2021-2022

Legal Notification and Policy Handbook

Board of Education
Angela Cutbill, President
Dallas Lawrence, Vice President
Kate Vadehra, M.D., Clerk
Linda Menges, Member
Lesli Stein, Member

District Administration
Dan Stepenosky, Ed.D., Superintendent
Clara Finneran, Ed.D., Assistant Superintendent, Educational Services
Steve Scifres, Ed.D., Assistant Superintendent, Human Resources
Ryan Gleason, Ed.D., Assistant Superintendent, Administrative Services
Karen Kimmel, Assistant Superintendent, Business Services
Jim Klein, Chief Technology Officer
Laura Kintz, Director of Elementary Education
Angie Falk, Director of Pupil Services
Hallie Chambers, Director of Human Resources
Welcome to the 2021-22 school year in the Las Virgenes Unified School District. We hope this will be an exciting and productive year for all students.

Whether embarking on their senior year, joining our district for the first time, or continuing their K-12 education, every student in the Las Virgenes Unified School District is important to us. Our students are at the heart of all we do. Helping each and every student achieve their personal best academically, socially, and emotionally, guides the work of our 1,100 dedicated employees.

The purpose of this Legal Notification Handbook is to ensure that the District’s rules, regulations, and protocols for acceptable behavior are clearly outlined in order to assist each student in their quest for academic excellence. I encourage you and your child(ren) to read this handbook carefully and contact us with any questions you may have. This handbook contains information on student rights, campus safety, behavior expectations, and other information that will likely affect your child(ren) at some time during their school career.

We are committed to helping our students have a positive, productive, and enjoyable school experience. If at any time you feel that your child needs assistance, either with studies or social needs, I hope that you will reach out to a member of your school’s team of professionals for assistance. As a parent of two children in the District, I know firsthand how valuable and critical a student’s relationship can be with their classroom teacher and support staff. We are here for our students.

With our Strategic Plan, approved by the Board of Education, the Las Virgenes Unified School District is again leading the way for a successful summer and fall. To ensure our students are flourishing in the fall and our staff is supported, we have added targeted class size reduction, full-time counseling at each elementary school, intervention teaching specialists, additional professional development, expanded summer school, boost camps to provide additional instruction and support to our students, and technology upgrades that support instruction. We enjoy an excellent relationship with our associations and our community, and will continue to partner and collaborate with them to ensure the success of our students and staff.

Additionally, we hope that you will turn to your school’s website for information regarding school and community activities. As part of our efforts to continue integrating technology into both instructional and district operations, and to help “go green,” our Legal Notification Handbook is provided online at www.lvusd.org. If you would like a printed copy, please contact 818-878-5218.

Thank you for being an important part of the Las Virgenes Unified School District community.

Respectfully,
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME LETTER</td>
<td>2</td>
</tr>
<tr>
<td>INDEX</td>
<td>3</td>
</tr>
<tr>
<td>HONORS AND RECOGNITION</td>
<td>5</td>
</tr>
<tr>
<td>BOARD OF EDUCATION &amp; MISSION STATEMENT</td>
<td>6</td>
</tr>
<tr>
<td>DISTRICT OFFICE</td>
<td>7</td>
</tr>
<tr>
<td>SECONDARY SCHOOLS</td>
<td>9</td>
</tr>
<tr>
<td>ELEMENTARY SCHOOLS</td>
<td>10</td>
</tr>
<tr>
<td>OTHER IMPORTANT NUMBERS</td>
<td>13</td>
</tr>
<tr>
<td>PFA/PFC PRESIDENTS</td>
<td>14</td>
</tr>
<tr>
<td>SCHOOL OVERVIEW</td>
<td>16</td>
</tr>
<tr>
<td>ALTERNATIVE EDUCATION</td>
<td>30</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>32</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>46</td>
</tr>
<tr>
<td>HEALTH</td>
<td>59</td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td>66</td>
</tr>
<tr>
<td>School</td>
<td>Year</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Lindero Canyon Middle School</td>
<td>1985</td>
</tr>
<tr>
<td>Lupin Hill Elementary School</td>
<td>1986</td>
</tr>
<tr>
<td>White Oak Elementary School</td>
<td>1986</td>
</tr>
<tr>
<td>Agoura High School</td>
<td>1988</td>
</tr>
<tr>
<td>Lindero Canyon Middle School</td>
<td>1992</td>
</tr>
<tr>
<td>Willow Elementary School</td>
<td>1992</td>
</tr>
<tr>
<td>White Oak Elementary School</td>
<td>1993</td>
</tr>
<tr>
<td>White Oak Elementary School</td>
<td>1994</td>
</tr>
<tr>
<td>Chaparral Elementary School</td>
<td>1995</td>
</tr>
<tr>
<td>Yerba Buena Elementary School</td>
<td>1995</td>
</tr>
<tr>
<td>A.E. Wright Middle School</td>
<td>1996</td>
</tr>
<tr>
<td>Bay Laurel Elementary School</td>
<td>1997</td>
</tr>
<tr>
<td>Round Meadow Elementary School</td>
<td>1997</td>
</tr>
<tr>
<td>Sumac Elementary School</td>
<td>1998</td>
</tr>
<tr>
<td>Agoura High School</td>
<td>1999</td>
</tr>
<tr>
<td>Calabasas High School</td>
<td>1999</td>
</tr>
<tr>
<td>Lindero Canyon Middle School</td>
<td>1999</td>
</tr>
<tr>
<td>Lindero Canyon Middle School</td>
<td>2000</td>
</tr>
<tr>
<td>Lupin Hill Elementary School</td>
<td>2002</td>
</tr>
<tr>
<td>Indian Hills High School</td>
<td>2002</td>
</tr>
<tr>
<td>A.E. Wright Middle School</td>
<td>2005</td>
</tr>
<tr>
<td>Calabasas High School</td>
<td>2005</td>
</tr>
<tr>
<td>Calabasas High School</td>
<td>2006</td>
</tr>
<tr>
<td>Agoura High School</td>
<td>2007</td>
</tr>
<tr>
<td>A.C. Stelle Middle School</td>
<td>2007</td>
</tr>
<tr>
<td>Bay Laurel Elementary School</td>
<td>2008</td>
</tr>
<tr>
<td>Calabasas High School</td>
<td>2009</td>
</tr>
<tr>
<td>A.C. Stelle Middle School</td>
<td>2009</td>
</tr>
<tr>
<td>A.E. Wright Middle School</td>
<td>2009</td>
</tr>
<tr>
<td>Lindero Canyon Middle School</td>
<td>2009</td>
</tr>
<tr>
<td>Calabasas High School</td>
<td>2013</td>
</tr>
<tr>
<td>A.C. Stelle Middle School</td>
<td>2013</td>
</tr>
<tr>
<td>A.E. Wright Middle School</td>
<td>2013</td>
</tr>
<tr>
<td>Willow Elementary School</td>
<td>2014</td>
</tr>
<tr>
<td>Yerba Buena Elementary School</td>
<td>2014</td>
</tr>
<tr>
<td>A.C. Stelle Middle School</td>
<td>2015</td>
</tr>
<tr>
<td>Yerba Buena Elementary School</td>
<td>2015</td>
</tr>
<tr>
<td>Lindero Canyon Middle School</td>
<td>2015</td>
</tr>
<tr>
<td>Agoura High School</td>
<td>2015</td>
</tr>
<tr>
<td>Calabasas High School</td>
<td>2015</td>
</tr>
<tr>
<td>Round Meadow Elementary School</td>
<td>2016</td>
</tr>
<tr>
<td>White Oak Elementary School</td>
<td>2016</td>
</tr>
<tr>
<td>White Oak Elementary School</td>
<td>2016</td>
</tr>
<tr>
<td>Willow Elementary School</td>
<td>2016</td>
</tr>
<tr>
<td>Yerba Buena Elementary School</td>
<td>2016</td>
</tr>
<tr>
<td>A.E. Wright Middle School</td>
<td>2017</td>
</tr>
<tr>
<td>A.C. Stelle Middle School</td>
<td>2021</td>
</tr>
</tbody>
</table>
The Mission of the Las Virgenes Unified School District is to ensure that all programs are dedicated toward enhancing student achievement and that each school is a humanistic organization, valuing students emotionally and academically, providing the highest quality education possible in a personalized environment. We aspire to enable each student to realize maximum potential as a responsible citizen who will enhance the community and society.
Dr. Daniel Stepenosky  
Superintendent  
superintendent@lvusd.org  
818-878-5225 

Dr. Clara Finneran  
Assistant Superintendent, Education  
efinneran@lvusd.org  
818-878-5218 

Dr. Steve Scifres  
Assistant Superintendent, Personnel  
sscifres@lvusd.org  
818-878-5260 

Dr. Ryan Gleason  
Assistant Superintendent, Administrative Services  
rgleason@lvusd.org  
818-878-5219 

Karen Kimmel  
Assistant Superintendent, Business  
kimmel@lvusd.org  
818-878-5203 

Laura Kintz  
Director of Elementary Education  
lkintz@lvusd.org  
818-878-5228 

Jim Klein  
Chief Technology Officer  
jimklein@lvusd.org  
818-878-5239 

Angie Falk  
Director of Pupil Services  
falk@lvusd.org  
818-878-5216 

Hallie Chambers  
Director of Human Resources  
halliechambers@lvusd.org  
818-878-5260
Julie Pescetto  
Director of Maintenance, Operations and Facilities  
jpescetto@lvusd.org  
818-878-5272

Dr. Waleska Cannon  
Director of Child Nutrition Services  
wcannon@lvusd.org  
818-225-8625

Valerie Louthian  
Preschool Program Coordinator  
vlouthian@lvusd.org  
(818) 597-2153

Brandie Rosen  
Elementary Program Coordinator  
brosen@lvusd.org  
818-878-5240

Kristin Stein  
Secondary Program Coordinator  
kristinstein@lvusd.org  
818-878-5241

Dr. Mike Roberts  
LVIS Principal  
mroberts@lvusd.org  
818-878-5219
SECONDARY SCHOOLS

AGOURA HIGH SCHOOL
Grades 9 - 12 818-889-1262
28545 W. Driver Ave., Agoura Hills, CA 91301
www.agourahighschool.net
Dr. Stephanie McClay  Principal
Kirby Brock  Assistant Principal/Curric/Instruction
Garrett Lepisto  Assistant Principal/Athletics
Ashley Wenter  ———Assistant Principal/Activities
Diane Quinn  Office Manager

CALABASAS HIGH SCHOOL
Grades 9 - 12 818-222-7177
22855 Mulholland Hwy., Calabasas, CA 91302
www.calabasashigh.net
Sara Exner  Principal
Nicki Goldstein  Assistant Principal Curric/Instruction
Courtney Johnson  ———Assistant Principal/Activities
Dr. Logan Fox  ———Assistant Principal/Athletics
Cindy Taylor  Office Manager

LINDERO CANYON MIDDLE SCHOOL
Grades 6 - 8 818-889-2134
5844 Larboard Ln., Agoura Hills, CA 91301
www.linderocanyonmiddleschool.net
Eric Anhalt  Principal
Jessica Marshall  Assistant Principal
Nicole Machado  Office Manager

ARTHUR E. WRIGHT MIDDLE SCHOOL
Grades 6 - 8 818-880-4614
4029 N. Las Virgenes Rd., Calabasas, CA 91302
www.aewrightmiddleschool.net
Dr. Mike Roberts  Principal
Gia Jantz  Assistant Principal
Eve Stout  Office Manager

ALICE C. STELLE MIDDLE SCHOOL
Grades 6 - 8  818-224-4107
22450 Mulholland Hwy., Calabasas, CA 91302
www.acstellemiddleschool.net
Susana Baird  Principal
Nicole Smith  Assistant Principal
Susie Kargari  Office Manager

Elementary Schools

BAY LAUREL ELEMENTARY SCHOOL
Grades J - 5  818-222-9022
24740 Paseo Primario, Calabasas, CA 91302
www.baylaurelelementary.org
Dr. Jacqueline Duncan  Principal
Kelli Zuazola  Office Manager

CHAPARRAL ELEMENTARY SCHOOL
Grades J – 5  818-591-2428
22601 Liberty Bell Rd., Calabasas, CA 91302
www.chaparralelementaryschool.org
Stephanie Brazell  Principal
Donna Welti  Office Manager

LUPIN HILL ELEMENTARY SCHOOL
Grades J – 5  818-880-4434
26210 Adamor Rd., Calabasas, CA 91302
www.lupinhillelementary.org
Scott Foli  Principal
Lola Stone  Office Manager

ROUND MEADOW ELEMENTARY SCHOOL
Grades TK – 5  818-883-6750
5151 Round Meadow Rd., Calabasas, CA 91302
www.roundmeadowelementary.org
Joanna Cooper  Principal
Mia Villarin  Office Manager

SUMAC L-STEM ELEMENTARY SCHOOL
Grades TK – 5  818-991-4940
6050 N. Calmfield Ave., Agoura Hills, CA 91301
www.sumacelementary.org
Liberty Logan  Principal
Edna Sandoval  Office Manager

WHITE OAK ELEMENTARY SCHOOL
Grades TK – 5  818-889-1450
31761 Village School Rd., Westlake Village, CA 91361
www.whiteoakelementary.org
Laila Jorns  Principal
Cecilia DePippo  Office Manager

WILLOW ELEMENTARY SCHOOL
Grades J – 5  818-889-0677
29026 Laro Dr., Agoura Hills, CA 91301
www.willowelementary.org
Tiffanee Reynolds  Principal
Betsy Chandler  Office Manager

VERBA BUENA ELEMENTARY SCHOOL
Grades J – 5  889-0040
6098 Reyes Adobe Rd., Agoura Hills, CA 91301
MARIPOSA SCHOOL OF GLOBAL EDUCATION
Grades K - 8
707-7144
6050 Calmfield Ave., Agoura Hills, CA 91301
www.mariposaglobal.org
Leslie Martinez Principal
Heidi Magel Office Manager

BUTTERCUP PRESCHOOL
Yerba Buena Campus
6098 Reyes Adobe Rd., Agoura Hills, CA 91301
www.buttercuppreschool.org 597-2153
Dr. Erin Roderick Principal
Valerie Louthian Preschool Program Coordinator
OTHER IMPORTANT NUMBERS

**TRANSITION PARTNERSHIP PROGRAM**
Denise Edwards 818-889-1262 x 225
Transition Coordinator

**4-5 SCIENCE TEAM** 818-878-5281
Ann Trautmann
Suzanne Kirkhope
Alina Silvestre
Pattie Wilson

**FACILITY USE PERMITS** 818-878-5275

**COORDINATOR OF LIBRARIES**
**CAREER EDUCATION & OUTREACH**
Tina Johnson 818-878-5253

**ENGLISH LANGUAGE LEARNERS**
Laura Kintz 818-878-5219

**GIFTED AND TALENTED (GATE)**
Dr. Clara Finneran 818-878-5228

**BUS PASSES** 818-878-5236

**DURHAM BUS CO. /ROUTES** 818-880-4257

**T.H.E. FOUNDATION** 818-878-5277
Alice C. Stelle Middle School PFC
Natalie Klein
818-224-4107

Arthur E. Wright Middle School PFC
Erin Mayer
818-880-4614

Agoura High School PFC
Kim Hamilton & Terilynn Medrano
818-889-1262

Bay Laurel Elementary School PFA
Dawn Sue-Dare
818-222-9022

Calabasas High School PFC
Julee Gould
818-222-7177

Chaparral Elementary School PFC
Julie Berkus & Lindsay Vaisman
818-591-2428

Lindero Canyon Middle School PFC
Susan Maclean & Tara Maynard
818-889-2134

Lupin Hill Elementary School PFC
Veronica Miller & Lori Medlin
818-880-4434
Mariposa School of Global Education CAPTn
Maryrose Gray & Jenna Cittadino
818-707-7144

Round Meadow Elementary PFA
Emily Austin & Nicole Pechersky
310-210-9800

Sumac L-STEM Elementary School PFA
Jaime Teshinsky & Bridget Van Gelder
818-991-4940

White Oak Elementary School PFA
Rita Brikina & Kim Brockmaan
818-889-1450

Willow Elementary School PFA
Christa Jensen & Holly Doss
818-889-0677

Yerba Buena Elementary School PFA
Nicole Cullen
818-889-0040
Bay Laurel Elementary

Bay Laurel Elementary prides itself on a dedicated, purposeful focus on the whole child. Our school philosophy approaches education by asking the question, “What qualities do we want to encourage in our children as they grow to adulthood?” At Bay Laurel, these qualities include initiative, integrity, imagination, an inquiring mind, self-knowledge, interpersonal skills, and kindness. The investment in character education, along with the detailed attention to our students’ emotional happiness, is something we are proud to showcase as an exemplary practice. We believe by meeting these needs, we are not only building self-esteem, but also putting children in an environment where they can thrive academically.

- Daily 5 and Writers Workshop in grade K - 5 to develop lifelong habits of literacy independence
- Student Council, Peaceful Players, Green Team
- Differentiated Instruction for 4th - 5th grade Math
- Differentiated Instruction with Swim to Success (Multi-tiered System of Support)
- Technology-Rich Learning Environments

Principal: Dr. Jacqueline Duncan
818-222-9022
jduncan@lvusd.org
Chaparral Elementary

Chaparral Elementary is a unified community dedicated to building an environment that promotes the development of the whole child as a successful individual through Collaboration, Communication, Critical Thinking, Creativity, Compassion and Citizenship. As a California Gold Ribbon School, Chaparral’s motto, “C.U.B.S.: A Community Unified Builds Success,” serves as a constant reminder that by working together as a unified community, we can ensure the success of our students.

This ongoing vision process has developed strong parent and grade level teams increasing communication, collaboration, and learning across Chaparral. In our unified community, we are all collectively responsible for the students and our actions. Reading and Writing Workshops place a primary focus on student voice, choice, and develop a high level of literacy.

Data from a multitude of sources is used to develop strong academic programs as well as fine arts, technology integration, student council, lunch clubs, and enrichment opportunities to meet the needs of our students. In addition, through grade level articulation, Chaparral has identified universal expectations. These expectations, such as silent communication signals and whole brain teaching, provide support as students move to a new grade each year. Chaparral’s CUBS are truly a unified community in building the success of its students.

- Student Council
- Lunch Clubs
- 21st Century Technology Integration
- Reading & Writing Workshop Differentiated Literacy Instruction
- Differentiated Targeted Instruction (Multi-tiered System of Support)
- Deeper Mathematical Thinking & Practice

Principal: Stephanie Brazell
818-591-2428
sbrazell@lvusd.org
**Lupin Hill Elementary**

Lupin Hill Elementary School is the home of a beautifully diverse community of learners. Each student and family bring a host of interests, talents and experiences - contributing to the school’s social and educational mosaic. As a community we work to support all students in adopting and exhibiting an attitude of appreciation, curiosity, fun, and excitement about the prospect of engaging in a strong and well-rounded liberal arts and studies program. Staff and families work together to assure students will learn to read critically, write persuasively, think and reason logically, solve complex problems, but also to have an informed connection to the importance of wellness and the arts. It is our collective goal to help students understand their individual strengths, ethical responsibilities, and the importance of lifelong learning, all of which are paramount in their contributions as informed citizens in our global society.

Students’ educational experience is enhanced by a well-rounded array of options as the platform upon which students can learn. Technology is accessible to all students on a one to one ratio. These vast tools support learning in reading, writing, math, arts, and sciences. In like ways, music and fine arts instruction link to brain connections that correlate to success in math and reading. All students access these amazing instructional supports at Lupin Hill.

Student voice is a significant aspect of school life. Our student government, student-centered collaboratives, teacher liaisons, and school leadership all work in unison to better the daily school experience for all children.

To minimize our global footprint, Lupin Hill is committed to green initiatives. Our school garden produces fruits and vegetables year-round. Students study the science of agriculture, climate, and the environment through our school’s garden program. Lupin Hill also works to be a “zero waste” school. Students learn about and are responsible for doing all they can to care for their school, community and world.

Lupin Hill is an amazing place to learn and grow!

**Principal:** Scott Foli
818-880-4434
sfoli@lvusd.org
**Mariposa Global School of Education**

Mariposa is an amazing K-8 alternative developmental program whose goal is to teach the whole child, encompassing their heart, head, and hands. Social Emotional learning is valued as much as academic learning and students are taught explicit lessons in this area.

Mariposa follows the Waldorf curriculum through the grades. This pedagogy emphasizes the role of imagination in learning, striving to integrate holistically the intellectual, practical, and artistic development of the students. Math is taught in a conceptual way through adopted curriculum. Language arts, social studies, and science are taught during a two-hour block of time called the Main Lesson. This time starts with the students doing movement to build important movement pathways (crossing the midline, proprioceptive/tactile, balance, sensory input, auditory processing) as well as navigating how to work with others and navigate space. The Main Lesson curriculum is brought to the students through stories told by the teacher, leaving the students space to create pictures in their mind. The story content through the grades ranges from fairy tales in kindergarten and first grade to revolutions in eighth grade, creating rich curricular experiences for the students. Students create beautiful Main Lesson books filled with art and written expression that become a record of the academic subjects taught in each grade.

A student’s journey at Mariposa includes:

- A deep connection to nature.
- Experiences and lessons in our school garden.
- Hands on experiences and project based learning to supplement the different blocks of learning.
- Music through the grades including recorder, singing, ukulele, and woodwind instruments in middle school.
- Handwork that includes knitting, crocheting, sewing, and cross stitch.
- Art and movement integration.
- Teachers looping with their classes for multiple grades to develop meaningful relationships.
- Total Enrollment: 400

**Principal:** Leslie Martinez
818-707-7144
lmartinez@lvusd.org
**Round Meadow Elementary**
The educators at Round Meadow focus on improving student performance in all subject areas while thoughtfully integrating technology and our positive behavior system. Round Meadow is a CHAMPS model school where we use a system in which students are taught to be responsible, motivated, and highly engaged in the specific tasks at hand. Teachers and staff use this positive approach to classroom management to make all of our kids feel safe and welcome at our school.

At Round Meadow we also integrate technology into all areas of the curriculum. Through our District Wide Forward Learning Initiative all 3rd through 5th graders use laptops daily. Students in Transitional Kindergarten through 3rd grades have access to iPads that they are able to access the curriculum on regularly.

Round Meadow prides itself on providing a warm welcoming environment for all of our families with a dedicated staff that strives to meet the needs of all of our students.

- School-wide technology integration
- CHAMPS model school
- Integrated Fine and Performing Arts
- Differentiated Instruction through Target Time Program
- Gold Ribbon School

**Principal:** Joanna Cooper
818-883-6750
**Sumac L-STEM Elementary School**

Sumac L-STEM is our dual language STEM school located in beautiful Agoura Hills. Made up of 400 eager and engaged students, Sumac L-STEM Elementary focuses on developing global learners through a focus on hands-on exploration, cultural diversity, and language learning in Spanish and English. At Sumac our Voyagers keep exploring. All students look forward to participating in our STEAM program weekly where art meets the worlds of science, math, and engineering. Technology has been infused into every learning space whether it is with iPads, creative green screens, technology, or the district-wide Forward Learning initiative that places computers in the hands of every student in grades 3 through 5. Additionally, our beautiful makerspace is a thoughtfully designed space where students can use their design thinking, tinker, play, and use the 3-D printing pens.

Through our 50-50 simultaneous dual language program, students learn in both Spanish and English throughout the day. Dynamic teams of instructors guide students toward bilingualism and biliteracy throughout the program that begins in Transitional Kinder and concludes in fifth grade. All Sumac Voyagers are challenged to reach their maximum potential by becoming Valiant Voyagers. Our Sumac Voyagers are: respectful, responsible, safe, and kind.

- Dual Language Immersion Spanish and English
- Active Family Engagement
- Literacy Intervention K-12
- Music and Physical Education
- Maker Space and Robust Media Center
- Forward Learning 1:1
- Cultural Celebrations
- STEAM

**Principal:** Liberty Logan  
T: (818)991-4940  
E: llogan@lvusd.org | W: www.sumacelementary.org  
@WeAreSumac @SumacElementary @Sumac_LSTEM
White Oak Elementary

White Oak Elementary is truly a neighborhood school nestled within the First Neighborhood Community in Westlake Village. We are the only Las Virgenes Elementary school within the city of Westlake Village. The city has forged a relationship with our school and supports us in numerous ways including “City to Schools”, a program for our 4th graders to learn about local government and by supporting our school with many grants. White Oak is very proud of our staff and teachers. Aristotle said “The whole is greater than the sum of its parts” and that certainly encapsulates White Oak Elementary.

