET’S PUT AN END TO IT

If you see it, hear it, or are a victim of it, tell someone.

Teacher	Campus Security	Counselor
Psychologist	Principal	Assistant Principal
		Parent

OR

Contact the Safe School Hotline

(310) 263-3984

safeschools@hawthornesd.org

All reports remain confidential

CAMERA SURVEILLANCE ON SCHOOL PROPERTY: PC 647(J) For the safety of our students, staff and visitors, the School District employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Surveillance cameras will generally be utilized only in public areas where there is no “reasonable expectation of privacy.” Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of District buildings or all District activities.

District surveillance cameras will not be installed in “private” areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

GUN-FREE SCHOOL ZONE ACT: PC 626.9 and 30310 California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the administration. 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.

MEGAN’S LAW: PC 290 *et seq.* Information about registered sex offenders in California can be found on the California Department of Justice’s website, <http://meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

PERSISTENTLY DANGEROUS SCHOOLS: 20 USC 7912 Defines “persistently dangerous” as a specified sum of firearm violations by non-pupils on school grounds or during school-sponsored activities plus expulsions for certain violations of California Education Code sections 48915(a), 48915(c) and 48900.3 over the course of three school years. Currently, the Hawthorne School District does not have any schools identified in this category.

SAFE PLACE TO LEARN ACT: EC 234 and 234.1 The Hawthorne 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. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

Under the **Athletes’ Bill of Rights**, all students have the right to protection from discrimination based on sex in all athletic programs, access to participate in all academic and extracurricular activities, including the right to apply for athletic scholarships and the right to ask the Athletic Director about athletic opportunities offered by the school.

The Hawthorne School District provides specific guidance and a list of statewide resources aimed at preventing teen dating violence. This guidance is designed to improve pupil safety and strengthen connections between students and supportive adults. Resources can be accessed on our website at [<https://www.hawthornesd.org/parent-community/uniform-complaint-procedures>].

The Hawthorne School District has adopted a Uniform Complaint Procedure (UCP) to address complaints of discrimination or bullying. School personnel who witness an act of discrimination or bullying must take immediate steps to intervene when it is safe to do so. Incidents of racial discrimination or harassment at athletic events must be reported using the standardized form available at <https://www.hawthornesd.org/parent-community/uniform-complaint-procedures>.

To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact: Matthew Rohrer, Associate Superintendent of Human Resources, or Rudy Salas, Director of Pupil Services. 310-676-2276, 14120 Hawthorne Blvd. Hawthorne, CA 90250. mrohrer@hawthorne.k12.ca.us or rsala@hawthorne.k12.ca.us

Effective July 1, 2026, our campus maintains at least one all-gender restroom that is unlocked and available to all students during school hours.

SCHOOL SAFETY PLANS: DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITIES: 47605, and 47605.6 EC 32280 and 32282 *et seq.*

The Hawthorne School District is committed to providing a safe, secure, and peaceful learning environment for all students and staff. The Hawthorne School District school sites are 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.
- * Lockdown/Active Shooter Drill: Conducted once a year.
- * Earthquake Drills: Conducted once a year.

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 and school messaging at least [5] days 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 the district mass communication system. 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 Hawthorne School District comprehensive school safety plan is available for review at your school office. If you have any questions regarding safety procedures, please contact the principal at your school office.

SEARCH OF LOCKERS: School lockers remain the property of the Hawthorne School District even when assigned to students. The lockers are subject to search whenever the district finds a need to do so. The use of the school locker for other than school-related purposes is prohibited. Improper use of school lockers and desks will result in disciplinary action, up to, and including, suspension and expulsion.

SEXUAL HARASSMENT POLICY: EC 231.5, 231.7 and 48980(f) The Hawthorne School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

Sexual harassment is any unwelcome behavior, comments, or physical contact of a sexual nature. This includes:

- **Quid Pro Quo:** When a school employee suggests that a student will get better grades, awards, or benefits in exchange for sexual favors.
- **Hostile Environment:** When unwelcome sexual behavior is severe, persistent, or pervasive enough to make a student feel unsafe, uncomfortable, or unable to participate fully in school, sports, or activities.

Examples of Prohibited Actions:

- Unwanted touching, leaning over, cornering, or pinching.
- Making sexual jokes, rumors, slurs, or gestures.
- Staring or leering at someone in a sexual way.
- Cyber-harassment: Sharing sexual messages, photos, or posts online or via text.

If you see or experience sexual harassment, contact our District Compliance Officers right away. They will help you file a complaint and ensure you are protected. Complaints alleging discrimination, harassment, intimidation, or bullying based on sex, gender, sexual orientation, or gender identity are handled through the district's Uniform Complaint Procedures (UCP) under Title 5 of the California Code of Regulations.

Please contact Matthew Rohrer, Assistant Superintendent of Human Resources, Title IX Coordinator and Equity Compliance Officer, 14120 Hawthorne Blvd. Hawthorne, CA 90250, 310-676-2276, mrohrer@hawthorne.k12.ca.us or Rudy Salas, Director of Pupil Services, Title IX Coordinator and Equity Compliance Officer, 14120 Hawthorne Blvd. Hawthorne, CA 90250 310-676-2276 rsalas@hawthorne.k12.ca.us.

SCHOOL UNIFORMS/DRESS CODE

DRESS CODE/UNIFORMS: EC 35183 Authorizes a school to adopt a dress code policy that requires pupils to wear a school-wide uniform or prohibits pupils from wearing gang-related apparel.

