

Hughes-Elizabeth Lakes School:

additional school information, board policies, and education codes

Student Records

Student records will be transferred when parents move to a new location and enroll their student in another school. If parents wish to review the records, they must contact the school prior to the time of transfer. Parents have the right to inspect and review any and all records, files, and data related to their student at any time. If parents have any concern regarding the accuracy or appropriateness of any information or record maintained by the school, they should not hesitate to inform the administration. (The school district does not release information or records concerning students to any organizations or individuals without parental consent)

DISTRICT RESIDENCY (Board Policy 5111.1)

Criteria for Residency

A student shall be deemed to have complied with district residency requirements if he/she meets any of the following criteria:

1. The student's parents/guardians reside within district boundaries.
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home or a family home pursuant to a court-ordered commitment or placement.
3. The student has been admitted through the district's interdistrict attendance program.
4. The student is an emancipated minor residing within district boundaries.
5. The student lives with a caregiving adult within district boundaries.
6. The student resides in a state hospital located within district boundaries. (Education Code [48204](#))
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code [48207](#))

In addition, district residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code [48204](#))

The Superintendent/Principal or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

Proof of Residency

Prior to admission in the district, students shall provide proof of residency.

The Superintendent/Principal or designee shall annually verify the student's residency and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record. (5 CCR 432)

Upon enrollment of a student residing in the home of a caregiving adult within district boundaries, the caregiving adult shall execute, under penalty of perjury, the affidavit specified in Family Code 6552.

Reasonable evidence of residency may be established by documentation including, but not limited to, any of the following:

1. Property tax payment receipts
2. Rent payment receipts
3. Utility service payment receipts
4. Declaration of residency executed by the student's parent/guardian

If any district employee reasonably believes that the parent/guardian of a student has provided false or unreliable evidence of residency, the Superintendent/Principal or designee shall make reasonable efforts to determine that the student meets residency requirements.

Safe at Home Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. The Superintendent or designee shall not include the actual address in the student's file or any other public record and shall instead use the substitute address for all future communications and correspondence. (Government Code 6206, 6207)

Admission of Residents of Other States or Countries

The Superintendent/Principal or designee may, with the approval of the County Superintendent of Schools, admit a student living in an adjoining state contiguous with the district, as long as an agreement has been reached with the governing authority of the district in which the student resides and payment is made in accordance with law. (Education Code [48050](#))

A student whose actual and legal residence is in a foreign country adjacent to California, regardless of whether or not his/her parents/guardians are citizens of the United States, may be admitted to a district school provided that the student is otherwise eligible for admission to a California district and the student regularly returns within a 24-hour period to the foreign country. As a condition to admittance of such a

student, the student's parent/guardian shall agree to pay the district reimbursement of costs in accordance with law. (Education Code [48051](#), [48052](#))

Denial or Revocation of Enrollment

If the Superintendent/Principal or designee, upon investigation, determines that a student's enrollment is based on false evidence of residency, he/she shall revoke the student's enrollment. Before any such revocation, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice shall state the parent/guardian's right, within 10 school days, to schedule a meeting with a hearing officer to inspect supporting documents, rebut district evidence, question any district witnesses, and present oral and/or documentary evidence, including witnesses, on the student's behalf. For good cause, the hearing officer may extend the meeting date for an additional 10 days to permit the parent/guardian to obtain required documentation.

If the parent/guardian fails to schedule the above meeting, the student's enrollment shall be revoked 11 school days after the date of the notice.

If the above meeting is held, the hearing officer shall prepare a written decision describing his/her findings. If the hearing officer's decision is upheld, the parent/guardian shall be informed of his/her right to appeal to the Board within 10 days.

A parent/guardian who appeals to the Board shall have the right to have a representative present and to rebut district evidence, question any district witnesses, and present oral and/or documentary evidence, including witnesses, on the student's behalf. Except in cases where good cause is shown, the Board shall not reopen the record to consider evidence or argument which was not presented to the hearing officer. The student may continue to attend school during the period of the appeal. The Board's decision shall be final.

District of Choice

The Board of Trustees has adopted Board Policy to allow Hughes Elizabeth Lakes to become a District of Choice. This program allows students that live outside the district boundaries to apply for and receive admission to our school district without filling out interdistrict applications from their district of residence.

Each Spring, the Board of Trustees will determine a number of students that can be accepted under this program at each grade level through Board Resolution. Parents that have had their student accepted the previous year will continue to be admitted to the program unless the parent chooses to move the student to their district of residence, but must resubmit an application in the Spring of each year for the following year. All students will be accepted or placed on a waiting list by June 30th of each year for the following school year.

Additionally, a child may have the option of attending school in the district in which parents/guardians are employed. (E.C. 48204 (b) and 48980 (e)).