In addition to our unique, forward thinking Social Communication program that recently received the California Golden Bell award, our school has been recognized as a National Blue Ribbon and California Gold Ribbon School by the California Department of Education. Add this to our Las Virgenes District “Employee of the Month” teachers, aides and office staff and you will understand why White Oak is a special place to be. Our teachers, counselor and staff are dedicated to the health and well-being of all our students. In addition, we are constantly looking for ways to celebrate our student’s success both in and out of the classroom. White Oak Elementary School provides a nurturing environment that balances and integrates academic achievement, social/emotional well-being, and embodies our district’s student 360 dispositions. All White Oak Lions are challenged to reach their maximum potential by becoming ROARing Lions. Our White Oak Lions are: Respectful, Optimistic, Accountable, and Resourceful.

- Literacy Intervention K-12
- School Wide PBIS Program
- Differentiated Instruction
- Interactive Language Arts, Math, Social Studies, and Science Lessons
- Physical Education
- Maker Space and Robust Media Center
- 1:1 Technology Campus Wide

Principal: Laila Jorns
818-889-1450
ljorns@lvusd.org
Willow Elementary

The mission of Willow is to provide a well-rounded program so that students learn and perform at their highest level. Willow's focus is on the whole child so that not only are students’ academic needs met but their sense of well being is nurtured as well. Willow staff members build cooperative and interdependent relationships, promote positive self-esteem, model high standards and expectations, foster effective communication and collaboration and nurture student creativity and critical thinking. Students learn about character, persistence, positive mindsets, collaboration, autonomy, mindfulness, understanding and empathy. Willow students are encouraged to be innovative through technology, art, music, numeracy and literacy. Willow staff and parents work together as partners to create an environment for students that maintains high standards for academic performance and fosters social/emotional health.

We are proud of our school and our programs:

- Literacy-rich Learning Environments
- Differentiated Instruction
- Visual Arts Program
- Music Education
- Technology Integration
- Interactive Mathematical Practices
- Physical Education

Principal: Tiffanee Reynolds
818-889-0677
treynolds@lvusd.org
Yerba Buena Elementary

Yerba Buena, also known as YB BEAT (Bridging Education Arts and Technology) was recently named a National Blue Ribbon School and a California Gold Ribbon School. We are a neighborhood school surrounded by beautiful hills and natural open space. From the moment you drive into the parking lot you begin to get a positive feeling that radiates from within the heart of our small elementary school and as you walk onto campus each morning you will be greeted with the soothing sounds of classical music.

Our staff is dedicated to providing rich educational experiences that challenge all students to develop meaningful academic and social skills and provide opportunities to develop an awareness of their innate artistic and creative abilities through our arts and technology focus. Students engage in 21st century learning skills through unique opportunities in video game design, coding, creating movies using green screen technology, integration of all four domains of the arts, weekly dance classes, depth and complexity and STEAM instant challenges and projects. We develop strong leaders through our performing arts program with musicals, plays, singing and dance shows for our community to come together and enjoy.

The goal at Yerba Buena is for all students to become motivated and responsible learners, resourceful problem solvers, and respectful partners and collaborators with peers, while being challenged to achieve in the core basics of reading, writing, speaking, listening, critical thinking, computing and reasoning. Our staff helps students become leaders in their own learning, who are intrinsically motivated to succeed and share their love of learning with others and their environment. We support a “green” campus with recycling, sorting waste, gardening, and everyone takes pride in keeping our campus clean and beautiful.

We are very proud of our positive family atmosphere where parents and staff work side by side to foster the nurturing learning environment and students feel safe coming to school each day. We build well-rounded critical thinkers that are caring and compassionate, and who will be positive contributing members in our community.

Principal: Dr. Erin Roderick
818-889-0040
eroderick@lvusd.org
Alicia C. Stelle Middle School

During the middle school years, students embark on a challenging adventure filled with development and change. We at A.C. Stelle Middle School are dedicated to the goal of academic excellence, as well as the personal and social development of all students. We guide our students to become responsible citizens, effective communicators, cooperative workers, and critical thinkers so that they can reach their full academic potential. We foster a climate that is conducive to building character and to respecting the rights of others. The development of each child's self-worth and self-image is central to our mission and will lead to the academic excellence we seek.

- Passionate Faculty and Staff
- 21st Century Learning with a Whole Child Focus
- Wonderful Students

Mission Statement: During the middle school years, students embark on a challenging adventure filled with development and change. We at A.C. Stelle Middle School are dedicated to the goal of academic excellence, as well as the personal and social development of all students. We guide our students to become responsible citizens, effective communicators, cooperative workers, and critical thinkers so that they can reach their full academic potential. We foster a climate that is conducive to building character and to respecting the rights of others. The development of each child’s self-worth and self-image is central to our mission and will lead to the academic excellence we seek.

Principal: Susana Baird
818-224-4107
sbaird@lvusd.org
**A. E. Wright Middle School**

The A.E. Wright Middle School family is committed to offering every student supportive experiences to grow emotionally and academically. A wonderful school, A.E. Wright Middle School boasts a supportive community, a dynamic faculty and staff, and an inspiring group of students. A.E. Wright supports a robust instructional program, a wide variety of electives, fun student life, and a school-wide commitment to literacy. A.E. Wright takes intense pride in preparing students to think like scientists and mathematicians, play like musicians and athletes, and debate like historians and writers.

Nestled between peaks in the Santa Monica Mountains in Calabasas, A.E. Wright serves students from the communities of Calabasas, Agoura, and Hidden Hills, as well as permitted students from neighboring school districts and district students joining the GATE magnet. A.E. Wright’s campus, once the site of the first school in the district, is a breeding ground for instructional innovation. From their Professional Development School partnership with California Lutheran University, to the newly established robotics course, to their Google Certified staff members leading the movement toward technology integration and paperfree classrooms, their staff lead the practice. Additionally, A.E Wright houses a Gifted magnet, unlike any around, that is specially designed to serve students with the highest intellectual ability.

A.E. Wright students learn about the happenings on campus during video morning announcements. Be it campus-wide activities, such as lunch clubs, sports, homeroom competitions, peer tutoring, peer group discussions, honor society, leadership, or the school’s Spartan Club, A.E. Wright works to create a sense of belonging for a student body that comes from 20 different elementary schools. Dedication to the community is palpable and shown through events such as their Veteran’s Day assembly, where teachers and students introduce and celebrate parents who have served this country. Additional community connection is shown through participation in the **Dude. Be Nice** program, celebrating a week of community-building, kindness, togetherness and culminating in a huge and passionate rally to honor local first responders! The entire school community works to provide a challenging environment for students to reach their academic potential and grow into responsible and productive citizens.

**Principal:** Dr. Mike Roberts  
818-880-4614  
mroberts@lvusd.org
**Lindero Canyon Middle School**

Lindero Canyon Middle School is nestled in the foothills of the Santa Monica Mountains in the city of Agoura Hills, California, providing a safe and nurturing environment where everyone is respected, encouraged to do their best, recognized for their achievements, and given the support to succeed in high school and beyond. We are proud to be one of only 78 schools statewide identified as a California 2015-2016 Schools to Watch-Taking Center Stage model middle school. Additionally, Lindero was named a School to Watch by the National Forum.

The mission of our teachers and staff is to ensure students receive an exceptional and inspiring educational experience, preparing them for high school by fostering high academic values and challenging them to become lifelong learners with creative problem solving skills. Our teachers are continuously developing innovative, inspirational curricula and approach teaching with appropriately challenging instruction intended to help our students prepare for a rapidly changing world. Administration, teachers, parents, and our community all work together on our “whole child” approach, not only preparing students to be academically successful, but guiding them to become effective communicators, critical thinkers, and well-rounded individuals. Along with academic achievement, fostering self-worth and self-image to maintain healthy peer relationships is critical, so when students leave Lindero they have not only the tools they need to be successful high school students, but have cherished middle school memories where they remember being treated with respect and kindness.

**Principal:** Eric Anhalt
818-889-2134
eanhalt@lvusd.org
Agoura High School develops inquiring, knowledgeable and caring Chargers who are active citizens engaged in 21st century learning. Our focus and energy centers around the "whole child" as we promote the learning of life skills and social-emotional wellness in addition to a strong academic background. Our extensive CTE (Career Technical Education) pathway opportunities, partnered with a strong and rich culture of successful extra-curricular activities provide our students with the total high school experience. At Agoura High, we celebrate motivated students with a caring staff who promote the "4 A's": Academics, Athletics, Activities and the Arts. Cultivating this environment where students have choices to become involved with their school and community on various levels creates a recipe for students to thrive academically, socially and prepare them for a successful life after high school.

- Academically Rigorous Curriculum
- Various Advanced Placement courses offered
- Strong Counseling Department with college counseling available
- Excellent CTE Pathways: Athletic Training, Computer Science, Engineering, Hospitality, Visual and Performing Arts
- Tradition of successful athletic programs
- Over 100 Student Clubs and organizations
- State of the Art Performing Arts and Education Center

The IB Diploma program is an internationally recognized college preparatory curriculum, which prepares students to enter college with the skills they need to succeed in order to be life-long learners. It’s a challenging two-year curriculum for students in 11th and 12th grade, which leads to a diploma that is recognized by the world’s leading universities. The Diploma Program prepares students for the university level and life through encouraging them to ask challenging questions, develop a strong sense of their own identity and culture, and develop the ability to communicate with and understand people from other countries and cultures.

Principal: Dr. Stephanie McClay
818-889-1262
smcclay@lvusd.org
Calabasas High School

Calabasas High School (CHS) is proud to be recognized as a National Blue Ribbon School, a California Distinguished School, a California Gold Ribbon School, a California Gold Ribbon Arts School, and a U.S. News World & Report Silver Medalist. CHS provides students with a rigorous standards-based core curriculum, a college-bound culture, and an AP Capstone Diploma™. We offer opportunities to excel in the four A’s – Academics, Arts, Athletics, and Activities. CHS students can enroll in the Academy of Media and Entertainment (AME), wherein students collaborate on interdisciplinary broadcasting and video production projects. Students may also enroll in numerous Science, Technology, Engineering, Arts, and Mathematics (STEAM) related pathways. CHS prepares students for college and beyond by fostering creativity and innovation.

- Award-winning Performing Arts programs and state-of-the-art facilities
- Renowned Instrumental and Bare Rhythm acapella groups
- National Champions Future Business Leaders of America
- UCLA Recognition of Excellence Model United Nations Team
- Awarded Academic Decathlon Team
- CIF Championship Football and Basketball
- Saturday Tutoring and Weekly Support Periods
- Robust Pathways in Science, Technology, Engineering, and Mathematics (STEAM)
- 100+ Student Clubs

The AP Capstone Diploma™ is an innovative diploma program that helps students stand out in the college admission process by developing the critical thinking skills that allow them to think independently, to analyze issues from different perspectives, to communicate clearly, and to conduct independent research. These are exactly the types of skills that students will be expected to utilize and are needed to succeed in college and in life. The AP Capstone Diploma™ will give them a terrific head start by deepening their passion for learning, providing greater confidence in academic skills, and engendering a broader perspective on the world.

Go Coyotes!

Principal:  Sara Exner
818-222-7177
exner@lvusd.org
NOTICE OF ALTERNATIVE SCHOOLS
California state law authorizes all school districts to provide for alternative schools. Education Code 58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

A. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

B. Recognize that the best learning takes place when the student learns because of his/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 school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools and the LVUSD district office will 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.

CREDIT RECOVERY/ THE SHOP & THE CENTER
The Shop at CHS and The Center at AHS have been established to provide students the required academic courses of instruction to graduate from high school. Students may be placed in the credit recovery program after being referred by their school’s Student Study Team (S.S.T.).
INDEPENDENT STUDY/ THE SHOP & THE CENTER
This instructional alternative is available to students who need flexible scheduling for extraordinary circumstances. An Independent Study student remains a member of the home school and must fulfill that school’s culmination / graduation requirements. Meetings with the Independent Study instructor are scheduled on a regular basis.

LVIS
Las Virgenes Independent School (LVIS) is part of the award-winning Las Virgenes Unified School District. Our K-12 program affords students an alternative setting for those who need flexible learning time and/or attendance. Specifically, our program is designed for home school students, students working in the film or music industry, students with extensive travel, Highlights of the program include self-paced coursework, personalized one-on-one attention and individualized plans that fit student progress.

CONCURRENT ENROLLMENT/DUAL CREDIT
High School Credit for Concurrent Enrollment in High School and College Classes: The Board of Education supports advanced learning opportunities for high school students by offering students the opportunity to be concurrently enrolled in high school and college-level classes and to earn dual credit on both the high school and college transcripts. Through partnerships with Pierce and Moorpark College, these opportunities will continue to expand in the 2018-2019 school year.

The Board recognizes that eligible students benefit from advanced academic or vocational work, by attending college classes during any session or term as a special part-time or full-time student and to undertake one or more courses of instruction offered at the college level.

The Board authorizes District and school administration to advise students, when appropriate, of the opportunity to enroll in college-level educational programs that will enhance learning opportunities for students and that will allow students to begin to experience college-level classes prior to graduation from high school.

Students who receive administrative approval and parent permission to enroll in college classes will be issued dual credit by both the high school and the colleges accordingly.

Please contact your child’s counselor for more information.

Policy LAS VIRGENES UNIFIED SCHOOL DISTRICT
Board Policy BP 6146.12

CONCURRENT COURSES FOR HIGH SCHOOL CREDIT ONLY
Students may concurrently take courses from WASC (Western Association of Schools and
Colleges) institutions (including online courses). All courses need prior approval of school administration prior to starting the course in order to receive credit.

ATTENDANCE REQUIREMENTS
All children ages six to eighteen are legally subject to compulsory attendance.

KINDERGARTEN, Transitional Kindergarten & SENIOR BUTTERCUP
As a result of changes in state law, students must now be five by September 1st of the school year to start Kindergarten. For those students who have not turned five and whose birthdays fall between September 2 and December 2, the Las Virgenes Unified School District has expanded its two-year transitional kindergarten program, Transitional Kindergarten, to include all elementary sites. Transitional Kindergarten provides a standards-aligned curriculum that is age and developmentally appropriate and paced to meet younger students’ individual needs. Families who wish to enroll their child in a Journeys program at a school other than their home school must fill out a School of Choice application by the February, 2018 SOC deadline.

The District is also now offering children born between December 3, 2011 and February 1, 2012 the opportunity to enroll in satellites of the District’s Buttercup pre-school program where space is available. These children would attend school alongside the Journeys students. These Senior Buttercup students would have all the rights, privileges and responsibilities of regular Buttercup students including the payment of a monthly tuition. When students turn 5 they will be transferred to the elementary Transitional Kindergarten program. (The final month’s tuition would be prorated.) Families applying for Senior Buttercup will be notified of available space after. Priority for admission for Senior Buttercup is based on age, with children admitted in chronological order.

Students starting First Grade must turn 6 by September 1st of the school year. However, a student who has completed a year of kindergarten in a public or a private school that has filed an affidavit with the state may be admitted to first grade providing the child is at least five years of age at the time of admission.
STUDENT/PARENT RESPONSIBILITIES AND GUIDELINES REGARDING ATTENDANCE

Education Code Section 48205 permits a pupil to be excused from school under certain circumstances.

- Illness
- Medical, dental, optometry, chiropractic services
- Quarantine
- Funeral of immediate family, limited to one day in State, three days out of State.
- Court Appearance*
- Illness of custodial child*
- Religious holiday or ceremony*
- Religious retreats limited to 4 hours per semester*
- Employment conferences*
- Other reasons pursuant to board policy*

*All absences MUST be cleared within 72 hours or else the absence will be changed to a truancy (AR 5113).

LVUSD PHILOSOPHY
The primary responsibility of the student is to be in class to maximize his/her opportunities for success. Excessive tardiness and absences have a direct correlation to poor student performance and are detrimental to the learning environment. Parents, students, teachers, and administrators all have a shared responsibility to ensure that a quality education is a priority. Las Virgenes Unified School District’s attendance policy is directed toward achieving that goal.

Full Day Absences:
An absence may be cleared by a call from the student's parent or guardian to the school to report the full-day absence within 72 hours*. Please include the student’s name, date(s) of absence and the reason for the absence when you call. If the absence is one that needed to be pre-approved please bring a copy of the signed/approved form.

Upon his/her return, the student can bring a note to school signed by the parent, clearing the absence. Students returning to school after an absence with a note from a parent/guardian can drop off the note at the Attendance Office for verification. Please include your student’s name, date(s) of absence and the reason for the absence in the note. All absences* must be cleared within 72 hours or the absences will be considered truant absences (unexcused) and assignments may not be made up for credit unless the absence becomes excused. Parents will be notified by phone, e-mail and/or mail regarding unverified or unexcused absences.
Students are deemed truant (in violation of compulsory attendance law) if they have three or more unexcused absences and/or tardies (30 minutes or more in duration) within one school year. (Education Code Section 48260)

**Part Day Absences:**
Students leaving campus for any reason throughout the normal school day must check out in advance through the Attendance Office. A student may check out during the day if:

They have a signed note by the parent stating the reason for leaving and time required to check out. The note must have a parent signature and a phone number to verify the reason. If the student is leaving for medical reasons, (i.e. doctor, dentist, etc) the note must include the doctor’s name. The medical absence must have a stamp from the doctor’s office with the date, for the absence to be excused.

Students should bring a note from their parent to the Attendance Office first thing in the morning before going to class. Students must sign out before leaving campus.

**Students Arriving Late to School:**
All elementary and middle school students must sign in (signature and arrival time) at the Attendance Office before going to class. A note signed by a parent/guardian or a phone call must be received within 72 hours in order to clear the tardy. It is the responsibility of the parent/guardian to notify the school within 72 hours of an tardy by either a telephone call or a note to the Attendance Office.

**Tardiness:**
It is the responsibility of the student to be on time to all classes. Each secondary school has a specified time between classes before students will be marked as tardy. Please refer to your school's tardy information.

*EC Section 48260 (a):* Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse (EC48205) three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the Superintendent of the school district

**Truancies:**
*Truancy Definitions* – EC 48260, 48262 and 48263.6
A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the district has made a conscientious effort to meet with the family, the student is considered a habitual truant. A
student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

**TRUANCY**
State law provides that parents may be prosecuted by the District Attorney for their child’s excessive unexcused absences. The parent or guardian who fails to comply with the full-time pupil attendance law may be guilty of an infraction.

Secondary truant students will be assigned hours of discipline and may be cited by the Sheriff. No make-up work is permitted when a student is marked truant. Discipline for habitually tardy elementary students will be addressed by the Principal or his designee.

**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 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 651.5**
Any student who is identified as “Truant” may be assigned as a ward of the court, if the available community resources do not resolve the students’ continued problem of truancy, by a Probation Officer or Deputy District Attorney

**S.A.R.B. / SCHOOL ATTENDANCE REVIEW BOARD**
The S.A.R.B. Board is composed of a coordinator, supervisor, Cabinet administrator/counselors, and representatives from community agencies and the Sheriff’s Juvenile Intervention Team.

The Board meets on a monthly basis to address truancies from either the elementary or secondary schools of our District. The student and his/her parents are required to attend this meeting. At the meeting, the case is presented and discussed among all participants. At the conclusion of the hearing, the parents and students are required to sign a contract agreeing to resolve the truancy problem. If there are continuing violations to the contract, the case is referred to the Los Angeles County S.A.R.B. committee for further action.

Students are required to sign a contract agreeing to resolve the truancy problem. If there are continuing violations to the contract, the case is referred to the District Attorney's’ Office for further action.**Los Angeles County Anti- Ordinance: Effective April 15, 1996, students who
appear in public places between the hours of 8:30 a.m.-1:30 p.m., without an acceptable excuse when they should be in school, may receive citations from law enforcement officers. Students violating the Anti-Ordinance and, in some cases, their parent(s) may be subject to one or more severe penalties:

- A fine of up to $250
- Court-approved community service
- Court-approved parenting classes (for parents)

However, there are certain conditions that may exempt students from being cited. Reasons for which students may be exempt from being cited include, but are not limited to:

- Medical appointments and family emergencies

Title 13, Chapter 13.57, Los Angeles County Code

Absences:
All unexcused tardies and absences will be dealt with in the same manner as truancy. It is the responsibility of the parent/guardian to notify the school within 72 hours (AR5113) of an absence by either a telephone call or a note to the Attendance Office. Absent students are not permitted on campus to attend a class, take a test or turn in paper/homework. Absent students who are seen on campus are considered truant.

Absences, Excused:
Illness will be excused with parent verification. A verification of an appointment by the doctor or dentist (i.e., doctor’s stamp, receipt, etc., but NOT a doctor’s signature) must be presented when the student returns to school. Full credit in the class will be given upon completion of make-up work or tests. When students return from an absent, they will be required to turn-in previously assigned work on the day they return to the class.

Excused absences - EC 48205
(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
   (1) Due to his or her illness.
   (2) Due to quarantine under the direction of a county or city health officer.
   (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
   (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
   (5) For the purpose of jury duty in the manner provided for by law.
   (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
   (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 his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil’s naturalization ceremony to become a United States citizen.

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

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Absence for participation in religious exercise or instruction (EC 46014)
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 and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code. Such absence shall not be deemed absence in computing average daily attendance, if all of the following conditions are complied with:

(a) The governing board of the district of attendance, in its discretion, shall first adopt a resolution permitting pupils to be absent from school for such exercises or instruction.

(b) The governing board shall adopt regulations governing the attendance of pupils at such exercises or instruction and the reporting thereof.
(c) Each pupil so excused shall attend school at least the minimum school day for his grade for elementary schools, and as provided by the relevant provisions of the rules and regulations of the State Board of Education for secondary schools.

(d) No pupil shall be excused from school for such purpose on more than four days per school month.

It is hereby declared to be the intent of the Legislature that this section shall be permissive only.

Absences due to death in the family, religious observances, court appearances, illness of custodial child, religious retreat (4 hours per semester only), employment conference or other reasons pursuant to board policy MUST have prior approval from an administrator. Notice must be received no later than two weeks before the absence begins. Full credit will be given upon completion of make-up work or tests. The time limit for make-up work is one day for every day absent plus one day after returning from absence.

Independent Study should be requested prior to the absences if your student will be absent for 5 days or longer. Please inform the office manager or attendance person at your school as well as the teacher.

The office manager or attendance clerk will have the appropriate forms. You cannot request Independent Study after the student returns.

**Illness or Injury During School:**
A student who feels too ill to continue school must obtain a pass from their teacher to report to the Health Office. Failure to report back to class or the Health Office will be considered truancy, unless the student has received permission to go home.

**Make-up Procedure:**
Students shall “make-up” assignments and tests during the time allotted by the make-up procedure. Students will have only one opportunity to do so unless extreme circumstances, as verified by the Attendance Office, cause further absence on the “make-up” deadline date. Make-up work shall be reasonably equivalent to, but not necessarily identical to, the work missed during the excused absence. Student must initiate the process.

**BP 6154 – Homework/Makeup Work**
No pupil shall have his or 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.

**UNEXCUSED OR UNVERIFIED ABSENCES: EFFECT ON GRADES**
If a student misses class without an excuse, and does not subsequently turn in homework, take a
test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for non-performance.

**Off-campus Passes:**
Requests by a parent for a student to visit a doctor, dentist, or other appointment should be made prior to the appointment time. The student must bring a note, stating the time it will be necessary for him/her to leave, to the Attendance Office. The note must be submitted to the Attendance Office before school or during lunch. When returning from the appointment, verification from the doctor/dentist (doctor’s stamp or receipt but not a doctor’s signature) will be required.
*Prior approval of these absences must be requested in writing by parent/guardian and approved by an administrator.

**CHRONIC ABSENTEEISM – EC 60901**
A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused – and is of significant concern because excessive absences negatively impact academic achievement and student engagement.