Requires a school to provide six months' prior notice to parents or guardians before implementing a policy that requires pupils to wear a school-wide uniform. Policy to address the availability of resources to assist economically disadvantaged pupils and to provide that no pupil will be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the uniform policy.

All elementary and middle schools, as well as Hawthorne Mathematics and Science Academy, have adopted a mandatory school uniform policy for all students. Specific information about the Uniform Policy requirements and regulations can be obtained at the appropriate school office. **Students are expected to follow the school uniform policy daily.**

A waiver to exempt a child from wearing the school uniform at elementary and middle schools may be obtained during a conference with the school principal or designee. Students exempted from the school uniform policy are expected to following the Dress and Grooming standards outlined below.

DRESS AND GROOMING: AR 5132 (revised May 29, 2019) 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, Board policy and administrative regulations. Dress standards shall be regularly reviewed and revised when appropriate. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students and parents/guardians will be notified of any changes through written means such as school bulletins and parent/guardian newsletters.

General Rules The district prohibits any manner of apparel, shoes, accessories or appearance likely to cause a substantial disruption of, or a material interference with, the educational process, student health or safety, or campus order. All students are expected to comply with the district dress code and regulations and site-specific dress and grooming standards enacted by each individual school site. **Students cannot opt out of these mandatory dress standards. A student who violates these standards shall be subject to appropriate disciplinary action.**

Students and parents/guardians share primary responsibility for student compliance with the dress code. School personnel shall be responsible for enforcing the dress code when students are on campus, at school functions, extracurricular activities or other special school activities.

1. Student clothing, accessories, shoes and personal items (jackets, headgear, backpacks, handbags, fanny packs, gym bags, notebooks, water bottles, etc.) shall be free of writing, pictures or any other insignia which display crude, vulgar, obscene and/or sexual content, profanity, or drug-related, alcohol-related, or tobacco-related content, advertising or symbols, or which advocate racial or ethnic prejudice, death or violence, or which contain gang-related symbols or insignia.
2. Gang-related attire is strictly prohibited, as defined below and by the specific dress code established at each individual school site.

3. Clothing shall not be intentionally ripped, frayed or cut.
4. Clothing must not be revealing.
 - a. Skirts and shorts shorter than mid-thigh are prohibited.
 - b. Off-the-shoulder tops are prohibited.
 - c. No low-cut tops which expose excessive cleavage or tops that expose an area larger than the collarbone.
 - d. Tops/shirts/blouses should cover all undergarments, including bra straps.
 - e. No backless tops or shirts (i.e. that do not cover the back entirely).
 - f. No see-through clothing or fish-net fabrics.
 - g. No short tops that would result in bare midriffs. Midriff (stomach) must be covered when arms are raised over head.
 - h. No halter tops or tube tops.
 - i. No spaghetti-strap tops.
 - j. No athletic undershirts shall be worn as outerwear.
 - k. No excessively large shirts that reach below the crotch area.
5. Pants/shorts/skirts
 - a. Pants, jeans, shorts and skirts must be worn at least at the natural waistline at all times. Pants, shorts and skirts shall not be worn in a manner that results in exposed undergarments.
 - b. Baggy pants and pants that are saggy or drag on the ground are prohibited. Pants and shorts must be fitted at the waist and crotch and must be appropriate in size for the students' height and weight. Pants must not be more than two inches bigger than the student's actual size in width and/or in length.
 - c. Tights or leggings may not be worn solely as outerwear.
 - d. No excessively wide pant legs will be permitted.
 - e. If the width size of pants, shorts or skirts is too large so as to result in the exposure of undergarments, the student shall be required to wear a belt.
 - f. Prohibited items include sleepwear and bathrobes.
6. Belts must be threaded through all belt loops.
 - a. No belt ends hanging down from the buckle.
 - b. No spiked or studded belts.
 - c. No chain belts or wallet chains.
7. Shoes must be worn at all times and must meet safety standards. They must be close-toed and have a strap across the back.
 - a. No sandals.
 - b. No slippers.
 - c. No platform soles.
 - d. No combat-style boots.
 - e. No untied or unfastened shoes or boots.
8. Each school shall allow students to wear sun-protective clothing, including but not limited to hats and caps, for outdoor use during the school day, but must be removed when entering buildings. (Education Code 35183.5)
 - a. Bandanas, beanies, hair nets and head scarves, except for religious purposes, are prohibited and shall not constitute "sun-protective" clothing.
 - b. Headgear used for sun-protective purposes is subject to all dress code regulations regarding prohibited content.
9. Accessories and jewelry that may cause injury, pose a safety hazard, or substantially disrupt or materially interfere with student safety or instruction are prohibited. This can include, but is not limited to:
 - a. Long dangling earrings, nose rings, hoops.
 - b. Long and thick chains/necklaces.
 - c. Spiked jewelry.
 - d. Jewelry worn in pierced areas of the body that substantially disrupt or materially interfere with student safety or instruction.
10. Students will be required to wear athletic shoes in physical education classes. However, no grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)
11. Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

Gang-Related Apparel This administrative regulation is the legal basis for both the district-wide and the local school dress codes which prohibit gang-related attire for the purpose of ensuring student health and safety and to protect against the actual or threatened disruption of school activities. The banning of gang-related apparel shall be part of each individual school site's comprehensive safety plan.