Withdrawals and Transfers

The procedure for withdrawal or transferring a student to another school is as follows:

1. Notify the school office staff as soon as possible.
2. Return all textbooks and library books prior to your child's departure.
3. Hughes-Elizabeth Lakes School will transfer student records to the next school upon written request for such records by the next school.

Homeless Liaison

Julie Maple, Vice Principal/Coordinator of Student Services is the HELUS homeless liaison, and can be reached at 724-1231. Circumstances for eligibility include living in a shelter, motel, hotel or in a house or apartment with more than one family because of economic hardship or loss, in an abandoned building, car at a campground or with an adult who is not the parent/guardian, in substandard housing, or with friends or family because you are a runaway or unaccompanied youth.

Students in these circumstances are entitled to immediate enrollment in school of origin or school where currently residing without proof residency, immunization records or tuberculosis skin-test results, school records or legal guardianship papers.

These students have the right to education and other services, such as qualifying automatically for nutrition programs, and may contact the liaison to resolve disputes that arise during enrollment.

Health Screenings

A parent or guardian may file annually with the school principal a written statement, signed by the parent or guardian, withholding consent to a physical examination of the child. School authorities may exclude a child when there is good reason to believe that the child is suffering from a recognized contagious or infectious disease. The child may return when school authorities are satisfied that the contagious or infectious disease no longer exists.

Vision and Hearing screening is conducted by our contracted nurse on students between Kindergarten and 8th grade..

Scoliosis Screening (Curvature of the Spine) is done for 7th grade students by our contracted nurse. If your child is identified at school as having this condition, you will be notified. [E.C. 49452.5] If this testing violates your faith in a recognized religious belief, please notify the school office. [E.C. 49455]

State law requires that a parent or legal guardian of each pupil provide the school documentary proof that the child has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to five (5) days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

INSTRUCTION AND PROGRAM INFORMATION

Nondiscrimination

The Hughes-Elizabeth Lakes School District is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. 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 are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint for or additional information contact Julie Maple, Vice Principal/Coordinator of Student Services, 724-1231.

Instruction

Hughes-Elizabeth Lakes School believes that all students are entitled to appropriate, effective instruction and teachers adhere to the California State Standards for each grade level and content area. Back-to-School Night is the best time to see the instructional materials your child's teacher will be using and to hear an outline of the grade level program.

Students who are exceeding grade-level expectations may be referred for assessment to participate in the school's GATE program and/or will be given differentiated instruction within the classroom setting. Student's who are struggling with grade-level expectations (and/or behavioral expectations) may be referred to the student study team so that a plan for intervention can be created. Students who are learning English as a second language will also be assessed and given additional support as needed. Students who are deemed at-risk of meeting grade-level academic goals will be identified and supported with our Title I program, which includes differentiated instruction, instructional aide support and an after-school academic intervention program.

No child will be assessed for any special program without the informed, written consent of the parent or guardian.

Physical Education

All students, K-8 will use the Sparks physical education program. Only 7-8 grade students will be required to change out of their street clothes to participate in PE, however, students at all grade levels should be attired in such a way that they can engage in physical activity. Pajama pants are not acceptable for physical education.

All students are expected to participate in P.E. if they are well enough to be at school. If students are returning to school after an illness, their program can be modified, or if circumstances warrant, temporarily discontinued, until the student is well. A note from home will excuse a student for one to three days at a time—please be specific about the

times in the note. Only a doctor's written statement will excuse a student from PE activity for more than three days.

HIV/AIDS Education

Human reproduction, AIDS and venereal disease education are part of the eighth grade science curriculum. In fifth through seventh grades, lectures on puberty are scheduled. The lectures may be presented by the school nurse or the science teacher. You will be notified in advance of these lectures and you have the right to, in writing, opt your child out of these classes. You may withdraw the request at any time. You also have the right to inspect and review the instructional materials to be used in these classes prior to the instruction occurring.

You have a right to request copies of Education Code Sections 51930 and 51938 from the district. These statutes permit parents or guardians to excuse children from AIDS prevention instruction. School districts are required by law to ensure that all students in grades 7-12 receive AIDS instruction from adequately trained instructors in appropriate courses, focusing on abstinence and refusal skills. If you do not want your child to receive this instruction, you may submit a written request to the school principal. The same is true for venereal disease instruction.

Prior to any of the above-mentioned topics, you will be notified in writing and given an opportunity to submit a written request that your child not participate as well as an opportunity to review the materials before the class is held.

Whenever any part of the instruction in health or family life education conflicts with your religious training and beliefs or personal moral convictions, or those of your child, your child shall be excused from such instruction upon your written request. EC 51240

Individualized Instruction

Individual Instruction is available to pupils with temporary disabilities residing in hospitals or residential health care facilities. (E.C. 48206.3) It is the responsibility of the parent or guardian of a pupil with a temporary disability to notify the school district in which the pupil is deemed to reside. (E.C. 48208) A pupil with a temporary disability who is in a hospital or other residential health facility (excluding a state hospital) shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. (E.C. 48207)

Field Trips

The Hughes-Elizabeth Lakes School District Board recognizes that field trips are important components in the instructional program of the schools. (Policy 6153) All school-sponsored trips involving students shall have proper supervision by school employees. Parents are encouraged to participate in such supervision, however, they must have filled out the volunteer application at the end of the handbook and have a TB test on file in the school office in order to do so. Siblings are not permitted on classroom field trips. **Students must be transported by school transportation.** A signed permission slip is required for your child to attend any field trips.