**SCHOOL FUNDING**
School districts do not receive funding from the State of California for pupils who are absent from school. This includes all absences, even those related to illness, medical or doctor appointments, or for the purposes of attending funeral services for a member of the immediate family.

Our schools receive state funding only for students who actually attend school. If you find it necessary to keep your child out of school for reasons other than an illness, we encourage you to send your child to school for at least part of the day so that your child will not be counted absent and also will not miss out on important school assignments. Each day a student is absent costs our schools $53. It is crucial that local schools continue to receive the financial resources necessary to provide quality educational services. We need your help in avoiding unnecessary absences that reduce District resources and limit your child’s educational opportunity.

Studies show that there is a direct correlation between good school attendance and student achievement; therefore, we encourage you as parents to reinforce the importance of good school attendance and to make every effort to send your child to school on a regular basis.

Again, we encourage your continued support to promote good school attendance and student achievement.
Foster youth and homeless student rights - EC 48853, 49069, 51225.1 and 51225.2
Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth 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.

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

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

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

A homeless student has the right to attend either the school of origin, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contacting the district’s homeless liaison Dr. Clara Finneran at 818-878-5218 and following the district’s dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as “attending class and participating fully in school activities”. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, English
Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

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

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

**Education of Homeless Youth: Postsecondary education: student financial aid: satisfactory progress - AB 216**

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 Dr. Ryan Gleason (rgleason@lvusd.org) for more information on services and policies related to homeless education rights.

**Las Virgenes Unified School District Request for Pre-approval of Absence**

Advance written request by the parent/guardian and approval of the principal or designee shall be required for absences for: 1. appearance in court, 2. attendance at a funeral service for a non-immediate or immediate family member, 3. observation of a holiday or ceremony of his/her religion, 4. attendance at religious retreats for no more than four hours during a semester, 5. employment interview or conference, 6. a pupil, as the custodial parent of a child, when the child is ill or has a medical appointment during school hours, 7. family necessity of less than 5 school days provided the pupil makes up all work missed during the absence. (Education Code 48205)

Student name _________________________________ ID# __________

Proposed Dates for Absence: from___________through ____________

Total days absence ____________

(If the absence will be 5 days or more please fill out an Independent Study Contract)

Reasons for absence (please be specific):

Reasons why absence cannot be taken during non-school hours:
**Agreement**

I understand that absence from the classroom may have a negative impact on a student’s progress for that class, since it is impossible to “make-up” class discussions, lectures, audio-visual presentations, laboratory demonstrations, guest speakers, and other one-time-only events in the educational process. **Student:** I agree to complete all work provided to me by my teachers for the period of my absence to the best of my ability. I understand that I may have additional work to complete upon my return to school. I will complete this work and turn it in to my teachers within the agreed upon time frame. I am aware that failure to do so may result in academic regression. **Parent:** I agree to minimize the detrimental effect of an absence by having my child complete assignments given to him/her by his/her teacher. I am aware that failure to do so may result in academic regression. I realize my child may have additional work to complete upon his/her return to school.

Student’s signature _____________________ Parent’s signature _____________________ Date:________

Best contact phone number __________________________ Email address __________________________

Teacher acknowledgement

A __________________________
1 __________________________
2 __________________________
3 __________________________
4 __________________________
5 __________________________
6 __________________________

B __________________________

**Office use: Request for pre-approval of absence due to Additional Justifiable Personal Reasons:**

<table>
<thead>
<tr>
<th>Absence approved</th>
<th>Absence <strong>not</strong> approved (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Principal or Vice Principal’s signature _____________________ Date: __________

**INTER/INTRADISTRICT CHOICE**

**Interdistrict Attendance Policy:**

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons. The Board desires to communicate with parents/guardians and students regarding the educational programs and services that are available.

Residency – EC 48200 and 48204 (Also refer to Board Policy and Administrative Regulation 5111.1)
A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

A student will be deemed to have complied with the residency requirements for enrollment in a district school if he/she meets any of the following criteria: student’s parent/guardian resides within District boundaries; a 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; a student is an emancipated minor residing within District boundaries; a student lives with a caregiving adult within District boundaries and the caregiving adult submits an affidavit to that effect; a student who is confined to a hospital or other residential health facility within District boundaries for treatment of temporary disability; or, a student’s parent or guardian is employed and lives with the student at the place of his or her employment within the boundaries of the school district for a minimum of three (3) days during the school week.

**Residency Investigation – EC 48204.1, 48204.2 (Also refer to Board Policy and Administrative Regulation 5111.1)**

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. The Superintendent or designee may assign a trained district representative to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency. If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the District. The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

**Interdistrict Attendance – EC 46600 et seq. (Refer to Board Policy and Administrative Regulation 5117)**

The Board of Education recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district. The Interdistrict permit shall specify the terms and conditions under which Interdistrict Attendance shall be permitted or denied. It also may contain standards for reapplication and/or revocation of the student's permit. Upon receiving a permit for transfer into the district that has been approved
by the student's district of residence, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the Interdistrict Attendance Policy. Upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the Interdistrict Attendance Policy.

Stipulated Terms and Conditions must be followed. A student's Interdistrict permit may be immediately revoked at any time due to non-adherence of Stipulate Terms and Conditions. Stipulated Terms and Conditions: Maintain positive attendance (less than 5 absences and/or tardies during a semester); Demonstrate sufficient academic progress; No truancies; No discipline; No disruption of the educational program; No change in student's residency. Determination that any of the information provided to the school district to obtain a permit is misleading or falsified will result in immediate revocation.

Students on Interdistrict Permits are not guaranteed to matriculate with their school and may need to reapply when moving to sixth or ninth grade.

**Intradistrict Enrollment Attendance (School Of Choice) - EC 35160.5 et seq. (Refer to Board Policy and Administrative Regulation 5116.1)**

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also balancing enrollment in order to maximize the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation. The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the District. No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, first round applications for Intradistrict (School of Choice For District Residents) Transfers shall be submitted between November and February of the school year preceding the school year for which the transfer is requested. The Superintendent or designee shall calculate each school's capacity in a non-arbitrary manner using student enrollment, staffing and available space. Based on availability, the following will be given priority consideration: 1. Any student enrolled in a district school that has been identified on the state's Open Enrollment List (EC 48350-48354). 2. Any student enrolled in a district school receiving Title I funds that has been identified for program improvement (PI), corrective action, or restructuring. 3. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous." 4. Any student who is a victim of a violent crime while on school grounds. 5. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special
circumstances, include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. To grant priority under these circumstances, the Superintendent or designee must have received either: a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist; b. A court order, including a temporary restraining order and injunction. 6. Any sibling of a student already in attendance in that school. 7. Any student whose parent/guardian is assigned to that school as his/her primary place of employment. 8. Any student applying based on request for a specialized program.

After priority placements have been made, the number of additional available spaces will be determined. The Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students.

Students on Intra District Permits are not guaranteed to matriculate with their school and may need to reapply when moving to sixth or ninth grade.

“Any parent/guardian who has provided false information for the purpose of having their child(ren) attend Las Virgenes schools may not submit a request for enrollment via an interdistrict transfer for a period of 18 months following the determination by the district that falsified information was used for attendance.”
SAFE PLACE TO LEARN ACT – EC 234 and 234.1
The Las Virgenes Unified School District is committed to maintaining a learning environment that is free from 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, immigration status or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. 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 the Assistant Superintendent – Education.

SCHOOL SAFETY PLAN - EC 32280 et seq.
Each Las Virgenes Unified School District school has a Comprehensive School Safety Plan, which includes a comprehensive disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school. Each school shall report on the status of its School Safety Plan, including a description of its key elements in the annual School Accountability Report Card.

VICTIM OF A VIOLENT CRIME – 20 USC 7912
A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the District. The District has 14 calendar days to offer students the option to transfer. For more information, please contact the Assistant Superintendent – Education.

CHILD ABUSE AND NEGLECT REPORTING - PC 11164 et seq.
The staff of the Las Virgenes Unified School District is required by law to report cases of child abuse and neglect whenever staff has a reasonable suspicion that child abuse or neglect has occurred. Staff may not investigate to confirm a suspicion. Both the name of the person filing the report and the report itself are confidential and cannot be disclosed except to authorized agencies.
SEX OFFENDER NOTIFICATION – “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. Parents who access this information and have additional questions should contact their local law enforcement agency.

CIVILITY ON SCHOOL GROUNDS – Civ. 1708.9, EC 32210
Board Policy 1313 outlines expectations for civil behavior on all school campuses. Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a 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.

STUDENT RECORDS
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 student’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 educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the District shall disclose educational records without parental consent.

Parents’ request to access their student’s educational records must be submitted in a written form to the Assistant Superintendent – Education. The school will have five (5) business days from the day of receipt of the request to provide access to the records. Copies of student records are available to parents for a fee per page.

Any challenge to school records must be submitted in writing to the Assistant Superintendent – Education. 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 student. 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.

**Establishment Of Records:**
The District shall establish a system of cumulative and supplementary records so that information of value to the guidance of the students and the parents or guardians of students shall be continuously, permanently, and readily accessible.

**Review of Records:**
A student’s parents or legal guardians, or students over 18 years of age shall be allowed to inspect and review any and all official records, files, and data pertaining to the student.

So that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the students, a means shall be provided for a student’s parents, or legal guardian(s), or if parents are divorced, the parent having legal custody, and students or former students 18 years old or older, to request that the principal or designee provide for the correction or deletion of any such “inaccurate, misleading, or otherwise inappropriate data” alleged to be contained in the student’s records.

In cases where the requests are denied, a student’s parents, or legal guardian(s), or if parents are divorced, the parent having legal custody, and students or former students 18 years old or older, shall be provided with an opportunity for a hearing in which they may challenge the content of the school records. Following a hearing at which the request is finally denied, a means shall be provided for the inclusion in the records of a statement of objection by the student’s parents, or legal guardian(s), or if parents are divorced, the parent having legal custody, and students or former students 18 years old or older.

**CHANGE OF ADDRESS/TELEPHONE NUMBERS**
In order to process an address change, parents and/or guardians must provide the school counseling office or attendance clerk with a copy of a current utility bill (gas, electric or water.) Telephone number changes must be requested in writing from a parent or guardian only.

**DIRECTORY INFORMATION – EC 49073**
"Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that representatives of the news media, prospective
employers, military services representatives or nonprofit organizations may receive directory information.

No information may be released to private profit making entities other than employers, prospective employers and representatives of the news media. 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. Except, telephone numbers will only be released with express parent permission. Additionally, directory information regarding a 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.

RELEASE OF JUVENILE INFORMATION
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.

SEXUAL HARASSMENT POLICY
The Las Virgenes Unified School District pledges its best efforts to ensure that no employee, job applicant or student is subjected to sexual harassment or discrimination in the work or educational setting.

Purpose:
The purpose of this policy is to establish a strong commitment to prohibit harassment in the work or educational setting, to define sexual harassment and to set forth a procedure for investigating and resolving internal complaints of harassment.

Policy:
Sexual harassment of an applicant, employee or student by an administrator, supervisor, or other employee or student will not be tolerated. This policy applies to all terms and conditions of employment including, but not limited to, hiring, placement, promotion, discipline, layoff, recall, transfer, leave of absence, compensation and training. This policy also applies to actions which affect a student’s academic status or progress. Any employee, who engages in sexual harassment, as more fully defined below, shall be subject to disciplinary action up to and including termination.

Any student, who engages in sexual harassment, as more fully defined below, shall be subject to disciplinary action up to and including expulsion.

Any retaliation against a person for filing a harassment charge or making a harassment complaint is prohibited. Employees found to be retaliating against another employee or student
shall be subject to disciplinary action up to and including termination. Students engaged in retaliation shall also be subject to discipline (up to and including expulsion).

**Definition Of Sexual Harassment:**
“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by any person from or in the work or educational setting under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding the benefits and services, honors, programs, or activities available at or through the District.

Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.

**Examples of Prohibited Conduct Which May Constitute Sexual Harassment (non-inclusive list):**
- Making unwanted sexual advances toward other employees or students;
- Making or threatening reprisals after a negative response to a sexual advance;
- Offering any kind of employment or academic benefit in exchange for sexual favors;
- Visual Conduct - leering, making sexual gestures, displaying sexually suggestive objects or pictures, cartoons, posters or graffiti; sending/displaying suggestive or obscene letters, notes or invitations;
- Verbal Conduct - making derogatory comments, epithets, slurs, jokes, unwanted verbal sexual propositions, verbal abuse of a sexual nature, graphic verbal commentary about an individual’s body, using sexually degrading words to describe an individual;
- Physical Conduct - assault, grabbing, pinching, touching, impeding or blocking one’s movement.

**Complaint Procedure:**
1. Applicants, students and employees are encouraged to assist the District in eliminating sexual harassment by promptly reporting any instance of suspected harassment.
2. All complaints of sexual harassment will be investigated by the District pursuant to Board Policies and Administrative Regulations.
3. Complaints will be processed in a manner which protects the complainant and maintains individuals’ confidentiality, to the extent possible.
4. If the District determines that sexual harassment occurred, the District will take action to protect the complainant against retaliation and prevent harassment from recurring. Remedial action will be commensurate with the severity of the offense.

**Retaliation:**
The District prohibits retaliation against a person who reports sexual harassment, assists someone with a report of sexual harassment, or participates in any manner in an investigation or resolution of a sexual harassment report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

**Dissemination of Policy:**
1. A copy of this policy shall be:
   - (a) Posted in a prominent location at the District’s Administrative Offices and at each school and work site;
   - (b) Provided to all employees at the beginning of the first quarter or semester of the school year, or to a new employee at the time that he/she is hired;
   - (c) Included in the notifications that are sent to parents/guardians at the beginning of each school year;
   - (d) Provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable;
   - (e) Placed in any publication of the District that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the District;
   - (f) Posted on the District’s website: [www.lvusd.org](http://www.lvusd.org)
2. All employees shall be expected to read and understand their rights and responsibilities under this policy.
3. The Superintendent or his/her designee may take such further action to ensure understanding of, and compliance with, this policy as is appropriate, including but not limited to, providing staff training and student instruction or counseling.

**LACTATING STUDENTS**
Lactating students will be provided reasonable accommodation on a school campus to express breast milk, breastfeeding and infant child or address other needs related to breastfeeding. Lactating students will be given a reasonable amount of time to accommodate the need to express breast milk or breastfeeding and infant child. No academic penalty will result for use of these accommodations.

**DRUG FREE WORKPLACE**
The District shall provide a safe and secure environment for its students by encouraging and supporting its staff to lead drug free, healthy and productive lives. In so doing, the District endorses the policy to maintain a drug-free workplace by prohibiting the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance by any school district...
employee. All employees shall abide by this policy as a condition of employment and shall receive a written copy of this statement.

**TOBACCO FREE DISTRICT**
The health and welfare of all employees, students, and the public is a primary concern of the Las Virgenes Unified School District. The Board of Education recognizes that tobacco smoke is a hazard to the health of our students, employees, and the general public, and that non-smokers have no adequate means to protect themselves from the damage inflicted when they involuntarily inhale second-hand smoke. The Board of Education further recognizes that by adopting a no-tobacco use policy, District staff has the unique opportunity to serve as role models to students and exhibit non-tobacco use habits which students may emulate. The Superintendent or designee shall maintain a list of clinics and other resources which may assist individuals who wish to stop using tobacco products.

Smoking and the use of tobacco products will be prohibited on all District property including District vehicles at all times by all persons, including students, employees, and visitors at any school or District site or attending any school-sponsored activities, athletic events, and meetings.

The Las Virgenes Unified School District also 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.

**EMERGENCY PLAN**
A comprehensive District plan for civil defense and disaster preparedness is included in administrative procedures, and is reviewed annually. Contained in the plan are guidelines for use by District schools to formulate school level civil defense and Disaster preparedness.
INSURANCE PLAN
If your child is injured at school, the Las Virgenes Unified School District DOES NOT provide medical or accident insurance for students. Such insurance is available at a nominal charge from private companies. Information and enrollment forms from Myers-Stevens & Toohey & Co., Inc. are distributed each year as a courtesy via peachjar.com, and are available via lvusd.org.

If an accident occurs on campus, every effort will be made to provide immediate first aid or when necessary, paramedic assistance. Schools DO NOT have nurses on staff. However, key staff members are certified in first aid. The District strongly encourages that all parents have on file at local hospitals “Permission to Treat” forms in case of a serious injury.

The District does not have insurance in the conventional sense because, like many public agencies, it can no longer afford commercial insurance. In lieu of that, the District joins with other school systems and becomes “self insured.” The District pays premiums to a common pool with the other districts. Any time the District is forced to pay a claim, funding is from the same money used to pay for the educational program.

GENERAL 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 go to www.CoveredCA.com.

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 local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Medi-Cal at 1-800-541-5555.

Insurance is available at a nominal charge from private companies. Information and enrollment forms from Myers-Stevens & Toohey & Co., Inc. are distributed each year as a courtesy via peachjar.com, and are available on lvusd.org under the Parents tab, then choose Other Resources & Information.

ELECTRONIC DEVICES (CELL PHONES/PDA’s)
In accordance with Education Code 48901.5, the Board recognizes that parents/guardians may wish to be in close contact with their children during the school day, and therefore, parents may provide their students with a mobile device. Through the use of mobile devices, families can
communicate better and students, and staff can feel a greater sense of security while at school. The Board also recognizes that staff members may be in possession of mobile devices. Although the Board authorizes the possession of mobile devices, it further recognizes that these devices can disrupt the instructional process.

Therefore, the following procedures shall be implemented for students and staff at all school sites:

1. Students and staff shall be permitted to be in possession of mobile devices (cell phones) while attending school and school-sponsored activities.
2. Staff and students shall have all mobile devices (phones, tablets, etc.) turned off at all times except as approved by school personnel. Use of such devices shall not constitute a reason for being tardy to class.
3. Should a student receive a call/message during school hours that disrupts the classroom instructional process or a school assembly, the device shall be confiscated by a certificated or classified staff member and be given to an administrator who will return it to the student at the end of the school day. A second infraction shall result in the signaling device being confiscated and the parent/guardian will be required to meet with the principal or the principal’s administrative designee in order to retrieve the device. A third infraction shall result in disciplinary action with the consent to possess all electronic devices being revoked until the end of the semester.
4. Staff members shall not make personal calls during class time or while attending school assemblies or similar activities held within the regular school day.
5. No student shall be prohibited from possessing or using an mobile device that is determined by a licensed physician to be essential for the health of a student.

**BOOK BAGS/BACKPACKS**
When lockers are provided for the convenience of students, the choice to use bookbags or backpacks is that of the student/family. Students are advised not to carry valuable personal property in the bags and to watch the bags/packs at all times. The bags/packs are the responsibility of the students and the schools cannot guarantee the security of the bags/packs nor their contents.

**PARKING**
Parking is provided for the convenience of visitors, staff and students. NO security is provided. All persons choosing to park at a District facility do so at their own risk and assume full liability for any damage or injury that may result from use of a District/school parking lot. Students parking on campus must adhere to all regulations governing student parking on campus and may be subject to disciplinary action for any violations.

**BIKE RACKS**
Bike storage is provided as a convenience for students. Locked areas are provided at some
sites. The school and District do not provide security for bike racks. Use of a bike rack is at the owner’s risk.

**LOCKERS**

Lockers are provided in most secondary schools for the CONVENIENCE OF THE STUDENTS. The school and District cannot guarantee the security of items placed in lockers and are not responsible for any items that are lost or stolen from District lockers. STUDENTS SHOULD NOT SHARE THEIR COMBINATIONS OR GIVE DUPLICATE KEYS TO LOCKERS. Students should not store expensive items such as computers, electronic equipment, or cash in their lockers. Lockers are the property of the District and MAY BE SEARCHED at any time by school officials as permitted by law. The use of the school locker for any other purpose, other than a school-related purpose, is prohibited. Improper use of school lockers will result in disciplinary action, up to and including expulsion.

**STUDENTS ON CAMPUS DURING NON-SCHOOL HOURS**

No District or school supervision is provided on campuses before or after the school day. Students should NOT be on campus earlier than fifteen minutes before the start of school or fifteen minutes after the end of school unless involved in specific school/District activity. Students are not permitted on school sites on weekends unless participating in a District, school, or organized, District-approved program.

**MINIMUM DAYS AND PUPIL-FREE DAYS**

Parents and guardians are notified of scheduled minimum days and pupil-free days through various written communications from the child's school and/or from the District.

**SCHOOL BUS PASSENGER SAFETY – EC 39831.5**

All bus riders shall receive written information on school bus safety and rules with their bus pass, (e.g., general rules of conduct at school bus loading zones, school bus danger zone, and the requirement to wear a safety belt at all times). This information is also available online at the District’s website under the Transportation Department. 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 may include responsibilities of passengers seated next to an emergency exit.

The District does NOT directly provide home to school transportation. Transportation services are provided by a private contractor on a parent pay basis. For more information, contact 818-878-5236.

**UNIFORM COMPLAINT PROCEDURES**

The Board of Education recognizes that the District has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational
programs. The District shall investigate and seek to resolve complaints at the local level. The
District shall follow the Uniform Complaint Procedures (UCP) when addressing complaints
alleging:

Unlawful discrimination based on sex, race, ancestry, national origin, ethnicity, religion, age,
gender, sexual orientation, color, or physical or mental disability, or 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, and special education programs; failure to comply with the requirements established
through the Local Control Funding Formula related to the Local Control and Accountability
Plan as described in EC sections 52060 through 52076 or sections 47606.5 and 47607.3; failure
to provide reasonable accommodation to a lactating student on school campus to express breast
milk, breastfeed an infant child, or address other breastfeeding-related needs of the student,
failure to comply with any legal requirement applicable to foster care students regarding
placement decisions, the responsibilities of the District's educational liaison to the student, the
award of credit for coursework satisfactorily completed in another school or district, school
transfer, or the grant of an exemption from Board-imposed graduation requirements; failure
to comply with any legal requirements applicable to homeless students regarding the award of
credit for coursework satisfactorily completed in another school or district or the grant of an
exemption from Board-imposed graduation requirements; failure to comply with the
requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student
to a course without educational content for more than one week in any semester or to a course
the student has previously satisfactorily completed, without meeting specified conditions;
failure to comply with the physical education instructional minutes requirement for students in
elementary school; and failure to comply with the prohibition against requiring students to pay
fees, deposits, or other charges for participation of education activities.

The Board acknowledges and respects student and employee rights 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, as determined by the Superintendent or designee on a
case-by-case basis.

The Superintendent shall provide training for employees designated to investigate complaints so
that they are knowledgeable about the laws and programs for which they are responsible. Such
employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is
agreeable to all parties in a dispute. The Superintendent shall confirm that the mediation results
are consistent with state and federal laws and regulations.
A complaint alleging unlawful discrimination shall be filed no later than six (6) months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination. If the District finds merit in a complaint, the District shall provide a remedy to all affected pupils, parents/guardians.

Appeals:
Complainant has the right to appeal to the California Department of Education within fifteen (15) days after the local agency written report is issued. Upon notification by the State Superintendent of Public Instruction or other appropriate state or federal agency, the District shall forward a copy of the following documents to the State Superintendent/agency:
1. The original complaint;
2. A copy of the District’s decision;
3. A summary of the nature and extent of the investigation conducted by the District, if not covered in the District’s decision;
4. A report of any action taken to resolve the complaint;
5. A copy of the District’s complaint procedures; and
6. Such other relevant information as the State Superintendent/agency may require.

The CDE may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in Section 4650 of Title 5 of the California Code of Regulations exists; including cases in which the District has not taken action within 60 days of the date the complaint was filed. If the District is found to have violated a state or federal law and/or regulation, and the District does not take corrective action to comply, then various civil remedies may be available. Contact Dr. Rose Dunn, 818-878-5212 for additional information.