Gang-related apparel or insignia can include, but is not limited to, the following:

1. Sweatshirts, jackets, jerseys or other clothing with professional team logos or insignia.

2. Specific gang-related colors, as determined by individual school sites.
3. Clothing with lettering styles attributed to local gangs or gang activity, as determined by individual school sites.
4. Prison Insignia.
5. Baggy pants with frayed or slit cuffs.
6. Pendleton shirts.
7. Belt buckles with gang-affiliated numbers, symbols or insignia.
8. Fingerless gloves.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least twice a year and updated whenever related information is received. Check with the school administration to obtain a complete list of gang-affiliated apparel that is prohibited at each school site.

Enforcement of Dress Code Policy Students are expected to comply with the district and local school dress codes daily. A student who violates the dress code may not remain at school or at a school function unless the violation is corrected. School administration shall have discretion to determine how a violation can be corrected, which can include, but is not limited to, requiring students to: (a) turn the clothing inside out, or (b) removing the accessory. Parents/guardians may also be called to bring a change of clothing. Repeated violations will constitute defiance and will be subject to progressive discipline, including, but not limited to, detention and suspension.

No student shall be considered noncompliant with the dress code policy in the following instances: (a) when noncompliance derives from financial hardship; or (b) when the student wears clothing, buttons, badges, armbands, or other accouterment aimed at exercising the right to freedom of expression as provided in Education Code 44907, including the expression of ideological or political points of view.

Student free speech rights shall not include the wearing of clothing, buttons, armbands or other accouterment that signify or are related to gangs, gang membership or gang activity as provided by Education Code 35183, or are obscene, libelous or slanderous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, or which result in the substantial disruption of the orderly operation of the school.

TECHNOLOGY

ACCEPTABLE USE OF TECHNOLOGY: One of the adopted goals of the Hawthorne School District is to assist in advancing the use of technology to enhance student learning. Access to Hawthorne School District technology is a privilege, not a right, and students enrolled in the district programs or activities must follow District guidelines and procedures regarding acceptable use of technology. All Hawthorne School District students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using District technological resources. The Hawthorne School District shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using District technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use technology and/or civil or criminal liability.

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

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking Web sites. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation. The popularity of these Web sites seems to be growing. FaceBook.com, for example, is said to have millions of members and has become one of the most popular “message exchange” sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, “cyber bullies,” and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called “cyber bullies,” mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators can locate students' home or school addresses, thereby becoming easy targets for predators. The Hawthorne School District has blocked the use of these social networking Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. These Web sites are public domain, and anything posted there can be seen by anyone who has internet access. Although most of what is written is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally logging on to the site. The services are free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

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

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

The Hawthorne School District will continue to provide Internet security within our schools. It is important that parents also monitor Internet use at home. Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, contact the Pupil Services department at (310) 676-2276.

USE OF VIDEOTAPES, ORIGINAL VIDEO PROJECTS, and PHOTOGRAPHS: The Board believes that children should be protected from any inappropriate use of videotaping or photography. At times, children may be videotaped or photographed as part of an instructional activity. Any parent/guardian not consenting for their child to participate in such a videotaped or photographed instructional activity or special program should provide written notification to the school principal as soon after enrollment as possible.

KEY TERMS

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

HAWTHORNE SCHOOL DISTRICT
2065-2027 STUDENT TECHNOLOGY ACCEPTABLE USE AGREEMENT
Exhibit 6163.4

The Hawthorne School District authorizes students to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason. Students who use district technology tools must follow all applicable policies and regulations

The district expects all students to use technology responsibly. The district may place reasonable restrictions on the sites, material, and information that students may access through the system.

Your signature on this document (whether provided electronically or on hard copy) is your binding promise to be responsible and safe and to follow this Acceptable Use Agreement. Inappropriate use of district technology resources may result in the cancellation of user privileges, disciplinary and/or legal action. Activities that violate state, local or federal law may be subject to prosecution. All users are bound by future updates of this Agreement.

Definitions

District technology includes, but is not limited to, computer and information technology hardware, software, data and other resources owned, operated, or leased by the district such as computers (desktop, laptop, notebook, tablet, and similar devices), electronic communication devices, network gear, servers, cloud-based solutions, user accounts and passwords, identification numbers, applications, and Internet services.

Student Obligations and Responsibilities

Students are expected to use district technology safely, responsibly, and for educational purposes only. The student to whom district technology is issued or loaned is responsible for its proper use at all times. Students must not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and may use the system only under the account to which they have been assigned.

The district has the right to decide whether these rules have been broken, or other inappropriate use of the district's technology devices or network has occurred.

When using the district's technology tools, students are expected to follow these guidelines:

1. Use the District's computers, network, and other technologies only for school-related work.
 - Your use of district Internet and computers or technology devices must be related to schoolwork assigned or approved by your teachers.
 - You must follow all classroom, school, and district rules for accessing the Internet at school. Any device or network you use to access the Internet must be approved by your teacher or responsible staff member.
 - Internet searches must be approved by your teacher or responsible staff member.
 - Never access, post, display or use any material that is discriminatory, obscene, sexual in nature, disruptive to school operations, unrelated to schoolwork, or otherwise inappropriate. If you are not sure if something is inappropriate, ask your teacher or parent/guardian.
 - Do not access any material that advertises or promotes the use of alcohol, tobacco, drugs, weapons, or other types of harmful or illegal activities.
2. Protect passwords and other personal information when using district technology.
 - Remember that what you do or post online is not private because this activity can be monitored by your teachers, administrators, and others. Hawthorne School District staff members may access any student on-line activity including messages, images, and on-line searches.
 - Do not disclose, use, or disseminate online any personal identification information (such as full name, address, telephone number, Social Security number, student ID number, or other personal information) of yourself, another student, a staff member, or any other person.
 - Do not post photographs or videos of yourself or others on the Internet without asking your parent/guardian or your teacher.
3. Always be a good "Cyber-Citizen" when using technology.
 - Do not use technology to bully or hurt others. "Cyberbullying" is against school rules and will be punished. Cyberbullying means sending, forwarding, or posting harassing messages, threats, or harmful texts, sounds, or

images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity damages that person's reputation.