Per Ed. Code 3533(d), all persons making the field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death occurring during the field trip or excursion.

LEGAL INFORMATION/CIVILITY

Child Abuse Reporting Law

Hughes-Elizabeth Lakes School District employees are required by law to immediately report to the Department of Children Services whenever staff have a reasonable suspicion of child abuse or neglect. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

Release of Student to a Peace Officer

If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. EC 48906

School Safety Plan (SB187)

Senate Bill 187 requires schools to identify appropriate safety strategies and programs that will address the school's procedures for complying with existing laws related to school safety. The HELUS school site must maintain the Comprehensive School Safety Plan, which includes a comprehensive disaster preparedness plan, in the school office and make the plan available for public review. The School Safety Plan Committee meets during the school year to review the plan and amend as necessary.

Library Information

Students are encouraged to use the library and to check out books. Students are expected to work or read quietly without disturbing others and are to use all library materials with care. No food, drink or gum is to be brought to the library. The use of the library is a privilege that may be revoked if a student does not follow the guidelines for proper behavior while in the library or while using library materials. Attention to these few guidelines will ensure a positive library experience for all students.

Students may check out two books per week. Books are due in one week, unless there is a school holiday, in which case the books are due on the next regular class visit. Books may only be renewed a maximum of two weeks and must be brought back to the library and stamped for renewal. Parents who do not wish to have their child check out books must notify the school library in writing.

The student who checks out a book assumes responsibility for its care and prompt return on or before the due date. Books must be kept clean, dry, and free from pen and pencil marks. When a book is returned, it is checked for damages. Students will be charged for damaged books and missing bar codes. Overdue notices are sent on the first of each month and fines are assessed at \$.05 per day until the book is returned. If

it is not returned, the maximum fine—the cost of the book—will be charged. No new books may be checked out until fines are paid. When a student leaves the district, all library materials must be returned.

In addition to the books, periodicals and reference materials, the library also possesses two search stations with Internet access. Students are to use these stations for research purposes only.

PERSONAL AND SCHOOL PROPERTY

Textbook Replacement

Each student is responsible for his/her textbooks. In upper grades, students will check out textbooks from their teachers. This checkout will occur at the beginning of the school year and throughout the year as the need arises. Failure to turn in the correct textbook will result in the student being charged for the missing textbook. A student must pay for a lost or damaged textbook before he can receive a new one.

When a student leaves Hughes-Elizabeth Lakes, he/she must return his/her textbooks to the teacher/office staff before leaving. There will be a replacement cost for any textbook not returned.

Lost and Found Items

Any items that are found around campus will be turned in to the Lost and Found, which is located on the patio next to the cafeteria. Please periodically check in this area for any missing items. Any items not claimed will be donated to charity.

Parent Responsibility for student conduct/property damage

Parents or guardians are liable for all damages caused by willful misconduct of their minor children which result in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents or guardians may be liable for as much as \$10,000 in damages and another \$10,000 for payment of a reward, if any. EC 48904 (a) (i)

The school district may withhold grades, diploma, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment or money. EC 48904, Civil Code 1714.1

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

Parents Required to Attend

Per Education Code 48900.1, if a child commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, the parent may be required to attend a portion of a school day in the child's classroom.

Student Promotion/Acceleration/Retention Board Policy (5123 R & R)

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, a teacher may recommend a student for acceleration into a higher grade level. The recommendation shall be made to the Superintendent/Principal whose decision will be in concurrence with the student's parents/guardians. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in students' school careers, teachers shall identify students who should be retained and/or who are at risk of being retained in accordance with law, Board policy and administrative regulation.

Students shall be identified on their level of proficiency on the Standards using a variety of methods, including but not limited to academic achievement measures, criterion-referenced tests, norm-referenced tests, performance - based assessments, informal reading inventories, classroom-based assessments, and portfolios.

When a student is recommended for retention or is identified as being at risk for retention, the principal or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and other supplementary programs.

Administrative Regulations AR 5123

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent/Principal or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011) Admission shall be subject to the following minimum criteria: (5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011) A recommendation to retain a student in kindergarten will be made by the student's teacher if the student is not proficient on all of the Reading Standards.