CIVIL LAW REMEDIES
Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the District’s complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. For assistance you may contact:

Legal Aid Foundation of L.A. (213) 640-3881
San Fernando Valley Neighborhood Legal Services, Inc. (818) 896-5211
L. A. County Bar Association (213) 627-2727

REFERRING COMPLAINANTS TO OTHER APPROPRIATE STATE OR FEDERAL
AGENCIES
Equal Employment Opportunity Commission Office for Civil Rights
Department of Fair and Equal Housing

A complaint filed pursuant to this procedure shall be filed with the District's Superintendent or designee who is located at the District Office (4111 North Las Virgenes Road, Calabasas, CA 91302):

Dr. Dan Stepenosky  Superintendent
Dr. Clara Finneran  Asst. Superintendent, Education
Dr. Steve Scifres  Asst. Superintendent, Personnel
Dr. Ryan Gleason  Assistant Superintendent, Administrative Services
Ms. Laura Kintz  Director of Elementary Education

Notification and all related communication relative to a Level I, Level II or Level III complaint shall be delivered in person, or United States Mail /or faxed to the school District headquarters at 818-880-4200, or emailed to the following email address uniformcomplaints@lvusd.org. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the District's Superintendent or designee shall assist the complainant in the filing of the complaint.

The District’s complaint procedures and forms are available on the Districts website at LVUSD.org. To obtain a copy of the District’s complaint procedures and forms, contact Dr. Clara Finneran, 818-878-5218.

NONDISCRIMINATION
The Las Virgenes Unified 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, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or 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 knowledge of the alleged discrimination was first obtained.
SCHOOL HEALTH OFFICES
School health offices are staffed by Health Clerks certified in First Aid and trained in CPR. They assist with first aid or illness situations occurring at school but are not a licensed nurse or trained in diagnosis or treatment.

ADMINISTRATION OF MEDICATION
Medications may be administered at school only when the principal or designee has written authority from the student's physician and parent or guardian. Students are not permitted to possess their own medications, including those sold over-the-counter. An exception is made for emergency medication for seizures, diabetes, asthma, or severe allergic reaction when specifically requested by a physician as a medical necessity. Medication forms are available in school health offices and must be completed annually and whenever there are changes in the medication routine. Parents/Guardians must deliver the medication to the school health office in a container labeled by a pharmacist (over-the-counter medication in the original container) and pick up medication at the end of the school year. With the consent of the parent or guardian, the principal or designee may communicate with the physician who may counsel with school personnel regarding the possible effects of the drug on the student’s physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Notice to School of Condition - EC 49480
The parent or legal guardian of any pupil taking medication on a regular basis must inform the school health office nurse 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.

Administration of Prescribed Medication for Pupils - EC 49423 and 49423.1
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 auto-injectable epinephrine, injectable Glucagon, or inhaled asthma medication if the school district receives 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 the school district assist
the pupil with prescribed medication as set forth in the physician statement.

**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 allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. 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.

**Administration of Epilepsy Medication – EC 49414.7**

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil’s parent or guardian may request the pupil’s school have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

**CASTS, CRUTCHES, SUTURES OR OTHER MEDICAL APPLIANCES**

Students returning to school after an accident or injury requiring a cast, crutches, splint, ace bandage, sutures or other medical appliances need to bring a written release (form is available in the office), signed by both physician and parent, to the health office before returning to class. These students may be required to remain in a supervised area at certain times during the school day for their safety and the safety of others.

**RETURN TO SCHOOL AFTER CONTAGIOUS ILLNESS**

Students who are ill need to remain at home to promote recovery and help prevent the spread of communicable disease. Students with fever (temperature above 100 degrees) need to remain at home until fever-free for 72 hours without fever-reducing medications. Students returning after contagious conditions such as COVID-19, COVID-19 exposure, chickenpox and pediculosis (head lice) must be admitted through the health office.

**ENTRANCE HEALTH SCREENING**

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.
STUDENT’S EXEMPTION FROM PHYSICAL EXAM - EC 49451
A parent or guardian having control or charge of any child enrolled in the public schools may file with the principal of the school in which he is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

CONFIDENTIAL MEDICAL SERVICESs – 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.

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

IMMUNIZATION REQUIREMENTS
Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. The District shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children.

Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a religious or personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

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

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases.
ENTRANCE DENTAL REQUIREMENT
Record of a dental assessment done by a dental professional is required for all kindergartners and first-graders attending public school for the first time. Dental exam must be completed in the 12 months prior to entry or by May 31st of the student's first year.

VISION, HEARING, SCOLIOSIS SCREENINGS
In keeping with state mandates, screenings are conducted for all students in the following grades:
- Vision & Hearing - K, 2, 5, 8
- Color Vision - 1st grade boys
- Scoliosis - Girls - 7th grade
- Scoliosis - Boys - 8th grade

Also:
1) Students lacking current screening records;
2) Students being assessed for special education;
3) New students to the District;
4) Referrals.

Parents of students not passing screenings will be notified in writing. Students may be exempted from screenings by written parental request submitted to the school health office annually.

HEALTH EXEMPTIONS
Students may be exempted from all health instruction, health examination, first aid, and medical care upon request of the parents or guardians. Whenever such an exemption is granted, the appropriate school personnel shall be notified.

EXCLUSION
Students whose physical or mental condition is such as to cause their attendance to be inimical to the welfare of other students may be excluded from compulsory attendance.

PUPILS WITH TEMPORARY DISABILITIES - INDIVIDUAL INSTRUCTION
A student who normally would be in attendance in the Las Virgenes Unified School District is eligible for home instruction when, at the request of the parent or guardian and on the recommendation of a physician, the student is confined to home or hospital for a noncontagious illness or temporary disability which makes attendance in the regular day classes or alternative education program impossible or inadvisable for an anticipated minimum of ten school days. The student may receive individualized instruction for one hour per day. Please contact Ms. Angela Falk at 818-878-5216 for more 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 the 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 the notification, the District will within five working days determine 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.  

**PHYSICAL EDUCATION EXCUSES**

PE is a mandatory subject of instruction in California (CA Education Code 51210(a)(7); 51220(b)(2)(d).) Accordingly, school districts are limited in their ability to exempt students from participating in PE. (See CA Education Code 51242; 51246).

The governing board of a school district may grant an ill or injured student a temporary exemption from PE only if a modified program to meet the student’s needs cannot be provided (CA Education Code 51241; Board Policy 6142.7.) To comply with this California state law, the District cannot completely exempt a student from PE until it is established that PE modifications cannot be safely provided. To do so, District health and PE personnel must understand the nature of a student’s medical condition, as explained by their licensed health care provider.

The following is recommended so the governing board can determine whether a student’s condition warrants a temporary exemption from PE:

- Diagnosis or condition that limits participation in PE;
- Recommendation for length of time of exemption;
- Specific limitations (e.g. aerobic exercises, contact sports, stretching, outdoor activities, etc.); and
- Physician’s signature and contact information

**CALIFORNIA YOUTH FOOTBALL ACT - AB 2300**

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.

**SUN SAFETY**

Students shall be encouraged to take responsible measures to protect their skin and eyes from exposure to the sun while on campus, attending school-sponsored activities, or under the supervision and control of District employees by being allowed to wear sun-protective clothing, including hats, and by being allowed to use sunscreen provided by family.
**DRUG, ALCOHOL, TOBACCO PREVENTION EDUCATION**

The District provides instructional programs which help students avoid the use of any illegal drug, avoid illegal use of alcohol, tobacco, or other legal drugs, and which teach students how to influence and support their peers to avoid and/or discontinue the use of alcohol, tobacco, or other drugs. Instruction is preventive in nature and designed to help students who have questions related to drugs, alcohol, and tobacco.

The instructional programs help students obtain and utilize current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol, tobacco, and other drugs, and assist the student toward maturity.

The curriculum is K-12, comprehensive and sequential in nature, and suited to meet the needs of students at the respective grade levels. In addition to curriculum, other prevention programs include, but are not limited to, alternative activities, peer helping, peer influence, and cross-age teaching.

**PESTICIDE PRODUCTS**

Integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management. Our IPM program uses current, comprehensive information on the life cycles of pests and their interaction with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.

Pesticide usage will be considered during an infestation and or an emergency situation only. To obtain a copy of all pesticide products that may be used 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 Operations/Maintenance 818-878-5272. The notice will identify the active ingredient(s) in each pesticide product, the intended date of application. Please go to [www.lvusd.org](http://www.lvusd.org), click on Departments, then click on Maintenance, Operations and Facilities, then click on Pest Management for the application schedule. Additional product information is available online at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).
ASBESTOS MANAGEMENT PLAN
The Las Virgenes Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Maintenance/Operations at 818-878-5272.

Las Virgenes Unified School District - Chemical Notification Letter
Dear Parent or Guardian,

The Healthy Schools Act of 2000 (as amended by Assembly Bill 2865, Chapter 865, Statutes of 2006) requires that all California schools provide parents or guardians of children enrolled in our schools with an annual written notification of expected pesticide use on their campuses.

The use of regulated chemicals within the Las Virgenes Unified School District has always been strictly controlled and monitored. The LVUSD Maintenance and Operations Department has always emphasized caution and complete safety in all work practices whenever chemicals are used on our school campuses.

We strive to use the least toxic chemicals. We employ application methods that are strictly controlled and only performed by trained staff or certified vendors who understand and adhere to all current pesticide handling regulations.

Please review the chemical list on the following page. If you would like to be notified of our schedules for any of the listed products please complete, detach and return the form below by mail. If you have any questions or concerns please call 818-878-5272, Monday – Friday, 7:30am – 3:00pm.

School site Application Schedules and Information regarding the chemicals identified for use are also available on our District website at www.LasVirgenesUnifiedSchoolDistrict.org. “Go to “Information”, then click on Integrated Pest Management, (IPM)”

THIS FORM MUST BE RETURNED VIA U.S. MAIL TO:
Las Virgenes Unified School District
Maintenance and Operations Department
4111 N. Las Virgenes Rd.
Calabasas, CA 91302
ATTN: CHEMICAL NOTIFICATION

PLEASE DO NOT RETURN THIS FORM TO YOUR CHILD’S SCHOOL
………………………………………….CUT HERE AND RETURN IF APPLICABLE…………………………………………………

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION

PLEASE PRINT:

Childs Name_________________________ School_________________________
Childs Name_________________________ School_________________________
Childs Name_________________________ School_________________________

I request to be notified whenever any of the district’s list of approved chemicals is going to be used on my child’s school campus. “Notifications shall be provided at least 72 hours before application”.

Name of Parent of Guardian to be notified__________________________________________________________
Selección de materiales básicos y suplementarios de instrucción

Comités representando la comisión del área del estudio, los padres, otros maestros, directores, administradores, y estudiantes (donde corresponda) serán responsables de las recomendaciones al Consejo de Educación concernientes a la selección de materiales básicos y suplementarios de instrucción. La responsabilidad legal de la adopción de materiales básicos y suplementarios de instrucción recae con el Consejo de Educación. El proceso de adopción por el Consejo seguirá un primer y segundo lectura en dos sesiones separadas del Consejo con oportunidad de revisión pública de los materiales entre las sesiones. El proceso de adopción debe ser completado antes de que los materiales sean usados en el aula.

Instrucción en el hogar/hospital

La instrucción en el hogar es proporcionada por el Distrito durante el año escolar para un estudiante que, a solicitud de los padres y en la recomendación de un médico, esté confinado a casa o hospital para una enfermedad o discapacidad no contagiosa o temporal para un mínimo anticipado de diez días.

Cartas de informes de responsabilidad escolar

Las Cartas de Informes de Responsabilidad Escolar están disponibles en el sitio web del Distrito: www.lvusd.org. Una copia de la Carta de Informe de Responsabilidad Escolar está disponible a solicitud.

Acreditación Escolar

El Consejo Escuelas dará notificación oficial, en una reunión programada, si una escuela que ha elegido ser acreditada por la Western Association of Schools and Colleges o otra agencia acreditadora, pierde su estatus de acreditación. Adicionalmente, el Distrito proporcionará una notificación escrita a los padres/guardianes de los estudiantes de la escuela de la pérdida de estatus de acreditación y posibles consecuencias.

Policías académicas
Earned Credit:
Credits are earned by passing courses with grades of A, B, C, D, or Pass. By receiving any of these grades at the close of the semester, the student earns five (5) credits. An “F” or a “W” grade receives no credit towards graduation. Special Education courses may be offered on a “pass/fail” basis and credits earned apply toward graduation. CTE Work Experience earns 10 credits a semester.

Minimum Number of Courses
Board Policy 6146 states: “Freshmen, sophomores, and juniors, must enroll in a minimum of six (6) courses per semester. During the first and second semester of grade 12, five classes are the minimum if the student is not deficient in making progress toward meeting the 230 credit requirement.” We strongly recommend that seniors take six (6) courses both semesters.

Drop/Add Policy:
Students are expected to remain in the courses they select. Students enrolling in year long courses are expected to remain in those courses for the entire year unless there is a clear indication that the student is failing the course at the end of the semester and the teacher recommends that the student not continue. The spring pre-enrollment is the basis for developing the total master schedule. Changes will be made only (1) to accommodate summer school work successfully completed, (2) lack of a necessary prerequisite for the class, (3) school or computer error, or (4) with extenuating circumstances. Teacher preference or period preference will not be considered sufficient reason for a program change.

Course Level Changes
A student may drop levels (eg. Advanced Placement English to College Prep. English) during the first seven (7) weeks of the semester. Students may drop levels up to the end of the 10th week of the semester with administrative approval. The student’s current grade in the class will follow them to the new class; Honors and AP grades are NOT weighted when a student changes to a lower level.

Withdrawal From Classes:
AR 5121 – A student may drop a course during the first seven (7) weeks of the semester and may do so without any entry on his/her transcript. A student who drops a course after the first seven weeks of the semester shall receive an F grade on his/her transcript, unless otherwise decided by the principal or designee because of extenuating circumstances. A student who withdraws after 2 weeks may only add School Service (with administrative approval). Please note: The student’s current grade in the class will follow them to the new class; Honors and AP grades are NOT weighted when a student changes to a lower level.

Homework Policy:
 Appropriately designed homework is an important tool of learning. It helps students to extend
and enrich their school experiences, to reinforce classroom learning, to practice needed skills, to grow in responsibility, to develop independent study habits, and to make wise use of time and effort.

The amount and kind of homework which is appropriate varies with the subject, age and ability of the student. As students become increasingly capable of some independent work at home, out-of-school assignments increase.

Specific minimums or maximums are difficult to establish since the amount of relevant homework may vary from week to week or month to month. Likewise, the time required to complete a specific class assignment will vary according to the ability of the student, the individual’s study habits, etc. Further, at the secondary level, the amount of homework will be a function of the individual’s elective classes. In spite of these gross variables, some guidelines are appropriate. The following is considered to be a reasonable expectation for the average student with an average course load in high school:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Nights/Week</th>
<th>Total Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4-5</td>
<td>8-11</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>8-12</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>10-15</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>10-15</td>
</tr>
</tbody>
</table>

Homework involves a variety of activities that cannot be completed at school. These activities are ongoing and need to be accomplished daily (Monday-Thursday and weekends as needed). Many courses require at least one hour of homework per night.

Homework activities include:
- organizing and completing assignments
- previewing material
- reviewing notes
- memorization and drill work
- reading and rewriting class notes
- making study notes (flashcards, outlines, tapes, etc.)

**Approved Credit**

All courses taken and passed in Las Virgenes Unified School District will receive credit. Courses taken at other accredited WASC institutions, while the student is enrolled in a Las Virgenes High School, must have prior approval from the designated school administrator. Such prior approval shall not be intended to restrict a student from pursuing reasonable, appropriate and well planned educational alternatives which are congruent with District
All students must take and pass 230 required graduation credits, and complete the service learning requirement (see paragraph below) in order to receive a Las Virgenes Unified School District diploma.

A student who has earned 225 units or more in required and elective courses but failed one course in the spring semester of the 12th grade may participate in the graduation ceremony, but will not receive their diploma until those 5 credits are remediated.

A student short no more than 20 credits by June of the senior year may earn the Las Virgenes High School Diploma by passing the needed credits or courses by March 1st of the following year. These students should consult with and receive approval from their school counselor when planning which courses to take in a post high school institution or adult school to assure that the correct courses or credits are made up. A student deficient more than 20 credits by June of their senior year is not eligible for a Las Virgenes High School diploma.

**Service Learning Requirements:**
The following guidelines will be utilized for the service learning requirements for graduation:

All students will be expected to complete 60 hours of service learning as a minimum requirement for graduation. *(Students will be expected to complete 15 hours each academic year.)*

- Seniors: 15 hours
- Juniors: 30 hours
- Sophomore: 45 hours
- Freshmen: 60 hours

The types of service that are acceptable are with non-profit agencies or a non-profit activity.

Some examples are:
- The Red Cross, Boys and Girls Club, Police PAL sites, YMCA, Special Olympics and Habitat for Humanity are the types of local agencies to consider.
- Animal control, libraries, nature centers, litter abatement, museums, shelters, and local agencies with youth programs.
- Schools need help with tutoring/mentoring and with recreation programs throughout the year.
- All volunteer sports groups such as AYSO, LBYSO, and Pop Warner are acceptable. (Camps where students pay to attend are not acceptable).

Examples of other non-profit activities are participating in walk-a-thons, beach, wetlands and park clean-ups. Neighborhood clean up and elderly assistance days
Helping a church feed/clothe/shelter those in need is okay. Teaching about your religion to others is NOT acceptable.

You may **not** volunteer at a **for profit** business. You are **not** to provide **free labor** for an office, grocery, medical office or department store, child-care agency or daycare center. **“Not getting paid,”** does not make it non-profit.

Your high school will only accept volunteer hours you perform **that begin with the day after your 8th grade graduation date.**

**California High School Proficiency Exam**
The California High School Proficiency Examination (CHSPE) is a proficiency option provided by the State Department of Education. Each person who passes the California High School Proficiency Examination is awarded a **Certificate of Proficiency.** In this case, the high school **does not issue a diploma,** nor is the student permitted to participate in graduation exercises. The CHSPE may be taken by persons who are 16 years or older on the day of the exam. Persons who are younger than 16 may also take the test if they have completed a year of enrollment in the 10th grade or will complete a year of enrollment in the 10th grade at the end of the semester in which the next regular test date falls. Passing the test does not exempt a student from required school attendance unless the examinee has also reached his/her 16th birthday and has presented verified parental permission to leave school early.

**NOTE: This program/certificate is not equivalent to the GED program. See your counselor for details.**

**High School: Honors/AP/IB Classes**
Honors courses are provided for highly advanced academic students. Admission to Honors and Advanced Placement Courses is based on the following:

- Students in college prep courses applying for honors courses must receive an “A” both semesters in the prerequisite course(s), take departmental placement exam, if applicable, and receive a teacher’s recommendation from a prerequisite course.
- Students currently in honors must receive a “B” or higher both semesters in the prerequisite course(s).

Weighted grades are given only for the following listed courses regardless of when in high school the class is taken. Students will receive a 5 pt. A, a 4 pt. B, a 3 pt. C, a 1 pt. D, and zero for a fail.

<table>
<thead>
<tr>
<th>Math Analysis H</th>
<th>Statistics AP</th>
<th>Principles AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB AP/BC AP</td>
<td>Computer Science AP</td>
<td>Chemistry HP</td>
</tr>
<tr>
<td>Physics AP</td>
<td>Computer Science</td>
<td>Physiology H</td>
</tr>
</tbody>
</table>
Chemistry AP Lecture  American Government AP  IB History HL1
Environmental Science AP  U. S. History H  IB History HL2
Human Geography AP  U. S. History AP  IB Environmental SL
English III, IV Honors/AP  European History AP  IB Chemistry SL
French IV H  IB English HL 1  IB Psychology SL
French V AP  IB English HL 2  IB Math SL
Chinese IV H  IB Spanish SL2  IB Visual Arts SL
Chinese V AP  IB Spanish HL2  IB Visual Arts HL1
Spanish IV H  IB French SL2  IB Visual Arts HL2
Spanish V AP  IB French HL1  IB Film HL1
Studio Art AP  IB French HL2  IB Film HL2
Wind Ensemble II H

Weighted grades will affect the determination of the Senior Class Valedictorian and Salutatorian. Students who wish to exercise the waiver option for entry into an honors class must do so by May 15 of each year for the upcoming school year. Filing a waiver does not guarantee placement in the class.

Valedictorian/Salutatorian
To honor superior academic achievement, graduation ceremonies shall include recognition of a valedictorian and salutatorian. The valedictorian must have a 4.2 total weighted grade point average (GPA) or higher by the end of the first semester of 12th grade and must have completed 25 semesters of honors, AHS Pre-IB, Advanced Placement, or IB classes by the end of the senior year. The Salutatorian must have 4.1 total weighted grade point average (GPA) or higher by the end of the first semester of 12th grade and must have completed 22 semesters of honors, AHS Pre-IB, IB classes or Advanced Placement classes. If no student reaches this mark, the top student shall be valedictorian and the second student shall be salutatorian.

High School: California Scholarship Federation
CSF Chapter membership is earned each semester during high school in grades 10, 11, and 12 by securing three A’s and one B or better in five subjects, not counting physical education, with at least two courses coming from the University of California A-G approved list of studies to meet its entrance requirements.

A Gold Seal bearer is a CSF member who has earned membership during four (4) of the last six semesters of high school, one of which must be during the senior year. Membership is not automatic or compulsory. Application must be made to the CSF advisor for each semester. The CSF motto is “Scholarship for Service.” The CSF Club is an active organization. Additional requirements, including community service may be required. Contact the high school CSF advisor for further information.
**Maximum Credits:**
Most students earn 30 units per semester. A junior or senior student may (with prior administrative approval from the counselor, assistant principal, or principal) earn up to 35 units in a semester. The additional credits may be earned through Work Experience, Career Technical Education, Adult School, or other options. In general, it is felt that a six period, full academic load is more than sufficient for the vast majority of students.

Exceptions to the 30 unit load are carefully reviewed before receiving approval. Student ability and need are important factors in the final decision.

**Repeat Credit:**
Students occasionally desire to repeat a given academic course to raise their grades. With approval from the counselor, assistant principal, or principal, a student may repeat a course. Both grades will remain on the transcript. The higher of the two grades will be used to compute the student’s GPA. Credit, however, will be given for the course only once. The class must be the same class, the same level and the same course number. Please note – The UC/CSU will only accept a repeat if the original grade was a “D/F”.

**Period Release:**
It is possible, but not recommended, for a senior to take one period of non-credit period release if his/her program permits. Period release earns no credit. A student must be maintaining satisfactory progress toward graduation in order to receive approval for period release. A student on period release is not to be on campus at the completion of his/her regular school program. It should be noted that period release has questionable educational value in most cases, and it is not a recommended option for most students. We encourage students to take the maximum load, commensurate with their abilities, in order to receive the full benefit of their educational opportunities. Period release requires both parental and administrative approval.

**Physical Education Exemptions:**
California Education Code limits Physical Education exemptions. Please contact your school’s counselor or administrator if you believe your child qualifies for an exemption.

**Make-Up Policy:**
Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit for work that is turned in according to a reasonable make-up schedule. (Education Code 48205)

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Education Code 48913)

Students who miss school work because of unexcused absences may be given the opportunity to
make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. (BP 6154)

**Final Exams:**
There are no early finals. Because of department finals and exam security, the finals are given only during the official final exam schedule, the last three days of each semester. All students must take a final exam in all classes to receive a final grade.

Students who transfer or check out before final exams will not be given final grades for that semester. They will be issued a check out grade, and the school where the student is transferring will determine whether to allow full credit or not.

If a student is absent during the last days of a semester due to excused absences, the student will receive an Incomplete (I) grade on the report card and will be provided the opportunity to make up the missed work and the final exam. Incomplete marks must be “made up” within the first four weeks of the following semester or sooner at the discretion of the instructor.

Arrangements for taking make-up final exams are to be made with the appropriate instructor or administrator. The instructor will initiate a grade change following the completion of make-up work.

**Summer School**
The LVUSD Board of Education recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. The services provided during summer school shall be comparable in standards, scope and quality to the educational program offered during the regular school year.

**Las Virgenes Unified School District**
The state of California does not fund a free summer school program. Seniors, who in June will be 10 units short of graduation, will be offered classes to complete their graduation requirements free of charge. Student’s with an IEP, where Extended School Year is indicated, will receive that service.
Note: Prior approval of the school counseling and administration is required for all courses taken outside of the Las Virgenes Unified School District.

**NCAA:**
The initial-eligibility standards for NCAA Division I college-bound student athletes recently changed. College-bound student athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid
(scholarship), practice or compete during their first year.