- Do not use profanity or vulgar, obscene, or mean words or pictures online.
 - Do not use technology to cheat on school assignments.
 - When using technology, treat others with respect.
 - Use appropriate grammar instead of texting abbreviations in posts, blogs and emails.
 - If you see something online that breaks these rules, tell your teacher or your parent/guardian right away.
4. Respect other people's property and ideas.
 - Do not take writings, pictures, or ideas from the Internet and present them as your own. This is plagiarism and is against school rules.
 - Do not download, copy, or share copyrighted music, pictures or images, videos, movies, files or other works that do not belong to you. This could lead to discipline and to civil damages or criminal prosecution for copyright infringement.
 5. Do not misuse or harm the district's computer system or network.
 - Do not do anything to damage any computer system, network, or other technologies.
 - Do not use or distribute viruses or malware, "hack," or tamper with any computer system or network.
 - Never access or modify a district computer or network unless you have permission to do so. Do not access or change any District program, file, or software without permission.
 - Do not install any software or "apps" on district technology devices without permission. Run only licensed software that is already loaded on the device.
 - Do not engage in or encourage others to engage in any practice that is unethical or violates any law or school or district rule. district

Privacy

Students have no expectation of privacy in any use of district technology. By using district technology resources, students consent to their use being monitored. District representatives may monitor, without notice, all use of district technology resources including, but not limited to, Internet use, searches, emails, audio or visual material, computer transmissions, stored information, and deleted information or files. Any unlawful use will be reported to the authorities. Students should be aware that, in most instances, their use of district technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. Creating or using a password on district technology does not create a reasonable expectation of privacy.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of district technology, the student must immediately report such information to the teacher or other district personnel.

Consequences for Violation

Violations of the law, Board policy, or this agreement may result in revocation of a student's access to district technology and in discipline, up to and including suspension or expulsion. In addition, violations of the law, Board policy, or this agreement may be reported to law enforcement agencies as appropriate.

**HAWTHORNE SCHOOL DISTRICT
2026-2027 STUDENT ACCEPTABLE USE AGREEMENT**

PARENT/GUARDIAN CONSENT AND STUDENT ACKNOWLEDGMENT

Student's Name: _____ I.D. # _____

School: _____ Class of: _____

Parent/Guardian Consent

I have read the above Student Acceptable Use Agreement, Board Policy and Administrative Regulation 6163.4 (student use of technology), and the Student Handbook for my child's school. I have discussed these materials with my child and agree that my child will abide by these policies and rules.

I understand that, despite measures taken by the district, it is not possible for the school to restrict access to all offensive and controversial materials. I release and agree to indemnify and hold harmless the district, its personnel, Governing Board, and any affiliated persons or institutions from any and all costs incurred, claims, or damages of any nature arising from my child's use of, or inability to use, the Internet or the district's computers, network, or other technologies or technology devices including, but not limited to, claims that may arise from the unauthorized purchase of products or services, failure of any district technology or Internet protection measures, copyright infringement, user mistakes or negligence, or exposure to potentially harmful or inappropriate material or behavior. I understand that I can be held liable for damages caused by my child's intentional misuse of the Internet or District computers, network, technologies, or technology devices. I will instruct my child about the importance of following the rules for personal safety, ethics, and proper technology use and not accessing restricted materials.

Please check one of the following statements:

☐ I **give** permission for my child to use the Internet and the district's computers, network, and technology devices. I understand that this permission allows my child to access information through the Internet or World Wide Web, send and receive email communications, and engage in other educationally relevant activities involving technology.

☐ I **do not** want my child to access the Internet or the District's computers, network, technologies, and technology devices. I **understand that by withholding permission for my child to use district technology, I am precluding my child from using a district computer or other digital device that may be a significant component of classroom learning activities.** The school may attempt to assign my child alternative activities which are similar to the online activities and assignments.

Student Acknowledgment

(If you do not understand these rules, ask your parent/guardian or your teacher to help explain them to you before you sign this Agreement.) I have read the above agreement and discussed it with my parent/guardian. I understand that if I break any of these rules or use the district computer system, district technologies, or district network in an inappropriate way, my privilege to use these technologies may be taken away, my parent/guardian may be called, and I may be subject to discipline.

Print Student Name

Grade

School

Student Signature

Date

RESPONSIBLE USE AGREEMENT

I will appropriately care for my assigned device.

- I will not leave my device in an unlocked car or unattended.
- I will know where my device is at all times.
- I will charge my device's battery on a daily basis.
- I will not deface my device with stickers, markers, or other materials.
- I will keep my device in my backpack while not in use at school.

I will never loan my device to another individual.

I will not disassemble any part of my device or attempt any repairs.

I will use my device in ways that are appropriate and educational and follow all aspects of the Hawthorne School District Acceptable Use Policy.