Whenever a student continues in kindergarten for an additional year, the Superintendent/Principal or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

Retention at Other Grade Levels

The Superintendent/Principal or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels and criteria: (Education Code 48070.5)

1. Students between grades 1-2 and 2-3 will be identified primarily on the basis of the level of proficiency in reading. Students will be identified on the basis of either assessment results and/or other indicators of academic achievement, as established by the Board. A student must be proficient on all of the Reading Standards at his/her grade level to be promoted to the next grade.
2. Students between grades 3-4 will be identified primarily on the basis of the level of proficiency in reading and mathematics. Students will be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by the Board. A student must be proficient on all of the Reading Standards and seven of the eleven Mathematics Standards at his/her grade level to be promoted to the next grade.
3. Students between grades 4-5 will be identified primarily on the basis of the level of proficiency in reading, listening and speaking, written language and mathematics. Students will be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by the Board. A student must be proficient on six of the eight English - Language Arts Standards, including being proficient on all of the Reading Standards, and they must also be proficient on ten of the fourteen Mathematics Standards at his/her grade level to be promoted to the next grade.
4. Students between grades 5-6 will be identified primarily on the basis of the level of proficiency in reading, listening and speaking, written language and mathematics. Students will be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by the Board. A student must be proficient on six of the eight English - Language Arts Standards, including being proficient on all of the Reading Standards, and they must also be proficient on seven of the nine Mathematics Standards at his/her grade level to be promoted to the next grade.
5. Students between grades 6-7 will be identified primarily on the basis of the level of proficiency in reading, listening and speaking, written language and mathematics. Students will be identified on the basis of either assessment results or grades and other

indicators of academic achievement, as established by the Board. A student must be proficient on six of the eight English - Language Arts Standards, including being proficient on all of the Reading Standards, and they must also be proficient on ten of the thirteen Mathematics Standards at his/her grade level to be promoted to the next grade.

6. Students between grades 7-8 will be identified primarily on the basis of the level of proficiency in reading, listening and speaking, written language and mathematics. Students will be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by the Board. A student must be proficient on six of the eight English - Language Arts Standards, including being proficient on all of the Reading Standards, and they must also be proficient on ten of the thirteen Mathematics Standards at his/her grade level to be promoted to the next grade.

7. Students between grades 8-9 will be identified primarily on the basis of the level of proficiency in reading, listening and speaking, written language and mathematics. Students will be identified on the basis of either assessment results or grades and other indicators of academic achievement, including the Antelope Valley English/Language Arts and Mathematics Exit Exams, as established by Board policy. A student must be proficient on all of the Standards in English/Language Arts. A student must be proficient on all of the K-7 Mathematics Standards and fifteen of the twenty-five eighth grade Algebra I Standards to be promoted to the ninth grade.

English-learners and Special Education Students

For English-learners, retention decisions should be based on the student's rate of English acquisition and the progress he or she has made from year to year in English language acquisition, rather than holding EL students responsible for the same standards that students proficient in English must meet. Special education students should continue to follow the specific set of goals and objectives in their IEP for decisions related to retention. If the student's IEP indicates an expected performance level, and the student meets the IEP determination, retention may not be appropriate, even if the student is not at grade level standards.

Student attendance will be carefully monitored. Students who are at risk due to poor attendance will be referred to the School Attendance and Review Board. Students who are absent or tardy in excess of 30 minutes, 20 days or more in one school year will be considered for retention. (Education Code 48070.5)

Notification

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or other supplementary educational program, the student's academic performance will be reassessed at the end of the required program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's recommendation and evaluation shall be discussed with the student's parents/guardians and the principal or designee prior to the final determination of retention or promotion. (Education Code 48070.5)

If the student does not have a single regular classroom teacher, the Superintendent/Principal or designee shall specify the teacher(s) responsible for providing information regarding the decision to promote or retain the student. (Education Code 48070.5)

When a student is identified as being at risk of retention, the Superintendent/Principal or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for information regarding the decision to promote or retain the student. (Education Code 48070.5)

The Superintendent/Principal or designee will provide a copy of the district's promotion/retention policy and administrative regulation to all parents/guardians at the beginning of the school year.

Appeals

A parent/guardian may appeal to the Superintendent/Principal the teacher's decision to retain or promote a student. The burden will be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5) To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent/Principal specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 10 days of receiving the request, the Superintendent/Principal shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent may meet with the appealing party and the teacher. If the Superintendent/Principal determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision. This decision will be reduced to writing and presented to the parent/guardian and placed in the student's file.

If the decision of the Superintendent/Principal is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Supplemental Instruction

With the parent/guardian's consent, the Superintendent/Principal or designee may require a student who has been recommended for retention or has been identified as being at risk for retention, to participate in a supplemental instructional program. Such programs may be offered during the summer, after school, on Saturdays, during inter-sessions and/or during the non-core instructional day. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5)

These services shall be provided to students in the following priority order. (Education Code 37252.5)

1. Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to the criteria listed in this regulation and pursuant to Education Code 48070.5.
2. Students who have been identified as having a deficiency in mathematics, reading or language arts based on the results of the tests administered under the STAR program.