**Three Important Terms:**

**Full Qualifier:** A college-bound student athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**Academic Redshirt:** A college-bound student athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**Non-Qualifier:** A college-bound student athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

**New Requirements:**

**Full Qualifier** must:
- Complete 16 core courses (same distribution as in the past)
- Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school
- Seven of the 10 core courses must be English, math or science

**Have a minimum core-course GPA of 2.300:**
- Grades earned in the 10 required courses required before the senior year are “locked in” for purposes of GPA calculation
- A repeat of one of the “locked in” courses will not be used to improve the GPA if taken after the seventh semester begins

**Meet the competition sliding scale requirement** of GPA and ACT/SAT score (this is a new scale with increased GPA/test score requirements)

**Graduate from high school:** New NCAA Division I Initial-Eligibility Standards

**Academic Redshirt** must:
- Complete 16 core courses (same distribution as in the past)
- Have a minimum core-course GPA of 2.000
- Meet the academic redshirt sliding scale requirement of GPA and ACT/SAT score
- Graduate from high school
Non-Qualifier is a college-bound student athlete who fails to meet the standards for a qualifier or for an academic redshirt

Examples:

Q: A college-bound student athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student athlete’s NCAA initial-eligibility status?

A: The college-bound student athlete is a non-qualifier because only 15 core courses were completed, not the required 16 core courses.

Q: A college-bound student athlete completes 16 core courses in the required framework with a 2.500 core-course GPA and a 68 sum ACT. What is the college-bound student athlete’s initial-eligibility status?

A: The college-bound student athlete is an academic redshirt. Under the new competition scale, a 68 sum ACT score requires a 2.950 core-course GPA.

Q: A college-bound student athlete completes nine core courses prior to the seventh semester of high school. What is the college-bound student athlete’s initial-eligibility status?

A: The college-bound student athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core-course GPA and test-score requirement at the time of graduation.

High School Graduation Requirements

<table>
<thead>
<tr>
<th>Req.</th>
<th>LVUSD High School</th>
<th>University of CA</th>
<th>CA State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td>4 years College Prep, Honors or AP</td>
<td>4 years College Prep, Honors or AP</td>
</tr>
<tr>
<td>Subject</td>
<td>Time Required</td>
<td>Credits Required</td>
<td>College Preparation or AP including Intermediate Algebra or Alg II (Recommended)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Math</td>
<td>3 years</td>
<td>30 credits</td>
<td>3 years College Prep, Honors or AP including Intermediate Algebra or Alg II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(4 years recommended)</td>
</tr>
<tr>
<td>Social Science</td>
<td>3.0 years</td>
<td>35 credits</td>
<td>2 years College Prep, Honors or AP including 1 year U S History &amp; 1 year of World History, Cultures or Geography</td>
</tr>
<tr>
<td></td>
<td>World History OR European History AP U S History OR AP US History Government/Economics OR AP Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2 years</td>
<td>20 credits</td>
<td>Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry, and physics. Three years recommended.</td>
</tr>
<tr>
<td></td>
<td>1 year physical science AND 1 year life science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Art / Practical Art</td>
<td>1 year OR 1 year World Language</td>
<td>10 credits</td>
<td>1 year Visual / Performing Arts</td>
</tr>
<tr>
<td>World Language</td>
<td>1 year OR 1 year Fine Art / Practical Art (NOTE: World Language is not a high school graduation requirement.)</td>
<td>10 credits</td>
<td>2 years of the SAME language College Prep, Honors, AP, or IB (3 years recommended)</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>1 Year</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td>P. E.</td>
<td>2 years</td>
<td>20 credits</td>
<td></td>
</tr>
</tbody>
</table>
### WILLIAMS COMPLAINT POLICY & 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 mis assignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained on the District website [www.lvusd.org](http://www.lvusd.org). 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 before forwarding to the District Office.

### AVAILABILITY OF PROSPECTUS – EC 49063 & 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. Prospectus will be reproduced and made available, upon request by parent or guardian, for inspection. The course catalog can be found at [www.lvusd.org](http://www.lvusd.org) in the General Information section. Please contact the Director of Instruction for a copy of the prospectus.

### Career Counseling & 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.

### Advanced Placement/International Baccalaureate Exam Fees – EC 52242
Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact the Assistant Principal for information.

### 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

| Additional Req. | 70 additional elective credits | 70 credits | 1 year academic elective College Prep, Honors, or AP (Total earned credits: 150; 70 earned during 11th and 12th grade) | 1 year academic elective College Prep, Honors, or AP |
(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 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 to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/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/guardian may opt out the student. Once a 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. All grade 12 students’ GPA will be sent to CASC by October 15th of a pupil’s grade 12 academic year.

FIELD TRIPS
Instructional field trips are important learning experiences and are carefully planned and given thorough consideration. All trips must be approved by the principal, and overnight trips require the approval of the Board of Education. School rules apply on all field trips. No student shall be excluded from a field trip because of a lack of sufficient funds.

STUDENT PLACEMENT
Grouping:
Students are to be assigned classrooms by the principal or designee, giving consideration to class size, age, maturity of the student, teacher recommendation, past performance scholastically, test results, and any other applicable factors.

Waivers For Prerequisites In Secondary Honors And Accelerated Courses:
Parents, on behalf of their students, may request a waiver from any secondary school for the purpose of enrolling in an honors or accelerated course in which the student has not met course prerequisites.

The Board of Education has adopted procedures detailing:
● timelines for waiver consideration
● communication procedure to students and parents regarding waiver information
● requirements for waiver approval

Grading/Progress Reporting:
It is essential that the schools keep parents and guardians informed as to their child’s progress. This shall be accomplished by parent conferences and by progress reports / report cards on a regularly scheduled basis. When grades are given for any course of instruction, the grade shall be determined by the teacher of the course and the determination of a student’s grade by the
teacher, in the absence of mistake, fraud, bad faith, or incompetency, shall be final. Parent initiated conferences start with the parent calling the teacher(s) or counselor and requesting a parent/teacher conference.

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

PROHIBITED INSTRUCTION
Items of prohibited instruction shall conform to the Education Code including the following:

- No teacher shall give instruction or shall a school district sponsor any activity which reflects adversely upon persons because of their race, color, creed, sex, age, national origin or ancestry.
- No textbook or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race, color, creed, sex, age, national origin or ancestry.
- Nothing in this section shall be construed to prevent or exclude references to religion or references to or the use of religious literature, art or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.
- No teacher shall advocate or teach communism with the intent to indoctrinate or to inculcate in the mind of any pupil a preference for communism.
- In prohibiting the advocacy or teaching of communism with the intent of indoctrinating or inculcating a preference in the mind of any pupil for such doctrine, the policy does not intend to prevent the teaching of the facts about communism. Rather, the policy intends to prevent the advocacy of, or inculcation and indoctrination into, communism as is hereinafter defined, for the purpose of undermining patriotism for, and the belief in, the government of the United States and of this state.
- For the purposes of this section, communism is a political theory that the presently existing form of government of the United States or of this state should be changed, by force, violence, or other unconstitutional means, to a totalitarian dictatorship which is based on the principles of communism.

EXEMPTIONS FROM INSTRUCTION
Religious Conflicts:
Any student and/or parent or guardian who finds any part of the required instructional program to be in conflict with the student’s religious beliefs may request an exemption from that instruction. Whenever an exemption is granted the student shall be scheduled into a similar and appropriate substitute activity.

Sexual Health and HIV/AIDS Prevention Education:
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.
The Las Virgenes Unified School District will provide instruction in comprehensive sexual health education, HIV/AIDS prevention education, and/or will conduct assessments on pupil health behaviors and risks in the coming school year.
Parents or guardians may:
1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV/AIDS prevention education
2. Request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
3. Request a copy of Education Codes 51930 through 51939
4. Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by District personnel or outside consultants
5. When the District chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, to be informed of:
   a. The date of the instruction
   b. The name of the organization of affiliation of each guest speaker

Physical Education Instruction:
Any student and/or parent or guardian who finds the student’s physical condition prohibits participation in the physical education program may request an exemption from that required instruction.

Harmful or Destructive Use Of Animals In The Classroom:
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 & 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.

**USE OF INTERNET & OTHER ON-LINE SERVICES**

While on District campuses, users are subject to supervision by site and/or District faculty and staff. While the District will make every reasonable effort to monitor and supervise activities so that they are appropriate educational uses of technology, the District cannot guarantee that students will at all times be precluded from material that may not be suitable for their use.

While off campus, parents must supervise the internet use by their child. The district does not provide any supervision, filtering, or safety tools for technology outside of school campuses/networks.

It is the responsibility of each user and their parent or guardian to honor the use restrictions of the District and help enforce appropriate use of District technology service and online access.

**PLEASE BE ADVISED THAT ALL STUDENTS MUST SIGN AN INTERNET USE AGREEMENT WHICH SETS FORTH PENALTIES RANGING FROM SUSPENSION/TERMINATION OF TECHNOLOGY USE TO EXPULSION AND CRIMINAL PROSECUTION FOR VIOLATION OF DISTRICT POLICIES AND REGULATIONS REGARDING SUCH USE.**

Please review the LVUSD Acceptable Use Policy on the next page and on the LVUSD website under Technology.
STUDENT ACCEPTABLE USE POLICY

Use of Las Virgenes Unified School District technology is intended to support your academic success. You must read and agree to follow the technology rules below to use your network account.

The Las Virgenes Unified School District, LVUSD, has a strong commitment to providing a quality educational curriculum for its students, including access to and experience with technology. LVUSD’s goals for technology in education include promoting educational excellence in schools by facilitating resource sharing, innovation, and communication, providing appropriate access to all students. LVUSD supports critical and creative thinking, fully integrating technology into the daily curriculum, and preparing students and educators to meet the challenge of a highly technological and information-rich classroom and workplace.

LVUSD recognizes that curricular technology can enhance student achievement. In support of this, LVUSD provides a wide range of technological resources, including Internet access, to its students for the purpose of advancing the educational mission of LVUSD.

Students waive any right to privacy or confidentiality to material that was accessed, created, sent or stored using LVUSD technology or a LVUSD provided network account.

LVUSD provides students with access to technology and the Internet. Through the Internet, students may have access to applications, databases, web sites, and email. Students are expected to use the technology and the Internet responsibly for school related purposes.

In compliance with California legislation, the Federal Program E-Rate, and the Children’s Internet Protection Act, LVUSD addresses the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; avoiding plagiarism, and providing for the educating of minors about Internet safety. This also includes appropriate online behavior, interacting with other individuals on social networking sites, chat rooms, cyber bullying awareness and response, protecting online privacy, and avoiding online predators.

Students are expected to follow current legal regulations, the rules set forth in this policy,
and the student disciplinary code. Board Policies and Administrative Regulations will govern all use of technology. For clarification of other related student policies and consequences including suspension or expulsion that may result from misuse, please refer to your student handbook and/or the LVUSD website.

As a condition of the right to use LVUSD technology services, students understand and agree with the following:

**I will use technology resources responsibly:**
- I will use the Internet and other technology resources for academic activities.
- I will store or transmit only educationally appropriate materials.
- I will not use LVUSD technology for commercial purposes or to offer or provide products or services through LVUSD technology.
- I will not intentionally use technology resources to violate LVUSD policies, federal and/or state laws.
- I will not intentionally access and/or store inappropriate information, including, but not limited to the following: material that is obscene; child pornography; material that depicts, or describes in an offensive way, non-instructional violence, nudity, sex, death, or bodily functions; material that has been designated as for adults only; material that promotes or advocates illegal activities; material that promotes the use of alcohol or tobacco, school cheating, or weapons; or material that advocates participation in hate groups or other potentially dangerous groups.
- I will not participate in unacceptable behaviors including but not limited to: personal attacks, harassment or bullying another person; creation and transmission of offensive, obscene, or indecent material; creation of defamatory material; plagiarism; infringement of copyright laws, including software, published texts, and student work; political advocacy and/or religious proselytizing; transmission of commercial and/or advertising material; and creation and transmission of material which a recipient might consider disparaging, harassing, and/or abusive based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, and/or political beliefs.

**I will use technology resources safely:**
- I will not share my password with anyone. LVUSD will not ask for your passwords.
- I will not give out my name, picture, address, e-mail, or any other personally identifying information online.
- I will only access social networking and collaborative web sites, blogs, or post to Internet sites supporting the educational objectives of the school.
I will use technology resources respectfully:

- I will not deliberately attempt to harm or destroy data on any system on the network or Internet.
- I will not damage equipment or inappropriately alter settings.
- I will not inappropriately alter any other users' files.
- I will not log in through another person's account or access another person's files.
- I will not attempt to gain unauthorized access to the LVUSD network or to any other system using the LVUSD network.
- I will not go beyond my authorized access.
- I will not circumvent (i.e., use proxies) LVUSD Internet filters.
- I will not disclose names, personal contact information, or any other private or personal information about other students.
- I will not use the LVUSD network to engage in any unlawful activity or to threaten the safety of any person.
- I will not use threatening, obscene, profane, lewd, vulgar, rude, inflammatory or disrespectful language.
- I will neither transmit nor post information that could cause disruption to my school or any other organization while using LVUSD technology.

I will use technology resources in a manner that respects the intellectual property of others:

- I will respect the rights of copyright owners in my use of materials.
- I will not install, store, or distribute unauthorized copyrighted software or materials.
- I will properly cite sources for material that is not my own.

I understand that:

- By accepting these terms and conditions, I waive any right to privacy or confidentiality to material created, sent, accessed, or stored using LVUSD technology or a LVUSD provided network account.
- LVUSD personnel have the right to review any material sent, emailed, accessed, or stored through LVUSD technology or a LVUSD provided network account.
- My use of the Internet will be monitored, as required by federal law. LVUSD’s monitoring of Internet usage can reveal all activities I engage in using the LVUSD network.
- LVUSD personnel can remove any material that it believes may be unlawful, obscene, indecent, harassing, or otherwise objectionable at any time.
- LVUSD does not promise that the functions of the Internet service will meet any specific expectation I may have, or that the Internet service will be error-free or uninterrupted.
- LVUSD administrators have the final say on what constitutes a violation of the Acceptable Use Policy. Violations include, but are not limited to, all bulleted points in this agreement.
In the event there is a claim that I have violated this policy or the student disciplinary code in my use of LVUSD Network, I will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary code and/or District Policy.

- LVUSD will not be responsible for any damage I may suffer, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people.
- LVUSD will not be responsible for the accuracy or quality of the information obtained through the system. LVUSD accepts no liability relative to information stored and/or retrieved on LVUSD-owned technology resources.
- LVUSD will not be responsible for financial obligations arising through unauthorized use of the system.
- My parents can be held financially responsible for any harm that may result from my intentional misuse of the system.
- Although LVUSD will make a concerted effort to protect me from adverse consequences resulting from use of LVUSD technology resources, I must exercise individual vigilance and responsibility to avoid inappropriate and/or illegal activities.
- LVUSD accepts no liability for private-owned technology resources used on LVUSD property.

Student Name: ___________________________ Student Signature: ___________________________

School: ___________________________ Date: ___________________________

Parent Name: ___________________________ Parent Signature: ___________________________

The California Assessment of Student Performance and Progress (CAASPP)
Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California’s schools, now called the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system is based on the new California Common Core State Standards (CA CCSS) for English–language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards. The primary goal of the new statewide testing program is to better prepare all students for college and careers in the twenty-first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP. Per CA Ed Code 60615, parents and/or guardians may choose to opt their children out of any or all of these assessments via written request.
California High School Exit Examination (CAHSEE):
The California High School Exit Exam (CAHSEE) has been suspended for any pupils completing grade 12 through the 2018-19 school years. All schools, including state special schools, are to grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.
Child Nutrition is a service-oriented department within the District. Every school has a cafeteria program which give major emphasis to serving complete and nutritious meals to students and employees. The meals are at the lowest possible cost.

**NUTRITIONAL GUIDELINES**
The Child Nutrition Department analyzes all food items for sale in the cafeterias. Foods served at the school campuses meet state and federal nutritional guidelines for a healthy diet consisting of foods that are lower in fat, sugar and sodium. In a continuous effort to provide healthier meals, food items for sale in our cafeterias do not contain artificial trans fats.

**FOOD ALLERGIES/SPECIAL DIETARY NEEDS**
Substitutions to a school meal pattern are available for students unable to eat school meals because of their disabilities, when a licensed physician certifies that need. Menus can be planned to accommodate your student’s medical and food allergy requirements. Medical food request forms and information detailing menu analysis, carbohydrate counts, etc, are available on our website: [www.lvusd.org](http://www.lvusd.org) or by contacting Child Nutrition Services.

**NATIONAL SCHOOL LUNCH PROGRAM**
Las Virgenes School District participates in the National School Lunch Program. The objective of the program is to provide nutritionally sound meals at an affordable price. The school meals are designed to provide one-third of a student’s recommended daily allowance (RDA). The meal pattern has five components: meat/meat alternate, fruits, vegetables, grains and fluid milk as a beverage.

The lunch program is available to all enrolled students. Free or reduced price meals are available to those students who qualify for according to specified family size, income standards, and who complete the required application. Applications are available at the school office or at the Child Nutrition office. You may also print an application from our website [www.lvusd.org](http://www.lvusd.org) (click on the Departments tab, select Nutrition, click to go to the Child Nutrition webpage.)

There shall be no discrimination in the furnishing of free or reduced price meals because of race, religion, source of family income or for any other reason.
PAYMENT FOR MEALS
Payments for meals can be in cash, check or by establishing a credit/debit card account through www.paypams.com.

SACK LUNCHES
Cafeterias offer sack lunches for any event that takes students off site during their regular lunch period. Pricing for the sack lunches is the same as the cafeteria’s hot lunch and is deducted from the student’s account just as they were eating in the cafeteria. Students receiving free or reduced priced lunches also qualify to receive a sack lunch.

ENVIRONMENTAL STEWARDSHIP
As part of the District commitment to environmental stewardship, the District encourages parents and students to use reusable beverage and lunch containers rather than disposable or plastic items.

CLASSROOM CELEBRATION MENU
The District encourages staff, students and parents to use healthy food items or non-food items as part of classroom parties.

In support of the Local District Wellness Policy, Child Nutrition has a celebration menu that is available to staff and parents. Please contact Child Nutrition Services for more information.

HEALTHY FOOD RULES FOR ALL SCHOOL FUNDRAISING
Federal and state regulations, effective July 1, 2014, require that all food and beverages sold to students on a school campus meet strict nutritional guidelines governing calorie counts, sodium levels, trans fats and whole grains.

These regulations are aimed at improving the health of children, teaching students a lifelong lesson about good nutrition and prompting fund-raising groups to consider healthy ways to bring in donations.

These rules apply to all food sold to students before school, during school and through one half-hour after the end of after-school programs and to all foods sold for the purpose of fundraising.

The regulations define “sold” as the exchange of food for money, coupons, vouchers or order forms on a school campus.

For more information visit www.lvusd.org and on the ‘Departments’ tab, select Nutrition.
PARENT-TEACHER CONFERENCES
Every fall and spring, elementary schools schedule conference days, and parents are notified well in advance of the dates and times. Parents are asked to be punctual to their scheduled parent-teacher conferences, and if you cannot come at a scheduled time, please arrange an alternate time with the teacher.

Parent Initiated:
Parents may have questions about a variety of issues concerning their child. If so, please call the school to arrange a meeting with the appropriate staff member.

If you desire a conference with more than one of your high school or middle school student’s teachers, please contact your child’s teacher(s) or counselor.

Teacher Initiated:
Parents may be contacted by their child’s teacher to come to school for a conference. These requests are usually prompted by a need to discuss the child’s progress, behavior, or other concerns the teacher may have.

PARENT RIGHTS
Parents have the right to:
● Visit their child's classroom to observe activities. The time and date of the visitation must be arranged in advance with the school.
● Request a conference with their child's teacher(s) or the principal. Contact the teacher(s) or counselor to schedule a date and time convenient to all participants.
● Volunteer their time and resources to improve school facilities and programs. Contact the school to determine the terms and conditions of this service.
● Be notified in a timely manner if their child is absent from school without permission.
● Be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests. (Under state law, parents may request that the child not participate in the statewide tests.)
● Request that their child be enrolled in any school in the District's boundaries. However, the District is not compelled to grant the request.
● Be assured of a safe and supportive learning environment for their child.
● Examine the curriculum materials of the class or classes in which their child is enrolled.
● Be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.
● Access their child's records and question anything they feel is inaccurate, misleading, or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.
● Preclude release of directory information regarding their child.
● Receive information regarding the academic standards their child is expected to meet.
● Receive written notification of school rules, attendance policies, dress codes, and procedures for school visitations.
● Receive information on all psychological testing recommended for their child.
● Participate as a member of a parent advisory committee, school-site council, or site-based management leadership team in accordance with established rules and regulations for membership. Parents also have the right to attend at least two meetings per year scheduled by the school to get information on school issues and activities.
● Work in a mutually supportive and respectful partnership with the school to help their child succeed. The governing board of each school district shall adopt a jointly created policy that outlines how parents and guardians, school staff, and students may share the responsibility for the intellectual, physical, emotional, social development, and well-being of the student.

PARENT VOLUNTEERS/GETTING INVOLVED
We encourage parents to participate in the schools in a variety of ways:
• Become a member of a District advisory committee.
• Volunteer to work in your elementary child’s classroom.
• Help out in the school office or library.
• Become an active member of a Parent / Faculty Group (PTA, PFC, etc.)
• Talk to your child’s principal about other ways to be involved.

“BACK TO SCHOOL NIGHT” AND “OPEN HOUSE”
Every school has regularly scheduled evenings for parents to visit the schools. In the fall, the “Back to School Night” allows parents to visit the classrooms and listen to the teachers discuss the expectations and curriculum for the year. In the spring, “Open House” is less formal, and provides a chance for parents to look at what the students have accomplished during the year. Open House at the high school level will include information on the transition from grade 8 to grade 9. Check your school’s website for information.

VISITING THE SCHOOLS
Our schools are safe and exciting places for our students. We strive to keep them that way. To provide safety for our campuses, we require ALL visitors to check in with identification at the school office before entering a classroom or visiting campus. Access to the campus and or a classroom may be limited in order to minimize interruptions to the instructional program.
CUSTODY ISSUES
Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student’s welfare in question will be handled at the discretion of the site administrator or designee. Should any situation become a disruption to the school, 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.

PRIVATE TUTORING - BOARD POLICY 4137
The Board of Education expects teachers and other members of the instructional staff to make every effort to resolve students' learning problems at school before recommending that parents/guardians engage a tutor or other professional help. By maintaining a competent, dedicated staff and adequate instructional resources, the Board seeks to minimize the need for individual tutoring.

To preclude conflicts of interest, teachers may not accept any kind of remuneration for private tutoring of a student enrolled in any of their classes. Teachers who tutor other students must perform this service outside of school facilities unless rental of school facilities has been arranged with the District and make their own arrangements with parents/guardians for the fees to be charged. The Board encourages teachers to tutor only in subjects or grade levels for which they are certificated.

SUMMER SCHOOL
The LVUSD Board of Education recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. The services provided during summer school shall be comparable in standards, scope and quality to the educational program offered during the regular school year. Seniors, who in June will be 10 units short of graduation, will be offered classes to complete their graduation requirements. Student’s with an IEP, where Extended School Year is indicated, will receive that service.

NOTE: Prior approval from the school counseling and administration is required for all courses taken outside of the Las Virgenes Unified School District. Outside courses must be from a WASC accredited program and UC approved to be accepted by LVUSD.
FEDERAL/STATE FUNDED PROGRAMS
The District receives state and federal funds which are used in grades K - 12 to assist pupils with identified needs. Each school develops a plan detailing how these funds will be used at the site. The school staff, parents, and students (at the secondary level) participate in the development and evaluation of these plans.

PROGRAMS FOR STUDENTS WITH EXCEPTIONAL NEEDS
Special Education services are provided for students with exceptional needs per their Individualized Education Program (IEP). Special Education students are integrated into the general educational program to the greatest extent possible. General education curricula are used along with supplemental materials and differentiated presentation methods as needed to support students’ progress in meeting California State standards in all Special Education classrooms.