I understand that my device is subject to inspection at any time without notice and remains the property of the Hawthorne School District.

I agree to return my device and power supply at the end of each school year.

I will always practice appropriate digital citizenship.

- I will not disrupt school activities or compromise school safety and security with online activity.
- I will not distribute personal information about myself or others.
- I will not share or distribute pictures, video images, or drawings that identify myself or others.
- I will not share any school or District usernames and/or passwords with anyone.
- I will not access, use, share, or distribute the account information of others.
- I will log out of unattended equipment and accounts in order to maintain privacy and security.
- I will not send and/or distribute hateful, discriminatory, or harassing digital communication.
- I will not participate in any form of bullying, including cyberbullying. I will notify a staff member if I become aware of such activity.

Consequences for Irresponsible Use

Inappropriate digital citizenship may result in restricted access. Misuse of your device may also lead to disciplinary and/or legal action including suspension, expulsion, or criminal prosecution.

Cost for Loss or Damage of Device

If your device is lost or damaged the following costs may be applied:

- If a device is stolen from an unattended/unlocked car, a charge of 100% of the replacement cost will be incurred.
- If the device is intentionally damaged, a charge of 100% of the replacement will be incurred.
- If the power cord is lost or damaged, a charge of \$25.00 for replacement will be incurred.
- In the event of unintentional damage, a repair will be made at no cost for the first occurrence. If the device is damaged a second time within one school year, the student will no longer keep the device in their possession.

☐

I understand and agree to the stipulations set forth on the Hawthorne School District's website and the Parent-Student Agreement for the 1:1 Chromebook Program.

☐

Opt-Out: I elect not to participate in the one-to-one take-home program. This will not exclude my child from receiving a Chromebook device for use during regular school hours.

Note: Families are highly encouraged to purchase Chromebook insurance. Chromebook insurance will protect your child's Chromebook device against accidental damage (drops, spills, liquid damage, etc.). For more information on the one-to-one program and to sign up and purchase Chromebook insurance, please visit <https://www.hawthorne.k12.ca.us/chromebook>.

RESPONSIBLE USE AGREEMENT (CONTINUED)

Student Name: _____

Student Signature: _____

Parent Name: _____

Date: _____

-----For Office Use Only-----

Date Issued: _____

Date Returned: _____

Condition: _____

Inventory ID#: _____

HAWTHORNE SCHOOL DISTRICT SCHOOL UNIFORM AND DRESS CODE POLICY

Effective January 2016, the Hawthorne School District Board of Trustees adopted a mandatory uniform policy for all elementary and middle schools within the district. The uniforms consist of designated colors for the collared shirts, pants, shorts, or skirts in each school's designated colors. Students may wear school logo items in place of the collared shirt. Some schools have indicated specified colors for outerwear. Additional information regarding this policy may be obtained at your child's school office. Families demonstrating a financial need may receive uniform assistance through the school district. This process includes completing and submitting an application to your child's school office. Except for Hawthorne Mathematics & Science Academy (HMSA), a waiver to exempt your child from the school uniform policy can be obtained during a conference with the school principal or designee. Students who have completed a school uniform waiver are required to follow the district's dress and grooming standards. Copies of this policy are available online at www.hawthorne.k12.ca.us or at your children's school office.

POSSIBLE CHANGE OF CLASSROOM OR SCHOOL ASSIGNMENT

At this time, your child has been enrolled in their home school. Because space may become available due to students not returning for this new school year, classes are being filled beyond capacity limits. However, in order to maintain reasonable class sizes, it may be necessary for the district to change your child to another classroom or possibly to another school site after the school year has begun.

RELIGIOUS OPT-OUT

Hawthorne School District will continue providing high-quality, inclusive, age-appropriate instruction while partnering with families under new guidance following *Mahmoud v. Taylor*. The California Department of Education advises districts to give advance notice and consider case-by-case religious opt-out requests using a three-factor review (nature of the belief, student age, and instructional context). HSD will share titles for certain supplemental materials in family updates, offer access to core curriculum for review, and—when an opt-out is approved—provide an alternate activity of comparable educational value with no penalty. These processes do not remove students from entire subjects and do not change HSD's legal obligations to deliver inclusive, nondiscriminatory instruction. For questions or requests, families should contact their school principal.

**HAWTHORNE SCHOOL DISTRICT
2026-2027 REQUIRED SIGNATURES**

Dear Parent/Guardian:

The Hawthorne School District is required to annually notify parents/guardians of rights and responsibilities in accordance with Education Code 48980.

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

Please complete the "Acknowledgement of Receipt and Review" form and the other required signatures and return them to your child's school.

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

City: _____ Zip Code: _____

Telephone Number: _____

2026-2027 ACKNOWLEDGEMENT OF RECEIPT AND REVIEW BY PARENT/GUARDIAN OR ADULT STUDENT

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

_____ Student Name	_____ Signature of Parent/Guardian or Adult Student	_____ Date
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2026-2027 ARMED FORCES FAMILY MEMBER

As part of the accountability requirements under the Every Student Succeeds Act (ESSA), the U.S. Department of Education requires districts to identify students who are armed forces family members. These students will be part of a new accountability subgroup.

A student is considered an Armed Forces Family Member if at least one parent or guardian is an Armed Forces member, on active duty or serves full-time National Guard duty.

- "Armed forces means the Army, Navy, Air Force, Marine Corps, and Coast Guard.
- "Active duty" means full-time active duty in the active military service of the United States.
- "Full-time National Guard duty" means training or other duty, other than inactive duty, performed by a member of the Army National Guard or the Air National Guard of the United States.