This supplemental instructional program shall be developed in accordance with the requirements of Education Code 37252.5.

Parents' Right-to-Know

Professional Qualifications of Classroom Teachers

On January 8, 2002, President Bush signed into law the "No Child Left Behind Act" (NCLB), the reauthorization of the Elementary and Secondary Education Act (ESEA). A provision of this new Title I law requires all districts to notify parents of all children in all Title I schools that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers. This requirement applies to all Title I schools, both Targeted Assisted and School wide.

According to the new NCLB law (Section 1111-State Plans, (6) Parents' Right-to-Know), LEAs must report:

- (A) Qualifications - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.

- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (B) Additional information - In addition to the information that parents may request under Subparagraph (A), a school that receives funds under this part shall provide to each individual parent :
- (i) Information on the level of achievement of the parent's child in each of the State academic assessments required under this part; and
 - (ii) Timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who is not highly qualified.

Because Hughes-Elizabeth Lakes School District receives Title I Part A funds, *all* teachers must be highly qualified and parents must be notified when teachers do not meet the "highly qualified" definition.

Uniform Complaint Procedures (EC 32289)
Title 5 California Code of Regulations Section 4620

Complaints regarding employees should be directed to the superintendent/principal. A copy of the procedure and timelines will be given to the complainant and appropriate procedures will be followed. EC 35160 (a)(3)

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent/Principal or designee on a case-by-case basis.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent/Principal or designee shall initiate mediation. The Superintendent/Principal or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

A copy of the District's policy and complaint procedures may be obtained, free of charge, through the Superintendent's office.

Diane Parkins, Superintendent
16633 Elizabeth Lake Rd., Lake Hughes, CA

661-724-1231

Parent Involvement District Strategies for Title I AR 6020

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC [6312](#) and the process of school review and improvement pursuant to 20 USC [6316](#) (20 USC [6318](#))

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site council
- c. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
- d. Ensure that school-level policies on parent involvement address the role of the school site council and other parents/guardians as appropriate in the development and review of school plans

The Superintendent or designee may:

- a. Provide workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
- b. Provide information about the indicators and assessment tools that will be used to monitor progress
- c. Build the capacity of the school and parents/guardians for strong parent involvement (20 USC [6318](#))

The Superintendent or designee shall:

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- d. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- e. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- b. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- c. Train parents/guardians to enhance the involvement of other parents/guardians
- d. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- e. Adopt and implement model approaches to improving parent involvement
- f. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
- g. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families
- h. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
- i. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
- j. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed

- k. Provide training and information to members of school site councils and advisory committees to help them fulfill their functions
- l. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- m. Include expectations for parent/guardian outreach and involvement in staff job descriptions

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC [6318](#))
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC [6318](#))
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code [11503](#))

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs.

School-Level Policies for Title I Schools

A written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning,

review, and improvement of the school's parent involvement pursuant to 20 USC [6314](#)

- a. The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.
4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
3. If the school-wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
4. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards
5. This compact shall address:
 - a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic grade-level standards
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

Use of Technology in Instruction

The Governing Board encourages the instructional use of computers, videotapes, interactive videodisks, distance learning, cable television and other technologies. The Board perceives that these technologies:

- Give students new ways to access information and practice skills
- Help teachers meet a wide range of learning styles
- Enable teachers to move from whole-class instruction to a mixture of small-group and individualized instruction
- Help students develop reasoning and problem-solving abilities
- Will be a part of students' everyday lives

The Board recognizes that trained teachers are needed to make the best use of the district's technology. Teachers and instructional aides shall receive training in using the technologies available to them. The district school shall have the opportunity to obtain computers, software and other equipment.

The district's educational software shall be carefully selected and evaluated so as to meet the teachers' and students' needs and conform with district policy and regulations.

Instruction Administrative Regulations AR 6162.7

Copyrights

Staff shall strictly observe copyright laws related to computers and educational technology. A designated employee shall ensure that software is used and duplicated in accordance with software licensing agreements. Public domain software may be duplicated and exchanged with other schools or staff. No illegal copies of copyrighted software shall be accepted or used in the district or downloaded onto district computers.