Eligibility for special education and related services is determined by the IEP team and is based on the results of a multi-disciplinary assessment.

Parents are encouraged to discuss concerns regarding educational performance with their child’s teachers and/or principal. This conference may generate a review by a Student Study Team (SST) and may lead to a formal assessment by an IEP team. Parents are active participants in this process.

GIFTED AND TALENTED EDUCATION (GATE)
The Las Virgenes Unified School District will actively encourage all gifted and talented students to achieve their maximum potential both in school and community settings. The District’s mission is to provide the highest quality educational program utilizing the creative and efficient use of all financial and organizational resources available.

Elementary: All students will receive instruction at their level with differentiation provided throughout the student’s day. The Response to Intervention Model (RtI) utilized by Las Virgenes teacher’s addresses all students at their own academic level and provides challenging work for students at the highest levels. Through the use of ongoing progress monitoring, students receive instruction based on demonstrated abilities in core curricular areas. Schools will be given a small budget for curricular materials for the high achieving students. These
budgets will be approved and monitored by the School Site Council.

**Middle School GATE**
For middle school students, LVUSD offers a gifted program for 6th, 7th, and 8th grade that serves the entire District. It is located at A.E. Wright Middle School. Placement in the gifted program is based on a parent self-referral and an intelligence test. The gifted program teachers receive special training to address the intellectual and social-emotional needs of gifted learners and to provide an appropriately differentiated curriculum. This program also provides regular intellectual peer interaction. Articulation between this class and the general education program ensures that no skills or core content areas are omitted from the curriculum and that students have access to all school services. The California Program Standards for Gifted students are followed. They are:

- Differentiated curriculum that meets or exceeds state core curriculum standards
- Abstract, conceptual, intuitive, and metaphorical thinking
- Advanced content
- Authentic and appropriate products
- Depth and complexity of content
- Advanced or accelerated pacing of content
- Novelty (unique and original expressions of student understanding)
- A development of ethical standards
- A development of positive self-concepts, sensitivity, and responsibility to others, and contributions to society
- Compacted curriculum (omitting curriculum that has previously been mastered)
- Appropriate modes of learning including: inquiry, self-directed learning, discussion, debate, and metacognition

In addition to the gifted classroom, each middle school will address the needs of high achieving students through Honors classes in Language Arts and Social Studies as well as leveled math classes. The curriculum, which includes extensive writing, demands that students entering 6th grade honors are reading and writing above grade level in order to be successful. In addition, they should have excellent work habits and strong organizational skills.

**High School:** High School GATE students may participate in a variety of programs including International Baccalaureate, community college partnerships, career pathways, independent study/Las Virgenes Academy, honors classes and advanced placement classes. Student academic performance is the primary criteria for acceptance and placement in these programs. A high school advisor is available at each campus to meet with GATE students. GATE advisors also plan for special events and programs for GATE students.
OUTDOOR EDUCATION
Students in fifth grade are given the opportunity to participate in the district sponsored Outdoor Education Program. Students stay at King Gillette Ranch in the Santa Monica Mountains for five days and four nights. Environmental education is the focus of the teaching while at camp, as well as learning how to increase self confidence through team-building activities. This is a fee-based program.

COLLEGE AND CAREER READINESS
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.

In order to attend a community college, students must be a high school graduate or 18 years of age. In order to attend a CSU, students must complete 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. In order to attend a UC, students must meet specific coursework, GPA, and test score requirements; rank in the top three percent at a participating high school; or, qualify by examination alone. Students may also transfer to a CSU or UC after attending a community college. For more information on college admission requirements, please refer to the following webpages:

www.cccco.edu - This is the official website of the California Community College system. It offers links to all of the California Community Colleges.
www.assist.org - This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
www.csumentor.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 massive website offers information regarding admissions, online application, and links to all UC campuses.

Students may also explore career options while they are still in school through Career Technical Education (CTE) classes (previously identified as the Regional Occupational Program). These programs and classes focus on career preparation and/or preparation for work. The programs and classes are integrated with academic courses in Career Pathways that also support academic achievement. CTE offers high school students a chance to explore a career field before making a commitment to a career or a college major. Through many of the classes, students have the opportunity to learn job skills at an actual job site or in a simulated work environment. The high schools offer a variety of classes in industry sectors as diverse as Arts, Media & Entertainment; Business & Finance; Education; Engineering; Fashion Merchandising & Design; Information Technology; Hospitality; Marketing & Sales and more. All CTE classes’ award high school credits that count towards graduation requirements. CTE classes are offered during the regular
school day, after school or, occasionally, in the early evening and Saturdays.

**ADVANCED PLACEMENT CLASSES**
Students at either of the comprehensive high schools, who have met the eligibility prerequisites, are eligible to enroll in Advanced Placement classes. Students who are currently enrolled in Advanced Placement classes may be eligible for financial assistance from the California Department of Education to meet the costs of the AP examination.

**ONLINE LEARNING**
LVUSD offers online learning opportunities to secondary students for credit recovery and for limited acceleration. Credit recovery is for students who have not passed a particular course and wish to take it again in an online setting. There are also opportunities for students to advance ahead of grade level with no more than one online course per semester. Class availability is subject to enrollment. Testing and final exams shall be administered under the supervision of the certificated teacher of record. For more information contact your student’s counselor.
EXPECTED STUDENT BEHAVIOR
All students are expected to comply with school regulations, to pursue the required course of study, and to accept the reasonable authority of the principal and the school staff. Students in route to or from school or in attendance at school functions are subject to the authority of the school.

Students are not permitted to visit prohibited websites while on District property or using District equipment. (See Student Acceptable Use Policy)

School staff members are expected to exercise a reasonable enforcement of school regulations and are responsible for counseling students regarding potential deficiencies or problems. The staff also has a responsibility, whenever possible, to notify parents of potential deficiencies or problems.

Behavioral infractions may result in detention, suspension from class or school, assignment to the Saturday Work Program, or expulsion.

The Superintendent or Principal may use discretion to provide alternatives to suspension or expulsion, including counseling or an anger management program.

Freedom Of Speech And Expression:
Students of the District have the right to lawful assembly, to exercise free speech and personal expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges and other insignia. These rights, in the context of the public school, must be exercised within reasonable limits to ensure that such exercise does not disrupt or interfere with the normal education of other students.

Circulation of Petitions, Circulars, Newspapers and Other Printed Matter:
Students shall be allowed to distribute petitions, circulars, leaflets, political literature, newspapers, and other printed matter subject to the following specific limitations:

Time of distribution shall be: limited to the hours before school begins, during the recess, nutrition, and/or lunch periods, and after school is dismissed.
Manner of distribution shall be such that:
• Coercion is not used to induce students to accept the printed matter or to sign petitions;
• Funds or donations are not collected for the material distributed;
• Materials to be distributed shall be submitted to the designated school official in a reasonable period of time prior to such distribution. Approval or disapproval of such distribution shall be indicated within three school days. The official may limit the number of students or group of students who may distribute materials in any one day;
• Materials are not left undistributed or stacked for pickup while unattended at any place in the school or on school grounds;
• Buttons, badges, and other insignia of symbolic expression: Students should be permitted to wear buttons, badges, arm bands, and other insignia as a form of expression, subject to the hereinafter mentioned prohibitions;
• Bulletin Boards: Students shall be provided with bulletin boards for use in posting student materials on campus locations convenient to student use;
• Lawful Assembly: Students shall be allowed to rally or assemble during the time periods previously designated for the distribution of printed materials.

In the exercise of the student rights described above, no student shall distribute materials, wear buttons or other displays, nor post notices or other materials, or otherwise use expression (written or verbal) which:

  • are obscene to minors according to current legal definitions
  • are libelous or slanderous according to current legal definitions
  • incite students so as to create a clear and present danger of the imminent commission of unlawful acts on school premises, or of the violation of lawful school regulation, or of the substantial disruption of the orderly operation of the school
  • express or advocate racial, ethnic, political, or religious prejudice so as to create a clear and present danger of imminent commission of unlawful acts on school premises or of the violation of lawful school regulations, or of the substantial disruption of the orderly operation of the school;
  • are distributed in violation of the time, place and manner requirement.

**ELECTRONIC LISTENING OR RECORDING DEVICE – EC 51512**
The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

**LASER POINTERS – PC 417.27**
No student shall possess a laser pointer on any elementary or secondary school premises, unless possession is for valid instruction. This section further prohibits directing the beam of a laser pointer into the eyes of another, or the driver of a moving vehicle, or into the eyes of a guide
IMITATION FIREARM – PC 12550, 12556
A BB device can be considered an imitation firearm. The Penal Code makes it a criminal offense to openly display or expose any imitation firearm in a public place, including a public school.

SUBSTANCE ABUSE POLICY
The Board of Education recognizes the serious substance abuse problems, including but not limited to illegal/unhealthy drug, alcohol and tobacco use in our community and society. This is a problem that endangers all segments of our educational community, including students, parents, and District personnel. The problem of substance abuse adversely affects the ability of all people to function at their highest potential physically, emotionally, intellectually and socially in both the school and community environments.

The Board of Education is responsible for strengthening existing policies and adopting new policies, regulations, and procedures that assist in the development, implementation, and maintenance of a comprehensive drug-alcohol-tobacco abuse prevention, intervention, and suppression program of the highest possible quality consistent with the latest research and laws governing substance abuse programs.

LVUSD policies convey a no-use philosophy; address the risk factors identified through research; promote a healthy self-esteem; promote a student-school-community partnership; promote a safe school environment; encourage a non-punitive alternative for self-referral; promote the establishment of student assistance programs; promote a healthy exchange of information between students, parents, school personnel and other supporting agencies through the protection of confidentiality at all times; promote staff training, parent education and proper involvement of law enforcement personnel. At all times, existing school district policies, procedures, and school, civil and health codes must be upheld.

Enforcement/Discipline:
The Board of Education authorizes the Superintendent or designee to take appropriate action to eliminate possession, use and sale of alcohol and other drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well being of students. Students possessing, selling, and/or using alcohol or other drugs or related paraphernalia will be subject to disciplinary procedures which may result in suspension or expulsion. School authorities may search students and school properties for the possession of alcohol and other drugs as long as such searches are conducted in accordance with law, board policy, and other administrative regulations.
CANINE DETECTION IN SECONDARY SCHOOLS
The District contracts with a private company to provide detection canines at the middle and high schools. The dogs arrive unannounced at the campuses throughout the school year. As funding allows, the canine detection program will be utilized to deter the use or possession of alcohol or other drugs, and weapons on secondary school campuses. The program will be utilized on a random basis and in accordance with the Education Code and other statutes. Under no circumstances are dogs allowed to sniff the person of a student, employee, or visitor to campus while on District property or at any District event.

DRESS CODE
The general atmosphere of a school must be conducive to learning. If a student’s general attire or appearance represents a danger to his/her health or welfare, or attracts undue attention to the extent that it becomes a disruptive factor in the school, the principal or his/her designee will ask the student to make the necessary changes. In the event the change does not take place in the time allowed, the principal or his/her designee will prescribe the necessary action to be taken by the school under the rules and regulations prescribed by the State Education Code and Board policies. In the interest of health, safety, cleanliness, decency, and decorum among students, the following regulations have been adopted by the Board of Education:

- In general, wearing apparel will be determined at the discretion of the parent. However, at any time when there is evidence that the choice of clothing, or a student’s appearance, endangers the student’s health or safety, or otherwise interferes with the educational process and mission of the school, the school will exercise its rights and responsibilities to intervene and take corrective action.
- Students are expected to follow all school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, proper foot protection or other similar requirements.
- In all matters relating to individual dress and grooming, students are required to exercise good judgment, exhibit responsible behavior, and endeavor to reflect respect for themselves, their school, and their community.
- The wearing of clothing, insignia, symbols, or adornments worn or carried on or about a student which may promote the use of any controlled substance, including but not limited to drugs, alcohol, or tobacco, is unacceptable.
- The wearing of clothing which implies or can be inferred as offensive, and/or vulgar words, pictures, or drawings, or for the sake of humor, includes phrases of a sexual nature, or phrases that have derogatory language regarding a person’s ethnic background, national origin, religious belief, sexual orientation, or disability is unacceptable.
- The wearing of clothing which represents any group, gang, organization, or philosophy which advocates violence or disruption, or has any history of violence or disruption of the objectives of the school’s instructional program is unacceptable.
• The wearing of clothing which is unduly revealing, or attire which detracts in any way from the educational mission of the school is unacceptable.
• Each school site shall allow for outdoor use during the school day, articles of sun protective clothing, including, but not limited to hats.

PROPERTY DAMAGE – EC 48904
Parents or guardians are 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, yearbooks, diploma, and transcript of the pupil until restitution is paid.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS   EC 48900, et seq.
The Education Code sets forth the offenses which constitute grounds for suspension and/or expulsion. A student who commits one of the following 21 offenses may be subject to suspension or expulsion:
• PHYSICAL INJURY - Caused, attempted to cause or threatened to cause physical injury to another person. §48900(a) (l)
• WILLFUL FORCE - Willfully used force or violence against another person, except in self-defense. §48900(a)(2)
• WEAPONS - Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous subject unless the pupil had obtained written permission to possess the item from a certificated school employee and the principal or the principal’s designee. §48900(b)
• CONTROLLED SUBSTANCES - Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any drug, alcoholic beverage, or intoxicant of any kind. §48900(c)
• CONTROLLED SUBSTANCES - Unlawfully offered, arranged, or negotiated to sell any drug, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a drug controlled substance, alcoholic beverage, or intoxicant. §48900(d)
• ROBBERY OR EXTORTION - Committed or attempted to commit robbery or extortion. §48900(e)
• PROPERTY DAMAGE - Caused or attempted to cause damage to school property or private property. §48900(f)
• THEFT - Stolen or attempted to steal school property or private property. §48900(g)
• TOBACCO USE - Possessed or used tobacco, or any products containing tobacco or nicotine products, not including use of possession of prescription products. §48900(h)
• OBSCENITY OR PROFANITY - Committed an obscene act or engaged in habitual profanity or vulgarity. §48900(i)
• DRUG PARAPHERNALIA - Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell drug paraphernalia. §48900(j)
• DISRUPTION - Disrupted school activities or otherwise willfully defied the valid authority
of school personnel engaged in the performance of their duties. §48900(k)
• RECEIVING STOLEN PROPERTY - Knowingly received stolen property or private property. §48900(l)
• Imitation Firearm - Possessed an imitation firearm, meaning any object so substantially similar to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. §48900(m)
• Sexual Assault - Committed or attempted to commit sexual assault or battery. §48900(n)
• Harassment of a Witness - Harassed, threatened or intimidated a student witness in a school disciplinary proceeding. §48900(o)
• Soma – Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. §48900(p).
• Hazing - Engaging in or attempting to engage in hazing as discussed in Section 32050 §48900(q). For purposes of the Education Code, “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, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
• Bullying – Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. For the purpose of the Education Code, "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 48900.3, directed toward one or more pupils that has or can be reasonably predicted to have the effect of: (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 his or her physical or mental health; (c) causing a reasonable pupil to experience substantial interference with his or her academic performance; or, (d) causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. §48900(r).
• Aiding or Abetting Physical Injury - Aiding or abetting the infliction or attempted infliction of physical injury to another person. §48900(t)
• Terroristic Threats - Terroristic threats against school personnel or school property valued in excess of $1,000. §48900.7
• Sexual Harassment - Sexual harassment committed by a student in grades 4-12. The conduct 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 on the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. §48900.2
• Hate Crimes - Hate violence committed by a student in grades 4-12. Caused, attempted
to cause, threatened to cause or participated in an act of hate violence as defined (i.e., race, color, religion, ancestry, disability, gender or sexual orientation). §48900.3

**• HARASSMENT OF STAFF/STUDENTS** - Harassment, threats, or intimidation by students in grades 4-12. Intentionally engaging in harassment, threats, or intimidation, directed against a staff member, pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of. §48900.4

**CIRCUMSTANCES WARRANTING EXPULSION - EC 48915(c)**

**Immediate Suspension and Mandatory Expulsion**-
If the principal or superintendent determines that a student has committed one of the following acts, he or she **must immediately suspend the student and recommend the student for expulsion:**

- Possessing, selling, or otherwise furnishing a firearm (Term of expulsion will be a minimum of one year.)
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault
- Committing a sexual battery
- Possession of an explosive

**Mandatory Recommendation of Expulsion: EC 48915(a)**
The principal or Superintendent **must recommend** expulsion for one of the following acts unless he or she finds that expulsion is inappropriate, due to the particular circumstance:

- Causing a serious physical injury, except in self-defense
- Possession of a knife or other dangerous object of no reasonable use to the student
- Unlawful possession of drugs except for the first offense for the possession of not more than one ounce of marijuana (other than concentrated cannabis)
- Robbery or extortion
- Assault or battery of a school employee

**Discretionary Expulsions:**
A student may be expelled for committing any offense enumerated in Education Code Section 48900(a)-(o), 48900.2, 48900.3, 48900.4, or 48900.7

**NOTE:** The purposes of Education Code §48900, “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 three and one-half inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed. Code §48915(g).

**NOTE:** Pupils may be suspended or expelled only for acts which are related to school activity or
CHOICES PROGRAM

The "Choices" Program is designed to provide an alternative to expulsion. It is supportive and educational rather than strictly punitive. Students who have violated the disciplinary guidelines regarding the use/possession of alcohol/illegal substances/drug-related paraphernalia as a first offense will have the following consequences:

- A five-day suspension from school.
- Suspension from any co-curricular activities/athletics for twelve weeks. Students may return to their co-curricular activity/athletics after twelve weeks providing all requirements of the "Choices" Program have been completed. Any exceptions to this policy may be appealed to the Assistant Superintendent of Education.
- Upon recommendation of the principal, ASB officers/commissioners may be removed from office for the remainder of the school year pursuant to rules and procedures governed by the ASB by-laws.
- Mandatory participation for eight weeks (eight 1 1/2 hr. sessions) in the "Choices" Program Student Group that will meet at least once per week and will include various assignments.
- Mandatory participation in a 12-step (four sessions) program concurrent with the "Choices" Program Student Group meetings.
- Mandatory participation in random "on demand" urine analysis/alcohol test. Students will be tested for the duration of the time they are enrolled in the Las Virgenes Unified School District. Results of the urine analysis/alcohol test will be given to the school and to parents.
- If at any time after the "Voluntary Consent to Discipline" is completed a student tests positive for alcohol/illegal substance, or avoids/tamper with the urine analysis/alcohol test, the student will receive an immediate suspension with a recommendation for expulsion.
- Mandatory parent participation is an essential component of the "Choices" Program. Parent(s) are required to attend a minimum of five scheduled parent support meetings during their student's enrollment in the eight week program. Two of these meetings will include students.
- Parent will attend two 12-step meetings to understand the 12-step process and their roles within the family structure.
Students referred to the CHOICES Program who are attending the Las Virgenes Unified School District on an interdistrict transfer permit will have their permit canceled and be referred back to their school of residence.

**SATURDAY WORK PROGRAM**
Students are given the opportunity to spend time on Saturdays at their respective secondary school sites as an alternative to suspension, depending on the nature and severity of their behavioral infraction.

**THE J-TEAM**
The Juvenile Intervention Team from the Lost Hills Sheriff’s Station provides a Parental Resource Program. They also offer assistance with Intervention, Drug Identification and Drug Symptomology. Call 818-878-1808 and ask for the J-Team.

**WE TIP**
All members of the community are encouraged to report suspicious activity and may do so by calling the District Office at 818-878-4000 or by using the anonymous reporting website wetip.com.

**ACADEMIC HONESTY - BP 5131.9**
The Board of Education believes that personal integrity is a fundamental element to being a successful student, both academically and socially. The Board's goal is to help support programs that develop a sense of honor, responsibility, respect, and integrity in all students. Responsibility is the quality of being accountable for our actions and accepting the consequences of those actions. Respect is treating others as we would like to be treated. Integrity is affirmed adherence to our values with or without the presence of others. The Board expects that staff and parents will work at each school site in establishing an environment which encompasses each of these virtues and traits thereby generating a sense of honor and pride in each of our students. School sites are encouraged to establish programs that support these efforts including practices and consequences that hold students accountable for individual acts of academic dishonesty. Students who are unclear about what constitutes academic dishonesty should ask their teacher. Anyone responsible for cheating or an act of dishonesty shall be penalized.
For the purpose of this policy, Academic Dishonesty shall include but is not limited to:

1. **Cheating**
   a. Copying from others and presenting the work as your own.
   b. Use of notes, "cheat sheets" (written, electronic, or any record containing answers, formulas, information, or notes of any kind), or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
   c. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
   d. Doing assigned work or taking an exam for another student, or permitting someone else to take an exam or do assigned work for you.
   e. Asking another to give you improper assistance, including offering money or other benefits.
   f. Asking for or accepting money or any other benefit in return for giving another improper assistance.
   g. Providing or receiving information about all or part of an exam, including questions and/or answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
   h. Altering a graded exam and resubmitting it for a better grade without teacher authorization.
   i. Gaining or providing unauthorized access to examination materials including teacher materials.
   j. Giving or getting improper assistance on an assignment meant to be individual work.

2. **Plagiarism**
   Plagiarism is defined as - "to steal and pass off (the ideas or words of another) as one's own: use (a created production) without crediting the source: to commit literary theft: present as new and original an idea or product derived from an existing source." (Webster's Ninth New Collegiate Dictionary)
   a. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes but is not limited to:
      (1) Using the services of any third party term paper assistance, including but not limited to internet sites.
      (2) Copying part or all of another person's paper and submitting it as your own for an assignment.
      (3) Working with others on an assignment without permission and representing the work as if it was completed independently.
   b. Submitting the same academic work for credit in more than one course without consulting all teachers involved.
   c. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
   d. Falsifying data.
3. **Other**
   a. Tampering with any official district records (attendance, grades, discipline) of any kind (electronic or otherwise) computer records or misrepresenting/ misreporting scores.
   b. Failing to promptly stop work on an exam when the time allocated has elapsed.
   c. Forging a signature and/or knowingly furnishing false information to a faculty member.
   d. Hoarding or damaging library materials with the intent of hampering access by others.

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty. (cf. 5144 - Discipline)

Note: Adapted from "Character Counts" program and Seaholm High School Honor Code.

Legal Reference: EDUCATION CODE 35291-35291.5 Rules Policy

LAS VIRGENES UNIFIED SCHOOL DISTRICT

adopted: February 27, 2001 Calabasas, California

revised: June 22, 2010

**HOW TO INSTILL ACADEMIC INTEGRITY IN YOUR SON OR DAUGHTER**

- Talk to your children about what it means to have integrity.
- Emphasize and demonstrate that you value integrity over grades.
- Reward honest effort even if it does not produce "A" work.
- Make sure your children understand that you do not expect perfection, only that they do their best!
- Mark a calendar with the dates of your children's exams, and make sure that they start studying several nights before each test.
- Do not do your children's homework for them; provide guidance, not answers, if asked.
- Monitor your children's time on the computer; block common term paper supply websites using the parental controls available through your Internet service provider or software designed for this purpose.
- Check your children's assignments before they turn them in.
- If your child is caught cheating, take immediate disciplinary action; also, find out why they cheated and take steps to remedy the situation.

**Camera Information**

As set forth in Board Policy 5131.5, the Governing Board of the Las Virgenes Unified School District has authorized the use of surveillance camera systems within the District. Parents,
guardians, visitors, students and staff to our campuses are advised that surveillance cameras may be located in various locations on district property, including common areas and general use locations. Cameras shall not be placed in areas where parents, guardians, visitors, students, staff, or community members have a reasonable expectation of privacy.

The District believes that reasonable use of surveillance cameras will help to support our goals for both our comprehensive safety programs and security.

Surveillance camera images may be used in disciplinary proceedings against either students or employees or both, and may be referred to law enforcement, as appropriate. To the extent that any images from the District's surveillance cameras create a student or personnel record, the Superintendent or authorized designee shall confirm that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulations, and any applicable collective bargaining agreements.

There is no sound recording device used with the District’s surveillance camera systems. Images are recorded 24 hours per day. Cameras are not monitored 24 hours per day and individuals should not expect immediate assistance by district personnel.