- ☐ My child **is** an Armed Forces Family Member as defined above.
- ☐ My child **is not** an Armed Forces Family Member as defined above.

_____ Student Name	_____ Signature of Parent/Guardian or Adult Student	_____ Date
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2026-2027 RELEASE FORM FOR STUDENT DIRECTORY INFORMATION

The primary purpose of directory information is to allow the Hawthorne School District to include this type of information from your child's education records in certain school publications. Directory information includes names, addresses, and telephone listings, information that is generally not considered harmful or an invasion of privacy if released.

The Family Educational Rights and Privacy Act (FERPA) and Education Code 49073 permits the Hawthorne School District to disclose appropriately designated "directory information" without written consent, unless you have advised the district that you do not want your student's directory information disclosed without your prior written consent.

Directory information regarding pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

Recent legislation passed that does allow directory information for a student experiencing homelessness to be shared to facilitate *free oral and vision health screenings*. If you do not want your students' information to be shared for this purpose, you must provide written notification that you do not consent to this release.

Student Directory Information

- ☐ I **consent** to have directory information released to any individual or organization.
- ☐ I **do not wish** to have any directory information released to any individual or organization.
- ☐ I **do not wish** to release the name, address and telephone number of the student named above to the agency or agencies I check below:
- | | |
|--|---|
| ☐ PTA (if applicable) | For 11th or 12th grade students only: |
| ☐ Health Department | ☐ United States Armed Forces |
| ☐ Elected Officials | ☐ Universities or Other Institutions of Higher Education |

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 ANNUAL PESTICIDE NOTIFICATION REQUEST

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

Parents/guardians seeking access to information on pesticides and pesticide use reduction developed by the Department of Pesticide Regulation pursuant to California Food and Agricultural Code 13184, can do so by accessing the Department's website at www.cdpr.ca.gov.

- ☐ I **would like to be pre-notified** every time a pesticide application is to take place at the school. I understand that the notification will be provided at least 72 hours before the application.
- ☐ I **do not need to be notified** every time a pesticide application is to take place at the school. I understand that the notification will be posted at least 24 hours before the application.

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 MEDIA RELEASE (INCLUDES NEWSPAPER, TELEVISION, RADIO, ETC.)

- ☐ The student may not be interviewed, photographed, or filmed by members of the media. (I understand that this does not extend to my child's participation in events in a public, open-access setting, such as a graduation, performance, sporting event, picnic, etc., where reasonable care to exclude my child from possible photos and/or videos taken at said event cannot be given.)

2026-2027 HSD HOUSING QUESTIONNAIRE

This questionnaire is intended to address the McKinney-Vento Act, Title X, Part C of the Elementary and Secondary Education Act (ESEA). The McKinney-Vento Act specifically states that enrollment barriers be removed to provide educational stability. Federal McKinney-Vento Assistance Act ensures education rights and protections for children and youth experiencing housing difficulties or loss of housing. If you have any questions about these rights, please contact your LEA's Homeless Liaison: Josh Godin 310-676-2276.

This questionnaire is intended to address the McKinney-Vento Act, Title X, Part C of the Elementary and Secondary Education Act (ESEA). The McKinney-Vento Act specifically states that enrollment barriers be removed to provide educational stability. Federal McKinney-Vento Assistance Act ensures education rights and protections for children and youth experiencing housing difficulties or loss of housing. The information below will be kept confidential and only shared with appropriate school district and site staff. If you have any questions about these rights, please contact your LEA's Homeless Liaison: Josh Godin, 310-676-2276, jgodin@hawthorne.k12.ca.us, 14120 Hawthorne Blvd, Hawthorne, CA 90250.

Indicate which of the following options best describes your current housing situation:

- ☐ In a shelter, domestic violence shelter, group home, transitional housing, or FEMA trailer (not Section 8 housing)
- ☐ In a foster home
- ☐ In a home of a friend or relative temporarily (due to loss of housing, natural disaster, financial conditions, or similar reasons)
- ☐ Temporarily in a motel/hotel due to loss of housing, economic hardship, natural disaster, or similar reason
- ☐ In a place NOT considered traditional housing (car, campground, park, abandoned building)
- ☐ In your own home without adequate utilities (running water, heat, electricity)
- ☐ Living alone as a minor student(s) without an adult (unaccompanied youth)
- ☐ In a friend's or relative's house, permanently
- ☐ In own home, renting apartment, or similar situation (includes Section 8 housing)

Your child or children have the right to:

- Immediate enrollment in the school they last attended (school of origin) or the local school where you are currently staying, even if you do not have all the documents normally required at the time of enrollment.
- Continue to attend their school of origin, if requested by you, and it is in the best interest.
- Receive transportation to and from their school of origin, the same special programs and services, if needed, as provided to all other children, including free meals and Title I.
- Receive the full protections and services provided under all federal and state laws, as they relate to homeless children, youth, and their families.

Please list all children currently living with you.

Name	M/F	Birthdate	Grade	School

2026-2027 PHYSICAL EXAMINATIONS

Throughout the school year, the Hawthorne School District will provide physical examinations by qualified medical providers. Physical examinations that schools are required to conduct include dental, vision and hearing testing (grades K, 2, 5, 8 and 10) and scoliosis screening (7th grade females and 8th grade males). These non-emergency screenings are required as a condition of attendance. However, a parent or guardian may withhold consent to a physical examination of the pupil.