Selection of Educational Software

The following guidelines shall be considered when evaluating educational software:

1. Skill levels required to operate the program are commensurate with the skill levels being taught or practiced
2. Instructions are clear and complete, and the program operates as specified in the instructions
3. Program objectives relate to course objectives and are explicitly stated or readily apparent to the learner
4. Responses to learners are helpful and encouraging
5. Users can easily and independently operate the program
6. The pace of the program can be controlled by the teacher or learner, unless pacing is an essential element of the instructional strategy
7. Unanticipated learner input does not disrupt program operation
8. Screens are well-formatted, with appropriate use of sound and graphics
9. Support materials include:
 - a. A description of the hardware required to use the program
 - b. Procedures for installing the software
 - c. Provisions for the replacement of defective software and
 - d. Descriptions of the program's content and objectives, usage in various instructional settings, suggested related classroom activities

Disturbance in Schools

Any person who unlawfully fights within any building or upon the grounds of any school, community college, university, or state university or challenges another person within any building or upon the grounds to fight, or maliciously and willfully disturbs another person within any of these buildings or upon the grounds by loud and unreasonable noise, or uses offensive words within any of these buildings or upon the grounds which are inherently likely to provoke an immediate violent reaction is guilty of a misdemeanor punishable by a fine not exceeding four hundred dollars (\$400.00) or by imprisonment in the County Jail for a period of not more than 90 days or both. (Penal Code 415.5)

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

Use of Profanity

As per Penal Code Sections 415(2) and 415(3), the use of profanity on school premises or in the school office is prohibited by law and is punishable by imprisonment in the County Jail for a period of not more than 90 days, a fine of not more than four hundred dollars (\$400.00), or both such imprisonment and fine.

Additional Hughes-Elizabeth Lakes School District Parent Rights Annual Notification

California Education Code requires that parents be apprised annually of their rights concerning student attendance in the public school system. In addition to the information provided at the front of the handbook, the following information explains additional education code provisions of which you must be apprised annually. Some of this information has been covered earlier in the handbook in greater detail. Please read the following list of rights carefully, and note that items asterisked concern activities that can be waived by parental request. Questions regarding these rights may be directed to the school office. Your signature on the page at the back of the handbook, indicates that you have read and understand this information. The Prospectus of School Curriculum and District non-discrimination policies are available to parents upon request from the district office.

***Section 32255--Dissection of Animals**

If your child chooses not to participate in the dissection of animals, and if the teacher believes that an adequate alternative education project is possible, then the teacher may work with your child to develop and agree upon an alternative education project for the purpose of providing your child an alternate avenue for obtaining the information required by the class. The school will need a signed note from you indicating your child's objection.

Section 32280 et seq—School Safety Plans

Our school site has established a Safety Plan. Notice of the plan details is available to the public through the district office on request, and copies are provided to local law enforcement.

Section 35256, 35258—School Accountability Report Card

Each school is required to have a school accountability report card which includes testing and other demographic and operation information about the school. A hard copy of the Hughes-Elizabeth Lakes School District SARC may be obtained from the school office by request (available by February 1) or at the website <http://www.heluesd.org/>

Section 35183.5—Use of Sunscreen Permitted

Students may carry and use sunscreen without a doctor's note or prescription, and may also wear sun-protective clothing.

Section 48980 (h) – Attendance Options

Requires annual notification to advise parents of all existing statutory attendance options and local attendance options available in the district, all options for meeting residency requirements for school attendance, program options offered within local attendance areas, and special program options available on an interdistrict and intradistrict basis. Notification to include description of all options, procedure for applying to alternative attendance areas or programs, an application form from district, and a description of appeals process available, if any, for parents denied change of attendance.

Section 48980 (j) – Grade Reduction/Loss of Academic Credit

No pupil shall have their grade reduced or lose academic credit for any absence or absences excused, under CEC Section 48205, if missed assignments and tests that can reasonably be provided and satisfactorily completed within a reasonable period of time.

Section 48980.3 – Pesticides and Pesticides Products

The District shall notify staff and parents annually of all pesticide products expected to be used at the school facility during the year. The notice shall identify the active ingredient (s) in each product and contain the internet access address on information about pesticides. Parents will be notified through individual school newsletters of upcoming pesticide applications. Requires annual notification to include information regarding pesticide products applied at schools as specified in EC § 17612 (a).

Section 49063 and 49091.14--Prospectus of School Curriculum

The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site.

Provisions of the Education Code 49060 through 49073 have authorized parents, in consultation with school personnel, to inspect the school records of their children. Federal legislation further emphasizes the parent's right to review their children's school records.

The Hughes-Elizabeth Lakes School District maintains the following types of pupil records: the permanent cumulative record (birth date, enrollment dates, subjects, grades, achievement test scores and teacher anecdotal comments); attendance; discipline; health care; a student information card; and, for students with an IEP, a confidential file. The superintendent/ principal or his/her designee are responsible for maintaining pupil records. School district officials and employees who have a legitimate education interest have access to the records. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. If, at any time, you wish to inspect the school records of your child, please contact the school principal. Copies of any pupil record may be obtained for \$0.25 per page

If, after review, you feel that any information contained in the record is inaccurate, misleading, or otherwise inappropriate as defined by federal and state law, you will be given an opportunity to file a written request with the superintendent of the school district for removal or correction of the objectionable information and, if necessary, a hearing will be scheduled to consider the objections. You also have a right to include, as part of the record, a statement of your objections to information in the record or to any record of disciplinary action taken by the school.