The Superintendent or authorized designee at each campus shall confirm that all surveillance camera images are accessed, retained, viewed, and disclosed only in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

**Open/Closed Campus**

**BOARD POLICY 5112.5**

The Board of Education establishes a closed campus at all district schools; however, junior and seniors who meet eligibility requirements may use lunch passes to leave campus during the lunch hour. The Board views this program as a way to improve and reward student academic achievement and attendance. Eligibility requirements are based upon academic performance and attendance standards. The open campus privilege may be revoked for junior and seniors.
who do not meet the eligibility standards.

Students shall not leave the school grounds at any other time during the school day without written permission of their parents/guardians and school authorities. Students who leave school or who fail to return following lunch without authorization shall be classified truant and subject to disciplinary action.

Any student who is found to be in violation of the above policy will be held accountable for his/her conduct. Violations may result in disciplinary action including: detention, Saturday work programs, referral to the Student Attendance Review Board (SARB), suspension, expulsion, arrest, and/or payment for damage and/or injuries caused by any unauthorized off-campus activity.

Parents should be aware that most schools within the District are not fully fenced. As a result, students who wish to leave campus without proper authorization may be able to do so. Parents are urged to discuss with their children the above policy and attendant consequences for failure to adhere to established rules at the school site. The District and school officials are not responsible for any student activity, injury, or damage that takes place as a result of unauthorized off-campus activities. Furthermore, California state law holds parents/guardians financially and legally responsible for the actions of their minor children.

Pursuant to Education Code 44808.5, the District has decided to permit eligible high school juniors and seniors to leave the school grounds during the lunch period. Neither the District nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.

Rights and Responsibilities Under Section 504, Title II, and Title IX

Under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Title IX of the Education Amendments of 1972, the District has adopted policies prohibiting discrimination on the basis of disability/handicap and sex (including sexual harassment). The District has also adopted procedures so that all discrimination complaints, whether oral or written, are promptly and fairly investigated. Findings will be made regarding each investigation.
According to state and federal law, the District is required to promptly and equitably respond to all complaints whether verbal or written in nature, including those complaints of sexual harassment, even if a formal complaint is not filed.

Steve Scifres is designated as the District’s Title IX Coordinator and Angie Falk is the District’s 504 Coordinator. (See Policy 181.01.) They may be contacted at:

4111 Las Virgenes Road  
Calabasas, CA  91302  
Phone: (818) 878-5212  
Fax: (818) 878-0601  
Email: sscifres@lvusd.org  
Email: falk@lvusd.org

EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES

Las Virgenes Unified School District

EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES
CODE OF CONDUCT CONTRACT

PHILOSOPHY:
The Board of Education recognizes that extracurricular/co-curricular activities, which emphasize the educational and social development and experiences of students, are an integral part of the overall learning experience. The District shall encourage and support student participation in extracurricular/co-curricular activities without compromising the integrity and purpose of the educational program. To encourage and support academic excellence, the Board requires students in grades 9-12 to earn a minimum 2.0 or “C” G.P.A., on a four-point scale, and not more than one “F” in order to participate in extracurricular/co-curricular activities. Student participants shall demonstrate a strong commitment to their activities by following all school rules and maintaining scholastic eligibility. Student participants are representatives of their respective schools, and should strive to be positive role models. This Code of Conduct Contract governs all students who choose to participate in extracurricular/co-curricular activities
sponsored by their high school.

**GENERAL DISCIPLINE:**
As a student representative of the Las Virgenes Unified School District high schools, student participants are expected to exhibit strong moral character and behave in a manner consistent with this Code and the rules and regulations of the Las Virgenes Unified School District. These standards will be in effect before, during and after school, as well as weekends, whether on or off campus. All rules apply during the entire school year.

**INFRACTIONS GOVERNED BY THE CODE OF CONDUCT CONTRACT:**
1. Severe or continued misbehavior                          Disciplinary Action 1, 2, or 3
2. Unsportsmanlike conduct                                  Disciplinary Action 1, 2, or 3
3. Use or possession of illegal drugs, alcohol or intoxicants  Disciplinary Action 3

**DISCIPLINARY ACTION FOR INFRACTIONS OF THE CONTRACT:**
Student participants in violation of this code will be disciplined and are subject to one or more of the following disciplinary consequences administered by school administration, coaches, co-curricular advisors, or a combination thereof:

1. Warning and probation.
2. Suspension from a game or activity and/or suspension from school.
3. Recommendation for expulsion from the school district. Immediate suspension from the team or extracurricular/co-curricular activity for a minimum of 12 weeks. Depending on individual circumstances, participation in an approved rehabilitation program may be recommended. Students with repeat offenses will be recommended for expulsion.

**ELIGIBILITY FOR PARTICIPATION:**
1. **Eligibility** - To be eligible, a student must have a 2.0 grade point average and no more than one fail grade in the previous report period. Eligibility is determined quarterly. Only one of the subjects can be physical education and school service/assistant classes do not count. Additionally, the student must be currently enrolled and passing at least 20 semester credits of new work and have passed 20 semester credits of work the previous semester to be eligible.

   **Probation** - The site committee may grant ineligible students a **one time ONLY** probation period of one quarter. To request an eligibility waiver, the student must have the support of the Head Varsity Coach/Advisor of the sport/activity for which the student is applying for eligibility. Without support from the Head Varsity Coach or Advisor, the waiver request will not go to committee, and the student will be ineligible for that grading period. **A student with 2 “F”s may not apply.** The waiver request must be presented to the appropriate Assistant Principal (activities or athletics), within
five (5) days of the student’s notice of ineligibility. The Assistant Principal will then convene a committee, which will include the Athletics or Activities Director, a Varsity Head Coach or Advisor, and the appropriate Assistant Principal, which will meet with the student and his/her parent or guardian to review and consider the appeal. The committee’s decision must be unanimous, and the student will remain ineligible until the committee has rendered its decision. **All committee decisions are final.**

2. **Behavior** - All student participants are expected to display responsible behavior, respect the rights of others and cooperate in abiding by school policies and rules.

3. **Attendance** – Student participants will attend all classes during the school day. A truancy from any class or classes will result in suspension from the next contest and if habitual, may be cause for suspension for the season. **NOTE:** Students must attend a minimum of four periods (2 block periods) the day of any extracurricular/co-curricular activity in order to participate in that activity, practice, contest, or performance. If the activity takes place on a Saturday or holiday, then the student will be required to attend four periods (2 block periods) on the preceding school day. An administrator must approve exceptions.

**STUDENT PARTICIPANT ACTIVITY EXPECTATIONS:**

1. **Pursuing Victory with Honor** - All athletes and their parents are required to sign the Athlete's Code of Ethics. This Code supports the sixteen principles that are the foundation of the Board and C.I.F. adopted Pursuing Victory with Honor program.

2. **Practice** – A student participant is expected to consult or telephone the coach/advisor if a practice or performance is to be missed. Head coaches and advisors are responsible for defining and enforcing their activity’s policy.

3. **On Trips** – A student participant’s appearance and conduct are expected to display pride at all times. Any misconduct may result in suspension from contests/performances. Student participants must travel to and from contests in transportation provided for and arranged by the school. Exceptions are injuries that would require alternate transportation or prior written permission arranged between the participant’s parent/guardian and an administrator. This is to be done two days before the requested exception date.

4. **Dropping a Sport or Activity** - No student participant may quit one extracurricular/co-curricular activity and go out during that same season for another without the mutual consent of both coaches/advisors.

**6TH PERIOD ATHLETICS:**
In order to be scheduled for Period 6 athletics, a player must be recommended by the coach of the team, the Director of Athletics, or the Physical Education Department Chairperson. Any player recommended and voicing consent to be placed in the athletic period also accepts without reservations, all the conditions set forth in the Co-Curricular Code.
APPEALS BY EXTRACURRICULAR/CO-CURRICULAR COUNCIL:
An extracurricular/co-curricular council will review all appeals regarding violations of this Code and Contract by participants. Students may have the opportunity to regain eligibility by successful completion of a reinstatement program approved by the extracurricular/co-curricular council. Eligibility will not be granted until the program is completed and written notification has been submitted.

PRIVILEGE OF PARTICIPATING IN EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES:
Because participation in extracurricular/co-curricular activities is a privilege extended to all, and not a basic right of all students, the school has the authority to revoke this privilege. It is each student participant’s obligation to become familiar with these policies. In addition, the student participant and one of his/her parents or guardians must sign a Code of Conduct Contract.

Athletics, Concussions and Head Injuries - EC 49475
A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district, charter school, or private school that elects to offer an athletic program must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider.

On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

LVUSD EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES E 6145 (e)
Code of Conduct Parent and Student Signatures*

*All students and parents are required to sign the Code of Conduct even though they may not currently be involved in an Extracurricular/Co Curricular Activity.
**EXTRACURRICULAR/CO-CURRICULAR ACTIVITIES AFFECTED:**

- Interscholastic athletics
- Outdoor Education Counselors
- Pep Squads
- Newspaper production activities
- Student government
- Yearbook production activities
- Class officers
- Musical groups & auxiliary units*
- Club officers
- Choral productions*
- Competitive Speech Activities
- Drama productions*
- Comedy Sportz
- Dance productions*

* Mandatory performance-based (graded) activities that are aligned to a course which satisfies the entrance requirements for admission to the California State University or the University of California are **exempt** from the LVUSD Code of Conduct Contract.

---

**I have read and fully understand and accept the conditions set forth in this Code of Conduct Contract.**

**Name of Student:** (please print)

Name of Student: ____________________________

Last Name: __________________________________________ First Name: __________________________________________

School: ____________________________ Grade: ____________________________

Signature of Student: ____________________________ (Date) ____________________________

Signature of Parent: ____________________________ (Date) ____________________________

Co-curricular activity or sport: ____________________________

Contact Information:

Street: __________________________________________
Uniform Complaint Procedures - BP 1312.3 - Community Relations

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, or immigration status 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 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 or designee shall initiate mediation. The Superintendent or designee shall confirm that mediation results are consistent with state and federal laws and regulations.

Uniform Complaint Procedures - AR 1312.3 - Community Relations

These procedures are adopted pursuant to 5 CCR 4600 et. seq., and apply to the filing, investigation and resolution of a complaint regarding an alleged violation of federal or state laws or regulations governing the following educational programs:

1. Adult Basic Education established pursuant to Education Code 8500-8538, 52500-52616.5.

2. Consolidated Categorical Aid programs as listed in Education Code 6400(a).

3. Migrant Education established pursuant to Education Code 54440-54445.

4. Vocational Education established pursuant to Education Code 52300-52480.

5. Child Care Development programs established pursuant to Education Code 8200-8493.

6. Child Nutrition programs established pursuant to Education Code 49490-49560.

7. Special Education programs established pursuant to Education Code 5600-56885, 5900-59300.

8. Complaints which allege unlawful discrimination on the basis of ethnic group identifications, religion, age, gender, color, race, national origin or physical or mental disability, in any program or activity conducted by the district, which is funded directly by or that receives or benefits from any state or federal financial assistance. If anyone district program or activity receives federal funding, then discrimination is prohibited in all district programs and activities under federal law.
These procedures do not apply to the following complaints which will be referred to the proper agency for investigation:

1. Allegations of child abuse - such allegations shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency

2. Health and safety complaints regarding a Child Development Program - such complaints shall be referred to the Department of Social Services for licensed facilities and to the appropriate child development regional administrator for licensing-exempt facilities

3. Complaints of discrimination involving Child Nutrition Programs administered by the State Department of Education from program participants or applicants, such complaints shall be referred to either Administrator, U.S. Department of Agriculture, Food and Nutrition Service or the secretary of Agriculture, in Washington. D.C. Discrimination complaints received by the district shall be immediately directed to the U.S. Department of Agriculture, Food and Nutrition Service, Western Regional Office

4. Allegations of fraud - such allegations shall be referred to the responsible State Department of Education Division Director and the Department's Legal Office

Definitions:

As used in these procedures, the definitions of terms are:

**Appeal** means a request made in writing to the State Superintendent of Public Instruction by a complainant requesting reconsideration or a reinvestigation of the district's decision.

**Complainant** means any individual including a person's duly authorized representative or an interested third party, public agency, or organization who files a complaint alleging violations of federal or state laws or regulations, including allegations of unlawful discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state or federal government; if any one district program or activity receives federal funding, then discrimination is prohibited in all district programs and activities under federal law.

**Complaint** means a statement alleging a violation of a federal or state law or regulation, which may include an allegation of unlawful discrimination. If the complainant is unable to put the complaint in writing due to conditions such as literacy or other disability, the district shall assist the complainant in the filing of the complaint.

**Complaint Investigation** means an administrative process used by the district for the purpose
of gathering data regarding the complaint.

**Complaint Procedure** means an internal process used by the district to process and resolve complaints.

**Days** means calendar days unless designated otherwise.

**Department** means the California Department of Education.

**Direct State Intervention** means the steps taken by the department to initially investigate complaints or affect compliance.

**Mediation** means a problem solving activity whereby a third party assists the parties to a dispute in resolving the problem. Mediation is used in special education cases only.

**State Mediation Agreement** means a written, voluntary agreement, approved by the Department, which is developed by the district and the complainant with assistance from the Department to resolve an allegation of noncompliance. (Used in special education cases only)

**Complaint Procedure:**

A complaint filed pursuant to this procedure shall be filed with the district's superintendent or designee who is located at the district office (4111 North Las Virgenes Road, Calabasas, CA 91302). Notification and all related communication relative to a Level I, Level II or Level III complaint shall be delivered in person, or United States Mail /or faxed to the school district headquarters at (818)-880-4200, or emailed to the following email address uniformcomplaints@lvusd.org. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the district's superintendent or designee shall assist the complainant in the filing of the complaint.

A complaint alleging unlawful discrimination shall be filed no later than six months from the date the alleged discrimination occurred, or date the complainant first obtained knowledge of the facts of the alleged discrimination.

Within five days of receipt of the complaint, the district's superintendent shall appoint a designee (if one has not already been appointed) to conduct the investigation, except that a complaint regarding child abuse shall be an individual who is not personally involved in the alleged conduct and who is knowledgeable about the laws/programs that he/she is assigned to investigate. The designee shall:

1. If the discrimination complaint has not been timely filed and if the complaint is subject to
the jurisdiction of the State Superintendent of Public Instruction, the designee shall deny the complaint and notify the complainant of his/her right to appeal to the SPI for an extension of time in which to file the complaint.

2. If the discrimination complaint is not covered by this procedure, the complainant shall be referred to the proper agency for filing, including a referral to the State Superintendent of Public Instruction or State Department of Education of any complaint that should properly be filed at that level.

3. Provide the complainant with a copy of the district's policy and appeal procedures advising complainant of those instances when a complaint can be filed directly with the State Superintendent of Public Instruction or with a state or federal administrative agency (e.g., DFEH, OCR).

4. If timely filed, proceed with the investigation of the complaint.

5. To the extent possible conduct the investigation in a manner that protects confidentiality of the parties and the facts, and protects the complainant from retaliation.

6. In cases involving special education issues, determine whether the complainant and the district representative will participate in (voluntary) mediation to resolve the complaint prior to a formal investigation.

7. In cases involving special education issues, obtain an extension of time, if appropriate, in order to conduct the mediation.

**Resolution of the Complaint**

Each complaint shall be investigated by the designee of the Superintendent who shall:

1. Provide an opportunity for the complainant or complainant's representative or both and the individual responsible for the alleged violation to present information (evidence) relevant to the complaint orally and/or by way of written documents.

2. Obtain statements from other individuals who were witnesses to the alleged violation or who can provide relevant information concerning the alleged violation.

3. Review documents that may provide information relevant to the alleged violation.

4. Prepare a written proposed decision for review and final action by the Board of Education.
a. The written decision shall contain the findings and disposition of the complaint, including corrective actions if any, the rationale for such disposition, notice of the complainant's right to the appeal the district's decision to the department within 15 days, and the procedures to be followed for initiating an appeal.

b. The decision shall be in English, and when necessary under the law, in the primary language or mode of communication of the complainant.

c. The decision shall also advise the complainant of the right to file a complaint independent of any appeal rights under this procedure directly with the California Department of Fair Employment and Housing (for employees only) or the U.S. Department of Education, Office for Civil Rights, as applicable.

d. The decision shall also notify the complainant that the complainant should consider consulting with an attorney (at the complainant's cost) to determine what civil law remedies may be available.

The Superintendent (or designee) shall:

1. Provide a copy of the proposed decision to the complainant and the district representative.

2. Place the matter of the proposed decision on the agenda of the Board.

3. Notify the complainant and his/her representative and the district representative of the date and time at which the proposed decision shall be reviewed.

4. Depending on the issue(s) involved and consistent with the law regarding public meetings, advise the complainant that the proposed decision will be heard in a closed session unless the object of the complaint, if an employee, or a student (under conditions set forth in Education Code 35146), or his/her representative requests a public hearing before the Board, except that any discussion at such meeting that might be in conflict with the right to privacy of any student other than the student requesting the public meeting or on behalf of the complainant, shall be in a closed session. If the matter involves a student then, whether the matter is considered at a closed session or at a public meeting, the final action of the Board shall be taken at a public meeting. The hearing shall include the right to present evidence and question witnesses.

5. Advise the complainant that he/she or his/her representative may be present at the meeting of the Board to present his/her views before deliberation by the Board.
6. Advise the complainant of his/her right to be present at the public meeting when the Board announces its determination regarding the proposed decision.

The Board of the District shall:

1. Adopt, modify or reject the proposed decision. As part of its decision making process the Board may direct further mediation as requested by the complainant or his/her representative; or it may use a hearing officer to conduct the hearing referred to above.

2. Advise the complainant in writing of the decision of the Board.
   a. The decision shall be in English, and when necessary under the law, in the primary language or mode of communication of the complainant.
   b. The written decision shall advise the complainant of his/her right to appeal the decision to the State Superintendent of Public Instruction within 15 days of the Board action and that the appeal should include a copy of the original complaint and the district's decision regarding the resolution complaint.
   c. The decision shall also advise the complainant of the rights to file a complaint independent of any appeal rights under this procedure directly with the California Department of Fair Employment and Housing (for employees only) or the U.S. Department of Education, Office for Civil Rights, as applicable.
   d. The decision shall also notify the complainant that the complainant should consider consulting with an attorney (at the complainant's cost) to determine what civil law remedies may be available.

Each complaint shall be resolved within 60 days of the receipt of the complaint unless the timelines have been extended by written agreement of the complainant.

Appeals

Upon notification by the State Superintendent of Public Instruction or other appropriate state or federal agency, the district shall forward a copy of the following documents to the State Superintendent/agency:

1. The original complaint

2. A copy of the district's decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered in the district's decision

4. A report of any action taken to resolve the complaint

5. A copy of the district's complaint procedures

6. Such other relevant information as the State Superintendent/agency may require

**Notice**

Written notice of the district complaint procedures shall be given annually to students, employees, parents/guardians of district students, the district advisory committee, school advisory committees and other interested parties (who have requested such information).

The notice shall be in English, and when necessary under the law in the primary language or mode of communication of the recipient of the notice.

The notice shall include the following information:

1. Complaints filed pursuant to this procedure shall be directed to the Superintendent or designee of the district

2. Complaints that should be directed to other agencies for investigation

3. Complaints that would be investigated directly by the State Superintendent of Public Instruction or other administrative agency

4. Timelines for filing discrimination complaints

5. The complainant's right to appeal to the State Superintendent of Public Instruction within 15 days, a complaint that has been decided by the district

6. Notification that potential complainants should consider consulting with an attorney to determine what civil law remedies may be available

7. The name, address and telephone number of the district official who should be contacted to obtain a copy of the district's complaint procedures or other information regarding this
Civil Law Remedies

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints (based on state law), however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to discrimination complaints based on federal law or injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint. For assistance you may contact:

Legal Aid Foundation of L.A.  (213) 640-3881
San Fernando Valley Neighborhood Legal Services, Inc.  (818) 896-5211
L. A. County Bar Association  (213) 627-2727

Other state or federal agencies that may receive complaints include:
Equal Employment Opportunity Commission
Office for Civil Rights
Department of Fair and Equal Housing

Sexual Harassment - BP 5145.7

The Board of Education is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

The Superintendent or designee shall provide students age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.
Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal, or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall take appropriate action promptly, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

**Sexual Harassment - AR 5145.7**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.

2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.

3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.

4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.
Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse of a sexual nature, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a student's access to educational tools
10. Displaying sexually suggestive objects

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980)
2. Be displayed in a prominent location near each school principal's office (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session as applicable (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. The investigation will include interviews with:
   a. The complainant
   b. The accused harasser
   c. Any other person(s) the principal or designee has reason to believe has relevant knowledge concerning the complaint

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
   a. The Superintendent or designee
   b. The parent/guardian of the student who complained
   c. The parent/guardian of the person accused of harassing someone
   d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
   e. Child protective agencies responsible for investigating child abuse reports
   f. Legal counsel for the district

4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused
person unless such help is provided.

5. In reaching a decision about the complaint, the principal or designee may take into account:

   a. Statements made by the persons identified above
   b. The details and consistency of each person's account
   c. Evidence of how the complaining student reacted to the incident
   d. Evidence of past instances of harassment by the accused person
   e. Evidence of past harassment complaints that were found to be untrue

6. To judge the severity of the harassment, the principal or designee may take into consideration:

   a. How the misconduct affected one or more students' education
   b. The type, frequency and duration of the misconduct
   c. The number of persons involved
   d. The age and sex of the person accused of harassment
   e. The subject(s) of harassment
   f. The place and situation where the incident occurred
   g. Other incidents at the school, including incidents of harassment that were not related to sex

7. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation.

8. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.
Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing staff inservice and student instruction or counseling
3. Notifying parents/guardians
4. Notifying child protective services
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Parent Rights: Special Education

These are your rights under state and federal law, as guaranteed under the Individuals with Disabilities Act (IDEA) – PL. 108-446 and related California Education Code. This document is for parents of students aged 3-18 years old who are being considered for or are receiving special education services. These rights apply to all foster parents and surrogate parents (appointed by the school district) acting on behalf of a special education student or a student being considered for special education. These rights are also for enrolled special education students between the age of 18-22 years old who have not yet obtained a high school diploma. You will be given these rights once a year, also upon initial referral, at assessment, and if you file a Notice of Due Process Complaint.

I. GENERAL RIGHTS

A. All children with disabilities have the right to a free appropriate public education.
B. To be eligible for this program, a child must be evaluated and found to have one of the following disabilities, and need special education and/or related services.
   ● Autism
   ● Deaf-blindness
• Emotional disturbance
• Hearing impairment (including deafness)
• Intellectual disabilities
• Multiple disabilities
• Orthopedic impairment
• Other health impairment
• Speech or language impairment
• Specific learning disability
• Traumatic brain injury
• Visual impairment
• Established medical condition (preschool only)

C. You have the right to receive this notice in your native language, unless it clearly is not feasible to do so, and written in an easily understandable manner. If your native language or other mode of communication is not a written language, the notice is to be translated orally or by other means to you. The local education agency (“district”) shall take steps so that you understand the content of the notice and shall confirm that written evidence exists that these requirements have been met.

II. RIGHTS RELATED TO PARENTAL NOTICE

A. Written prior notice to the parents of the child is required whenever the district proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education.

B. The notice shall include a description of the action proposed or refused by the district, an explanation of why the agency proposes or refuses to take the action, a description of any other options that the agency considered and the reasons why those options were rejected. It also will include a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action, a description of any other factors that are relevant to the district’s proposal or refusal, and a statement that the parents of a child with a disability have protection under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA).

C. The notice may be provided via the IEP or in separate format.

* A sample “Notice to Parent of Action” form is available on our website, under “SESP and IEP Forms/Pre-IEP” *

III. RIGHTS RELATED TO ASSESSMENT & REEVALUATION

A. Parents have the right to initiate a referral of their child for special education services.

B. If the district decides to assess, the parent shall be given, in writing, a proposed
Assessment Plan within 15 calendar days of the referral for assessment, not counting days between school sessions or days of school vacation in excess of 5 school days, from the date of receipt of the referral. An Assessment Plan shall be developed within 10 days after the start of the new regular school year when a referral was made 10 days or less prior to the end of the regular school year. For pupil school vacations, the 15 day timeline continues when the regular school year reconvenes.