The results of the examinations will be shared with the parent/guardian; otherwise, the results of physical examinations shall be kept confidential.

If you have any specific questions or concerns related to these examinations, please contact your child's school office.

- ☐ I **do not** want my child to undergo vision and hearing screening.
- ☐ I **do not** want my child to undergo an oral health assessment.
- ☐ I **do not** want my child to undergo scoliosis screening.

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 TEXTBOOK AGREEMENT

Students are issued textbooks to use in class and to take home. If a book should be lost or damaged, it is costly to replace it. Your help is needed with this concern. All textbooks must be carefully handled, returned to school each day for use in class, and kept in good condition. A non-adhesive book cover should be applied to all textbooks. If a book is damaged or lost, you will be charged for the replacement cost.

I understand that my child and I are responsible for all issued textbooks. If any books are damaged or lost, I will pay for the cost of the replacement.

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 PARENT/GUARDIAN AUTHORIZATION FOR PHOTOGRAPHING OR VIDEOTAPE RECORDING

I hereby consent to the videotaping, photographing, or other electronic recording of my child. I further authorize the use of such reproductions for educational, informational, promotional, and school-related purposes, including, but not limited to, teacher training and in-service activities; publication in yearbooks, class pictures, newsletters, and other District publications; posting on the district's websites; and sharing through the district's official social media platforms.

I understand that no monetary compensation now, or in the future, will be paid to the student or his/her parents or guardian for the district's use of such reproductions for educational or school-related purposes.

As a condition of my child's participation, I agree to waive all claims against Hawthorne School District and to indemnify and hold the Hawthorne School District, the Superintendent, its Board, officers, agents, and employees harmless from any and all liability or claims, demands, losses, causes of action, suits or judgments of any kind whatsoever that I, my heirs, executors, administrators or assignees may have against the District or that any other person or entity may have against the District because of any personal injury, bodily injury, or property damage or loss that may arise out of or in any way be connected with the above-described activity. This waiver shall not apply to any occurrences that may arise solely out of the negligence of the district, its employees or agents.

- ☐ I **do not consent** to the videotaping, photographing, or other electronic recording of my child for my child's image. (I understand that this does not extend to my child's participation in events in a public, open-access setting, such as a graduation, performance, sporting event, picnic, etc., where reasonable care to exclude my child from possible photos and/or videos taken at said event cannot be given.)
-

2026-2027 SEXUAL ABUSE AND SEXUAL ASSAULT AWARENESS AND PREVENTION (7th through 12th Grade Students only)

School districts, county offices of education and charter schools may provide age-appropriate instruction for students in K through 12th grade, in sexual abuse and sexual assault awareness and prevention. Parents/guardians may submit a written request to excuse their child from participation in any class involving sexual abuse and sexual assault awareness and prevention.

☐ I **do not want** my child to participate **in any class** involving sexual abuse or sexual assault awareness and prevention.

School districts may provide sexual abuse and sex trafficking prevention education, which includes instruction on the frequency and nature of sexual abuse and sex trafficking, strategies to reduce their risk, techniques to set healthy boundaries, and how to safely report an incident. Parents/guardians may submit a written request to excuse their child from participation in any class involving sexual abuse and sex trafficking prevention education and assessments related to that education.

☐ I **do not want** my child to participate **in any class** involving sexual abuse and sex trafficking prevention education.

☐ I **do not want** my child to participate **in any assessments** related to sexual abuse and sex trafficking prevention education.

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 COMPREHENSIVE SEXUAL HEALTH AND HUMAN IMMUNODEFICIENCY VIRUS (HIV) PREVENTION EDUCATION (7th through 12th Grade Students only)

Students enrolled in District programs or activities may receive health education instruction, which may include sexually transmitted disease prevention and alcohol/drug abuse prevention. Parents/guardians may submit a written request to excuse their child from participation in any class involving comprehensive sexual education or HIV prevention education or from participation in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks.

☐ I **do not want** my child to participate **in any class** involving comprehensive sexual education or HIV prevention education.

☐ I **do not want** my child to participate **in any anonymous, voluntary, and confidential test, questionnaire, or survey** on pupil health behaviors and risks.

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 INTENT TO ENROLL IN CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT FOR HIGH SCHOOL (For students in the 8th grade)

Centinela Valley Union High School District (CVUHSD) is currently developing their educational programs for the incoming freshman class for the 2027-2028 school year. To assist them with this endeavor, they are requesting that our district provide individual student data for each eighth (8th) grade student who intends to enroll in CVUHSD for high school. The information requested includes, but is not limited to, demographic information, program placement, academic progress, attendance and disciplinary information, and medical records.

In order to comply with federal and state requirements, the Hawthorne School District will only provide this information if the parent/guardian indicates that his or her child intends to enroll in CVUHSD for the 2027-2028 school year.

Please indicate below whether your child intends to enroll in CVUHSD:

☐ My child **intends to enroll** in the Centinela Valley Union High School District for the 2027-2028 school year.

☐ My child **does not intend to enroll** in the Centinela Valley Union High School District for the 2027-2028 school year.

Signature of Parent/Guardian or Adult Student

Date

In accordance with federal and state laws and regulations, you have the right to receive a copy of the record that was disclosed for your child upon request. Additionally, you have the right to a hearing to challenge any of the contents of your child's record. If you have any questions or would like to request a copy of the record disclosed, please contact Rudy Salas at (310) 676-2276.