Other provisions of federal and state laws protect your rights by restricting the release of information from students' records. Only specified individuals and agencies have access to such information under the law, and such persons reviewing the record must sign a statement indicating the purpose of the review and restricting any further release of information. Other persons may be permitted to review the records with the written consent of the parent(s) or the student who is 18 years of age or older.

There are organizations working on behalf of young people who have an occasional or continuing need for "directory information" about students. Education Code Section 49061 defines what categories of directory information may be released: the student's name address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, major field of study, degrees and awards received, dates of attendance and the most recent previous school attended. The Hughes-Elizabeth Lakes School District intends to provide, upon request, directory information concerning presently enrolled or former pupils to: the PTA, school photographer providing a service to the school, employers or prospective employers, representatives of the news media, law enforcement personnel, county probation personnel and county protective services agency staff. In addition, names and addresses of pupils who have left school prior to graduation may be given to

private schools or colleges and universities operating under provisions of Division 21, to military government recruiters and, state and federal elected representatives. Should any parent or adult object to the release of directory information, he/she must notify the school district of his/her written prohibition of the receipt of this notification.

Section 49073 – Permanent Records

A permanent record file for each student is maintained by the District. This record contains all data relative to the educational activities of students and may be reviewed by parents, students who have completed the 10th grade, or who are 16 years of age or older. Materials in these records may be challenged by the parent and copies of the records may be obtained at a cost of \$.25 per page, not to exceed \$2.00. Each principal is responsible for maintaining the records of students in their school. A log is kept indicating any requests for student information from persons, agencies, or organizations other than those authorized in writing by parents and District personnel.

Section 49403 – Immunization for Pupils

The District shall cooperate with the County Health Department in administering immunizing agents to prevent or control communicable diseases to pupils whose parents have consented in writing to such immunization. Effective August 1, 1997, all children entering kindergarten shall be fully immunized against Hepatitis B.

Section 49408 – Emergency Information

Parents are required to keep current, at the pupil's school, emergency information including the parent's home and business addresses and telephone numbers. They must also provide the name, address and telephone number of a relative or friend authorized to care for the pupil in an emergency if the parent cannot be reached. PLEASE NOTIFY THE HEALTH OFFICE IF THERE HAVE BEEN ANY CHANGES IN THE EMERGENCY INFORMATION SUCH AS TELEPHONE NUMBERS, DOCTOR'S NAME, PARENT(S) BUSINESS ADDRESS, AND PERSONS TO BE CONTACTED IN CASE OF EMERGENCY. IT IS MOST ESSENTIAL THAT THIS DATA BE CURRENT.

Section 49423 – Student Medication and Administration of Prescribed Medication

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 or may carry and self-administer prescription auto-injectible epinephrine if the school district receives the appropriate documentation.

Section 49423.1 – Inhaled Asthma Medication

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 or may carry and self-administer inhaled asthma medication if the school district receives the appropriate documentation.

Section 49451 – Physical Examinations

Parents may file a written statement annually with the school principal stating that they will not consent to routine physical examinations of their child and the child will then be exempt from such examinations. When there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, however, he/she shall be excluded from school attendance.

***Dental Screening** may be conducted visually to determine which students are in need of dental care. Parent will be notified if referral for dental care is indicated.

***Scoliosis Screening** if for students in grades 7 and 8. If your child is suspected of having curvature of the spine, you will be notified.

Section 49452—Sight and Hearing Test

The school district is required to provide for the testing of the sight and hearing of each student enrolled in the schools unless you submit a written denial of consent.

Section 49452.8—Oral Health Screening

A pupil enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school to, no later than May 31st of the school year, present proof of having received an oral health assessment that was performed no earlier than 12 months prior to the date of the initial enrollment of the pupil

Section 49471—Middle school athletics The Hughes-Elizabeth Lakes School District does not provide Student Accident Insurance, however, information about low-cost providers is given to parents at the start of the school year.

Section 49472 – Accident Insurance

The District may make available accident insurance for injuries to pupils occurring during the regular school day at school, or elsewhere at a school-sponsored activity or while in transit. The cost shall be paid by the parent or guardian.

Section 49480 – Continuing Medication

Required parents or legal guardians of pupils needing daily medication to inform the school nurse, or other designated certificated employee, of the medication, the current dosage, and the supervising physician.

Section 49510--49520 – Family Nutrition Educational Services Act

The District provides one nutritionally adequate meal free or at reduced price each day to needy children. Forms are available at each school office.

Section 51101.1 – Rights of Parents and Guardians Who Lack English Fluency

Amends parents rights to include being given any required written notification, under any applicable law, in English and the pupil's home language under EC §48985. Encourages schools with substantial number of pupils with a home language other than English to establish parent centers with staff that can communicate with the parents or guardians.

Section 51201.5 – AIDS Education

Parents will be notified when AIDS Education will be offered in the curriculum and advised that their student may be excused from such instruction. Parents also have the right to review materials prior to the instruction.

Section 51240 – Excuse from Health Instruction on Religious Beliefs

Whenever religious training conflicts with any part of “health,” family life, or sex education classes, students shall be excused from that part of the instruction, upon written parental request.

Section 51513—Questionnaires

Prohibits the use of test, questionnaires, surveys or examinations containing any questions about the pupil’s personal beliefs or practices in sex, family life, morality, and religion , unless the parent is notified in writing that the test, questionnaire, survey or examination is to be administered and the parent or guardian consents in writing.

Section 51870 – Internet Access

Included with this notice is a copy of the District policy regarding access to the internet.

Section 51938 – Sexual Health and HIV/AIDS Prevention Education, Parent or Guardian Notification

The purpose of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act (Education Codes 51930 through 51939) is to provide every student with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancy and sexually transmitted diseases. Education code requires that when a school elects to provide comprehensive sexual health education or HIV/AIDS prevention education by outside consultants or guest speakers, to include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of parent to request a copy of EC §§ 51933, 51934 and 51938. For arrangements made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before instruction is delivered.

Section 58501 – Alternative Programs

The District may provide for alternative education to maximize student self-motivation, initiative, responsibility, and the desire to learn. Alternative programs encourage teachers, parents, and students to cooperatively and continuously develop the learning process and subject matter, and encourage students to follow their own interests. 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 have copies of the law available for your information. This law particularly authorizes interested persons to request the Governing Board to establish alternative school programs.

AV SELPA Least Restrictive Environment Statement

It is the responsibility of the Hughes-Elizabeth Lakes Union Elementary School District to provide all eligible children with disabilities in the district a free and appropriate public education (FAPE) in the least restrictive environment. Special education is an integral part of the total public education system and must provide maximum interaction between disabled and non-disabled pupils. To meet the intent of State and Federal statutes and regulations that disabled pupils receive their education in a chronologically age-appropriate environment, it is the intent of the Antelope Valley SELPA that such individuals attend the same public schools as non-disabled students unless it is determined by the Individualized Education Program (IEP) team to be inappropriate to the student's educational and social needs. Placement in an educational environment other than the general education class in their neighborhood school is only considered when the IEP team determines that the general education environment services and/or curriculum cannot be modified to effectively meet the needs of the student as specified in his/her Individualized Education Program.

Drug Education

Instruction is provided in grades K-8 on the effects of the uses of tobacco, alcohol, narcotics, dangerous drugs, and other dangerous substances. (E.C. 48980)

Management Plan for Asbestos-Containing Material

A complete, updated management plan for asbestos-containing material in school buildings is available in the school office. CFR 763.93

I.D.E.A. – Special Education Programs

Federal law requires a free, appropriate education in the least restrictive environment for all handicapped students. If there is no appropriate public school program, parents have the right to apply for Special Education tuition payments. Parents who feel their student may have special needs, not being met by the school district, may refer their student for assessment by contacting their principal.

Megan's Law

Information about registered sex offenders in California can be found on the California Department of Justice's Internet 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.

No Child Left Behind

20 USC 6311 and 34 CFR 200.61 Requires that as a school district that receives Title I funds, the district must notify parents or guardians that they may request information regarding the professional qualifications of their child's classroom teacher(s) in core academic subject areas, including the type of credential or license the teacher holds and the educational level and subject area(s) of the teacher's college degree(s). Parents will also be notified whenever a child has been assigned or has been taught for

four or more consecutive weeks, by a teacher of a core academic subject who does not meet the No Child Left Behind Act teacher qualification requirements.

Non-discrimination/Tolerance

State and Federal law prohibit discrimination in education programs and activities. EC 200 requires school districts to afford all pupils regardless of gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, mental or physical disability, sexual orientation, or the perception of one or more of such characteristics, equal rights and opportunities in education. The school district and the California Department of Education may investigate complaints regarding discrimination through the Uniform Complaint Procedure. The Office for Civil Rights of the US Department of Education has authority to enforce federal laws in all programs and activities that receive federal funds.

Rehabilitation Act of 1973 – Handicapped Pupils

The District will not discriminate on the basis of sex, handicap, race, color, national origin or lack of English skills. Reasonable accommodations are available for handicapped pupils. Contact the Coordinator of Student Services for further information regarding the screening, evaluation, and implementation procedures regarding Section 504 of the Rehabilitation Act of 1973.

Stolen Property

The Hughes-Elizabeth Lakes School District is not responsible for stolen property.

Welfare and Institution Code

Parents will be advised if and when students will be instructed in child abuse prevention programs, and further advised that their student may be excused from such instruction.

Parental Rights: Education Empowerment Act of 1998

The Education Empowerment Act of 1998 establishes various rights for parents to include the following:

- Inspection of Instructional Materials
- Observation of School Activities
- Consent for Evaluations
- Affirmation or Disavowal of Beliefs
- Health Component of any class or program