2026-2027 CAL GRANT PROGRAM OPTION

(For students in the 11th grade)

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant. Unless the school is notified while the student is in the 11th grade that he/she does not want to be considered a Cal Grant applicant, the student's GPA **will be submitted** to the California Student Aid Commission (CASC) electronically by the school or school district official by October 1 of the student's 12th grade year.

Please indicate below whether or not you would like the school to electronically send CASC the student's GPA when he/she is in the 12th grade. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once the student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student.

☐ I **grant consent** for my student's GPA to be sent to CASC in the 12th grade.

☐ I **do not want** my student's GPA to be sent to CASC in the 12th grade.

Signature of Parent/Guardian (if student is under 18 yrs.)

Date

Signature of Student (if student is 18 yrs. or older)

Date

2026-2027 TEXT MESSAGING SERVICE

Hawthorne School District is pleased to announce our ability to deliver text messages with important information about events, safety alerts and more to your mobile phone.

You can participate in this free service just by texting "Y" or "Yes" to 67587.

You may opt out of these messages at any time by simply replying with "Stop".

Rest assured that your information is safe and will never be given or sold to anyone.

Text message and data rates may apply.

Record Update Coupon

Student's Name: _____

Mother's Cell: _____

Father's Cell: _____

Guardian's Cell: _____

If you have not already submitted your cell phone information or would like to update your cell phone numbers, please fill out this record update coupon and return it to the school site.

2026-2027 CHILDREN AND YOUTH BEHAVIOR HEALTH INITIATIVE

As part of the Children and Youth Behavioral Health Initiative (CYBHI), our school district is asking families to share your child's medical insurance information. This helps us make sure students can get the care and support they need at school. Your information is private and protected under all privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA). Sharing this information will not change your child's insurance or their ability to receive services. You will never be asked to pay anything. The school will not charge co-pays or deductibles for any care your student gets through us.

I, _____ Parent/Guardian, consent to allow the Hawthorne School District to provide mental and behavioral health services aimed at enhancing student well-being, skill development, and fostering social support. The Hawthorne School District is committed to supporting the well-being of all students by providing mental and behavioral health services. Supports may include counseling, skill-building sessions, group interventions, and other related services designed to help students navigate personal, social, and emotional challenges

I consent to allow the Hawthorne School District to bill my child's health insurance plan for services provided to my child under the Children and Youth Behavioral Health Initiative (CYBHI). I understand that I will not be personally billed for any services my child receives at school. I understand that if my child is or may become eligible for services under CYBHI, I authorize Hawthorne School District Name to release student information for the limited purposes of billing health insurance plans and to access health insurance for applicable services. This will not affect any insurance benefits I currently have or may receive. I understand that this information will be used solely for billing purposes and remain confidential under the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPPA) where applicable.

By signing below, I acknowledge that I have been informed of the availability of these services and consent to my child's participation as needed. I understand that these services are provided by qualified professionals and are intended to support my child's overall well-being. I understand that if any additional, more intensive services are required, I will be informed and given the opportunity to provide my consent for these higher-level services.

☐ I **grant consent** for my student to receive academic and behavioral health support services

☐ I **do not consent** for my student to receive academic and behavioral health support services I acknowledge that many basic services may be discontinued, including meetings with school counselors and group activities if I select this option

☐ I **grant consent** to bill my insurance for academic and behavioral health support services

Signature of Parent/Guardian or Adult Student

Date

☐ I **have insurance**

☐ I **do not have insurance**

Student ID: _____ Student Last Name: _____ Student First Name: _____

Date of Birth: _____ Student Gender: _____ Student Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Insurance Name: _____ Policy Member ID: _____

Insurance Subscriber First Name: _____ Insurance Subscriber Last Name: _____

Insurance Group: _____

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 CONCUSSION INFORMATION SHEET

A concussion is a type of brain injury, and all brain injuries are serious. A concussion 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. It can range from mild to severe and can disrupt the way the brain normally works. 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. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion, and most sports concussions occur without loss of consciousness.

Any athlete who is suspected of sustaining a concussion or head injury in an athletic activity shall be immediately removed from the athletic activity for the remainder of the day and shall not be permitted to return to the athletic activity until he or she is evaluated by a licensed health care provider who is trained in the management of concussions and is acting within the scope of his or her practice. The athlete shall not be permitted to return to the athletic activity until he or she receives written clearance to return to the athletic activity from that licensed health care provider.

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 SUDDEN CARDIAC ARREST INFORMATION

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. A heart attack is caused by a blockage that stops the flow of blood to the heart. SCA 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. It is fatal in 92 percent of cases if not properly treated within minutes.

If your child has experienced any SCA-related symptoms, it is crucial to get follow-up care as soon as possible with a primary care physician. If the athlete has any of the SCA risk factors, these should also be discussed with a doctor to determine if further testing is needed.

A student who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after 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.

For more information, visit: <http://cifstate.org/sports-medicine/sca/index> (CIF)

Student Name

Signature of Parent/Guardian or Adult Student

Date

2026-2027 PRESCRIPTION OPIOIDS INFORMATION

Prescription opioids may be used to help relieve moderate-to-severe pain and are often prescribed following surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

Talk to your health care provider about ways to manage your pain that don’t involve prescription opioids. Some of these options may actually work better and have fewer risks and side effects. For more information, visit: www.cdc.gov/drugoverdose/prescribing/guideline.html

Student Name

Signature of Parent/Guardian or Adult Student

Date