C. The Assessment Plan shall be provided in the native language of the parent, unless it is clearly not feasible to do so, and shall explain the areas of assessments to be conducted, the assessors, and the facts which make an assessment necessary or desirable.

D. Parents must give their written consent for an initial assessment to determine if their child qualifies as a child with a disability.

E. The parent shall have at least 15 calendar days from receipt of the proposed Assessment Plan to provide written consent. Assessment may begin immediately upon receipt by the district of the signed Assessment Plan.

F. If a parent refuses to provide consent for assessment, the district may continue to pursue an assessment by utilizing the mediation and due process procedures described later in this document.

G. If the district declines a parent request for assessment, notice shall be given in writing within 15 days of the parent written request. Notice shall include an explanation of why the district does not think assessment is needed including all elements of Notice Specified in Section II of this document.

H. Testing and assessment materials and procedures for evaluation and placement of children with disabilities will be selected and administered so as not to be racially, culturally, or sexually discriminatory. Such materials or procedures shall be provided and administered in the child’s native language or mode of communication, unless clearly not feasible and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

I. Parents have the right to initiate Due Process if they disagree with the district on the issue of assessment.

J. The parent has the right to receive a copy of all Assessment Reports when available.

K. As part of initial evaluation (if appropriate) and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and teacher and related services providers’ observations. On the basis of that review, and input from the child’s parents they should identify what additional data, if any, are needed to determine: whether the child has a disability; the present levels of performance and educational needs of the child; whether the child needs special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the
annual goals set out in the child’s Individualized Education Program and to participate, as appropriate, in the general curriculum.

L. A reevaluation of each child with a disability shall be conducted to at least once every three years or if conditions warrant or if the child’s parent or teacher requests a reevaluation.

M. The purpose of reevaluation is to determine ongoing eligibility and educational needs.

N. If members of the IEP Team including the parents and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the district shall notify the child’s parent of that determination and the reasons for it, and the right of the parent to request an assessment to determine whether the child continues to be a child with a disability. If the district feels it is necessary to conduct an assessment for reevaluation and is not able to get parent consent after reasonable attempts to do so, the district may proceed with assessment.

O. Vision and hearing screening will be conducted at the intervals specified in California Education Code and/or within one year of reevaluation, unless the parent denies permission.

IV. INDEPENDENT EDUCATIONAL EVALUATIONS

A. Parents have the right to obtain one Independent Educational Evaluation (IEE) of their child at public expense for each evaluation conducted by the district if they disagree with an evaluation obtained by the district within no more than two years. The district shall provide to parents, on request, information about where an IEE may be obtained. If a parent requests an IEE at public expense, the district must either initiate a due process hearing to show that its evaluation is appropriate or confirm an IEE is provided at public expense. If the district prevails at the due process hearing, the parent still has the right to an IEE, but not at public expense.

B. The assessment tools used by an independent education evaluator must be individually selected for your child and must be administered by competent professionals.

C. Testing and evaluation materials and procedures must be selected and administered so as not to be racially, culturally, or sexually discriminatory.

D. The materials or procedures must be provided and administered in your child’s native language or mode of communication, unless it clearly is not feasible to do so.

E. No single procedure shall be the sole criterion for determining an appropriate educational program for a child.

F. IEEs must meet requirements for location, qualifications, costs and assessment instruments set forth by SELPA.

G. Information obtained in an IEE (regardless of who pays) shall be considered along with all other assessment data in developing the IEP.

H. If the district observes the student in his or her classroom during an assessment, or if
the district would have been allowed to observe the student, an individual conducting an IEE must also be allowed to observe the classroom. If the school district proposes a new school setting for the student and an IEE is being conducted, the independent assessor must be allowed to first observe in the proposed new setting.

I. The district shall conduct a reevaluation of a student with a disability before determining that the student no longer meets the criteria for eligibility as a child with a disability.

J. The district must re-evaluate students transferring in from out of state if determined to be necessary.

K. Screening by a teacher or specialist to determine instructional strategies for implementation of the curriculum is not considered evaluation for eligibility purposes and does not require parent permission.

A copy of the “Notice of Referral” and “Assessment Plan” forms are available on our website, under “SIRAS User’s Manual/Pre-IEP.” An Information packet for parents about IEEs is located under “Information for Parents”

V. RIGHTS RELATED TO THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETING

A. An IEP required as a result of an assessment of a child shall be developed within a total time not to exceed 60 days, not counting days between the child’s regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent’s written consent for assessment.

B. If the timeline is interrupted by a school vacation, the 60-day time shall recommence on the date that pupil school days reconvene.

C. If a referral has been made 30 days or less prior to the end of the regular school year, an IEP shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district’s school calendar.

D. Parents have the right to participate in meetings on the identification, evaluation and educational placement of their child and be informed of all program options, including alternative public and private programs.

E. Parents are entitled to receive written notice of the proposed meeting, including meeting purpose, and shall be provided adequate notice of the opportunity to attend.

F. The IEP Team meeting shall be arranged at times and places mutually agreeable to the parent and the district.

G. Parents have the right to be a member of the IEP Team, and to present information to the team in person or through a representative.

H. The district shall take whatever action is necessary so that the parents understand the proceedings at a meeting, and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for
parents with deafness, or whose native language is other than English.

I. Parents may designate another adult to represent the educational interests of the child. This may be done for one meeting only by indicating the name of the representative on the IEP Meeting Notice, or on a long term basis by filling out the “Designation of Educational representative” form. (Available on the SELPA website, under “SESP and IEP Forms-Pre IEP”)

J. Parents have the right to an IEP team which includes the student's present teacher, a representative of the district, one or both parents and a general educator if the student is or may be participating in the general educational environment. Also present, as appropriate, may be the student and other individuals at the request of parents or education agency who possess necessary expertise or knowledge. If the student has been assessed, a person who is qualified to interpret the results shall be present. If the student is suspected of having learning disabilities, at least one member of the team, other than the teacher, shall have observed the pupil in an appropriate educational setting.

K. If the IEP will discuss transition to adult life, the student must be invited to participate in transition planning. However, if the student is not yet 18, parents can decide whether or not he/she attends all or part of the meeting.

L. Parents have the right to include as members of the IEP Team other individuals who have knowledge or special expertise regarding their child.

M. As long as the team is made up of the required members, parents may not require that a specific individual be in attendance.

N. A required IEP team member whose area will not be discussed may be excused from all or part of the meeting with written permission of district and parent.

O. An IEP team member whose area will be discussed may be excused from all or part of the meeting with written district and parent permission, but must submit a written report prior to the meeting in lieu of attendance.

P. If a special education student is placed in a nonpublic school, any IEP meetings may be convened by the non-public school in cooperation with the placing district. However, the placing district retains full responsibility for compliance with state and federal law.

Q. The IEP meeting shall be non-adversarial and conducted solely for the purpose of making educational decisions about the student.

R. For children with disabilities aged 3 through 5, an Individualized Family Service Plan may serve as the IEP if agreed to by the district and the child’s parents.

S. Parents shall be given a copy of the IEP at no cost, and a copy of the IEP shall be provided in the primary language at the request of the parents.

T. The IEP and placement of the student will be reviewed at least once each year by the IEP team.

U. Parents have the right to request a review by the IEP Team. A meeting of the IEP Team requested by a parent shall be held within 30 days, not counting days between
the student’s regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent’s written request.

V. Parents and the district have a right to make an audiotape recording of the proceedings of the IEP Team meeting by giving 24 hours notice to the IEP Team of the intent to tape the meeting. If the district initiates notice of the intent to audiotape the meeting and the parent objects or refuses to attend, then the meeting shall not be tape recorded by either party.

W. The IEP may be held by teleconference, if all parties agree.

X. Written consent of the parent is required before any program placement or special education services may begin.

Y. The parent may refuse consent to the initial placement of their child in special education. The district may not pursue Due Process on the issue of initial placement.

Z. Any time after the initial provision of special education and related services, a parent or an adult student may revoke consent in writing for the continued provision of services and supports. This revocation would include all special education services. The district may not continue to provide services, but must provide written notice before ceasing services indicating when the services will cease. An IEP meeting is not required. The district may not use mediation or due process procedures to obtain agreement or a ruling that the services must be provided. If consent is revoked for special education services, the district is not required to amend the child’s education records to remove any reference to receipt of special education and related services. Additionally, if you revoke consent for special education services, the child will be subject to the same disciplinary guidelines as any other student in the district. If a parent or adult student decides to re-refer the student for services the district will respond within 15 days. According to the law, the district has an additional 60 days to conduct assessment and hold an IEP at which time eligibility and services will be considered.

AA. On review of the IEP, the parent may consent to all or part of the new proposed IEP. Those parts that are agreed upon will be implemented. If the district determines that a part of the proposed special education program to which the parent does not consent is necessary to provide a free and appropriate public education to the child, a due process hearing shall be initiated unless a prehearing mediation conference is held. If parents believe a change to the IEP is necessary, or disagree with a change proposed by the district, the parents may file for Due Process.

*Copies of all IEP forms are available at the SELPA office or on the website, under “SIRAS User’s Manual/IEP Forms.”*

**VI. RIGHTS RELATED TO THE CONTENTS OF THE IEP**

A. The IEP will contain these elements:
● The strengths of the child, and
● The concerns of the parents about their child’s education, and
● The results of the most recent evaluations, and
● The student’s present levels of academic achievement and functional performance, and
● The academic, developmental and functional needs of the student, and
● A statement of how the disability affects involvement and progress in the core curriculum (or for preschoolers, how it affects participation in appropriate activities), and
● Measurable annual goals. For students who participate in alternate assessments, benchmarks or short-term objectives are also required, and
● A statement of how progress toward goals will be measured, as well as when periodic reports will be given to the parents, and
● Special education, related services and supplementary aides and services, and
● An explanation of the extent, if any, to which the student will not participate with children without disabilities in the general education classroom, and
● Accommodations or modifications needed for district and statewide assessments. If the student cannot participate in the regular assessment, the reasons why and the alternate assessment selected, and
● The projected date for beginning the services.

B. The team will also consider as appropriate:
● Behavior impeding learning of self or others, and/or
● Language needs of a limited English proficient student, and/or
● Braille for students who are blind or visually impaired and/or
● Communication needs of the child, including the child who is deaf or hard of hearing, and/or
● The need for assistive technology devices (does not include surgically implanted devices).

For additional elements included in the planning for transition to adult life, see Section VI (For students aged 15 and older)

C. Parents shall be informed of free, appropriate public education and all available alternative options, both public and nonpublic, per the Local Plan and Interdistrict Charts.

D. Special Education services mean specially designed instruction, at no cost to the parents, to meet the unique needs of the student with a disability.

E. These services may be provided in general education classes, special classes, special schools, the home, hospital, or institutions.

F. Children with disabilities have the right to be educated with children without disabilities to the maximum extent appropriate. This means the right to placement in
the least restrictive learning environment that will also address their special education needs.

G. Extended school year services must be made available if the IEP team determines that they are necessary for the provision of a free, appropriate public education.

H. The description of the student’s overall program will include the location and type of services, but not specific individuals or classes.

VII. TRANSITION TO ADULT LIFE

A. Starting no later than the first IEP to be in effect when the student turns 16, planning for transition to adult life will be included in the IEP process.

B. Transition assessments will be conducted to determine the student’s desired outcomes in the areas of education and training, employment, and, as appropriate, independent living.

C. Measurable goals for the student’s desired outcomes for life after public school will be written.

D. Annual goals will be developed as appropriate to address the desired outcomes.

E. Necessary transition services to address the annual goals will be specified.

F. No later than one year before the student turns 18, the IEP will include a statement that the student will be informed that all special education rights will transfer to him or her upon reaching 18. See Rights of Adult Students in this document, Section VIII.

For more information about transition, see our website “Transition to Adult Life/Information for Families.”

VIII. RIGHTS RELATED TO STUDENT RECORDS

A. Parents have the right to receive notice in their native language which includes a summary of the policies, procedures and rights related to personally identifiable information, including the rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). The following information meets this requirement.

B. The district shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the agency.

C. Parents shall have the right and opportunity to examine all school records of their child and to receive copies within 5 business days after such request is made, either orally or in writing and before any meeting regarding an IEP or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education.

D. A district may charge no more than the actual cost of reproducing such records, but if the cost effectively prevents the parent from exercising the right to receive such copy or copies, the copy or copies shall be reproduced at no cost.

E. The parent’s right to inspect and review the educational records of their child includes
the right to a response from the district to reasonable requests for explanations and interpretations of the records and the right to have a representative of the parent inspect and review the records.

F. The district may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

G. The parent may file a written request with the superintendent of the district to correct or remove any information recorded in the written records concerning his or her child which the parent alleges to be any of the following: (a) inaccurate; (b) an unsubstantiated personal conclusion or inference; (c) a conclusion or inference outside of the observer’s area of competence; (d) not based on the personal observation of a named person with the time and place of the observation noted, (e) misleading; (f) in violation of the privacy or other rights of the pupil.

H. Within 30 days of receipt of a request as described above, the superintendent or superintendent’s designee shall meet with the parent and the certificated employee who recorded the information in question, if any, if the employee is presently employed by the district. The superintendent shall then sustain or deny the allegations. If the superintendent sustains any or all of the allegations, he or she shall order the correction or the removal and destruction of the information. However, the superintendent shall not order a student’s grade to be changed unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

I. If the superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent may, within 30 days of the refusal, appeal the decision in writing to the governing board of the district.

J. Within 30 days of receipt of an appeal, the governing board shall, in closed session with the parent and the certificated employee who recorded the information in question, if any, if the employee is presently employed by the district and determine whether or not to sustain or deny the allegations. If the governing board sustains any or all of the allegations, it shall order the superintendent to immediately correct or remove and destroy the information from the written records of the pupil. However, the governing board shall not order a student’s grade to be changed unless the teacher who determined the grade is, to the extent practicable, given the opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. The decision of the governing board shall be final.

K. Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board, unless the parent initiates legal proceedings relative to the disputed information within
the prescribed period.

L. If the final decision of the governing board is unfavorable to the parent, or if the parent accepts an unfavorable decision by the district superintendent, the parent shall have the right to submit a written statement of his or her objections to the information. This statement shall become part of the pupil’s school record until the information objected to is corrected or removed.

M. School district officials can release confidential educational information to an agency caseworker or another representative of a state or local child welfare agency or tribal organization that has the legal responsibility for the care and protection of the student, without parent permission.

N. The district may disclose appropriately designated “directory information”, which is information that is generally not considered harmful or an invasion of privacy if released, to outside organizations without written consent, unless parents have advised the district to the contrary. Outside organizations include, but are not limited to, companies that manufacture class rings, yearbook publishers, and non-profit organizations. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

The district has designated the following information as directory information:

i. Student's name
ii. Address
iii. Telephone listing
iv. Electronic mail address
v. Photograph
vi. Date and place of birth
vii. Major field of study
viii. Dates of attendance
ix. Grade level
x. Participation in officially recognized activities and sports
xi. Weight and height of members of athletic teams
xii. Degrees, honors, and awards received
xiii. The most recent educational agency or institution attended

If you do not want the district to disclose any or all of the types of information designated above as directory information from your child’s education records without your prior written consent, you must notify the the district in writing.

O. Parental consent must be obtained by the district before personally identifiable
information is disclosed or released to other agencies.


IX. RIGHTS OF ADULT STUDENTS

A. When a student with a disability reaches the age of 18, the age of majority in California, (except for a student with a disability who has been determined to be incompetent under State law) the district shall provide any required notices to both the individual and the parents.

B. At the age of 18, all other rights accorded to the parents under the IDEA transfer to the child. The district shall notify the individual and the parents of the transfer of rights. All rights accorded to parents under the IDEA transfer to students who are incarcerated in an adult or juvenile Federal, State, or local correctional institution.

C. An adult student with a disability may appoint another adult to represent him or her in educational matters, if desired.

The “Designation of Educational Representative Form” is located on our website, under “SESP and IEP Forms/Pre-IEP Meeting Forms.”

X. PARENT SURROGATES

A. The district shall establish and maintain procedures for the assignment of an individual to act as a surrogate for the parents in all special education matters whenever the parents of the child are not known, the agency cannot, after reasonable efforts, locate the parents, or the child is a ward of the State and the parents have had their educational rights removed by a court of law.

B. If the child lives in a foster home, and the parents have had their educational rights removed, the foster parent may fulfill the role of “parent” for educational purposes as long as the child resides in the home. A foster parent shall include a person, relative caretaker, or nonrelative extended family member who has been licensed or approved by the county welfare or probation department or the State Department of Social Services or who has been designated by the court as a specified placement. A foster parent does not have to be designated as a surrogate.

C. The individual appointed to act as a surrogate shall not be an employee of the state education agency, the district, or any other public or private agency that is involved in the education or care of the child. The surrogate shall have no interest that conflicts with the interest of the child he or she represents and shall have knowledge and skills for adequate representation of the child. An individual who would have a conflict of interest means a person having any interest that might restrict or bias his or her ability
to advocate for all of the services required for a free appropriate public education for the child with a disability.

D. As far as practical, a surrogate parent should be culturally sensitive to his or her assigned child.

E. When appointing a surrogate, the district shall, as a first preference, select a relative caretaker or a court appointed special advocate, if one of these individuals exist and is willing and able to serve. If not, the district shall select the surrogate of its choice. If the child is removed from the home of the relative caretaker who has been appointed as a surrogate, the district shall appoint another surrogate.

F. Except for individuals who have a conflict of interest in representing the child, individuals who may serve as surrogates include, but are not limited to, retired teachers, social workers, and probation officers who are not employees of a public agency involved in the education or care of the child. If a conflict of interest arises subsequent to the appointment of the surrogate, the district shall terminate the appointment and appoint another surrogate.

G. The surrogate shall serve as the child’s parent and shall have all rights regarding the child’s education that a parent has as specified in the IDEA. A surrogate may represent a child with a disability in matters relating to identification, assessment, instructional planning and development, educational placement, and/or reviewing and revising the Individualized Education Program, and in other matters relating to the provision of a free, appropriate public education to the individual. This representation shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services and occupational or physical therapy services. The surrogate may sign any consent relating to IEP purposes.

H. A surrogate shall not be appointed for a child who is a dependent or a ward of the court unless the court specifically limits the right of the parent or guardian to make educational decisions for the child or for a child who has reached the age of majority unless the child has been declared incompetent by a court of law.

I. A surrogate shall be held harmless by the State of California when acting in his or her official capacity except for acts or omissions which are found to have been wanton, reckless, or malicious.

A flowchart of the Parent Surrogate process and necessary forms are available at the SELPA office and on the website, under “Administrative Procedure/Surrogate Parents.”

XI. USE OF MEDICAID/MEDICAL PUBLIC BENEFITS

A. You must give consent before the district may access your child’s MediCal benefits to pay for certain special education related services.

B. The district does not need to ask for your permission again unless the type, cost or amount of services changes.
C. There will be no cost to you if the district accesses your child’s MediCal benefits. It will not impact your child’s available lifetime coverage, result in your having to pay any copays or for other services that would otherwise be covered by the public benefits which are required by your child outside school, increase premiums or discontinue benefits, or risk loss for home and community based waivers.

D. You have the right to withdraw your consent for the district to use your child’s name access MediCal benefits at any time. If you do this, the district will continue to be responsible to provide all services specified in your child’s IEP.

XII. PROCEDURES FOR RESOLVING DIFFERENCES

A. Voluntary Pre-Hearing Mediation (“Mediation Only”)
   1. Parents may choose to participate in Mediation Only by filing the “Mediation Only Request Form.” If this is requested before filing a Request for Mediation and Due Process Hearing, it is not considered to be part of the Due Process Hearing process, and attorneys and legal advocates cannot be present.
   2. Either party may decide to participate in Mediation Only. Mediation Only is voluntary, and if one of the parties declines to participate, it will not occur.
   3. The Mediation Only conference will be scheduled within 15 days of the request.

   The “Mediation Only Request Form” is located on our website on the Home Page under “Need to Resolve a Conflict?” and Office of Administrative Hearings.”

B. Due Process

1. NOTICE OF DUE PROCESS COMPLAINT
   a. A parent or a public agency may file a Request for Mediation and Due Process Hearing if they disagree with any matters relating to the identification, assessment or educational placement of a student with a disability and would like to initiate Due Process.
   b. The Notice must be filed no later than two years after the parent or public agency knew or should have known about the alleged violation. (For complaints alleging violations after October 9, 2006)
   c. The two year time limit does not apply to the parent if they were prevented from filing a Request for Mediation and Due Process Hearing due to specific misrepresentation by the district that it has resolved the problem which is the basis of the complaint, or due to the district’s withholding of information from the parent that was required to be provided.
   d. The Request must include these elements:
      ● The child’s name, address and school (if the child is “homeless” according to the McKinney-Vento Homeless Act, available contact information must be
provided)

● A description of the problem, including facts
● A proposed resolution of the problem

e. The Request must be sent to the State Superintendent of Public Instruction, with a copy provided to all other parties named. (Office of Administrative Hearings (OAH), Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA, 95833, Telephone: (916)263-0880, Fax (916)263-0890)

f. Either parents or district may challenge the sufficiency of the Request.

g. The Request will be deemed to be sufficient unless the party receiving the Request notifies the Administrative Law Judge (ALJ) and the other party within 15 days of receipt that it believes the Request does not contain the required elements (above).

h. Within five days of receipt of notification from either party that the Request is not sufficient, the ALJ will make a decision on whether the complaint contains the required elements.

i. The party filing the Request does not have the right to a Due Process Hearing if the Request does not contain the required elements.

j. A party may amend its Request only if the other party consents in writing and a Resolution Session is held, or if permitted by the ALJ, but not later than five days before a Due Process Hearing occurs. In case of amendment of the Request, all timelines start over.

k. If a party files an amended Request for Mediation and Due Process Hearing, the timelines for the Resolution Session begin again.

l. If the district has not given the parent written notice about the subject matter contained in the parent’s Request, the district must, within 10 days of receiving the Request, give the parent a written response (known as “Other Party Response”) that contains all the elements in Section II of this document.

The form to request “Mediation and Due Process Hearing” is located on our website on the Home Page under “Need to Resolve a Conflict?” and Office of Administrative Hearings.”

2. RESOLUTION SESSION

a. Within 15 days of receiving the parent’s Request for Mediation and Due Process Hearing, and prior to initiation of a Due Process Hearing, the district must convene a meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the Request. The members are determined by the parent and district.

b. The meeting must include a representative of the district who has decision-making authority.
c. The district may not have an attorney present unless the parent is accompanied by an attorney.

d. The purpose of the meeting is to try to resolve the issues specified in the Request.

e. Unless both parties have agreed to waive the Resolution Session or agreed to participate in Mediation, the failure of the parent to participate in the Resolution Session will delay the timelines for the Due Process Hearing until the Resolution Session is held. If, after reasonable efforts, the district is unable to get the parents to participate in the Resolution Session within 30 days, the district may request the ALJ to dismiss the Request.

f. If the district fails to hold the Resolution Session within 15 days of receiving the Request from the parents, or fails to participate in the Resolution Session, the parent may ask the AJL to begin the Due Process Hearing timeline.

g. The 45 day timeline for Due Process Hearing begins if:
   ● Both parties agree in writing to waive the Resolution Session; or
   ● After the beginning of the Resolution period starts but before the end of the 30-day period, both parties agree in writing that agreement is not possible; or
   ● The district has not resolved the issues in the Request to the satisfaction of the parents within 30 days; or
   ● Both parties agree in writing to continue the Resolution or Mediation period, but one of the parties later withdraws from the process.

h. A written settlement agreement will be developed if agreement is reached in the Resolution Session. The agreement will be:
   ● Signed by both the parent and the representative of the district with authority to commit the resources of the district, and
   ● Enforceable in State or Federal court.

i. The agreement may be voided by either party within 3 business days of its execution.

3. MEDIATION (as part of Due Process)

a. Mediation as part of the Due Process will be completed within 30 days after receipt of the Request for Mediation and Due Process Hearing, unless both parties agree to a time extension.

b. The Mediation process is voluntary and may not be used to deny or delay a parent’s right to a hearing or other rights afforded by the IDEA. Requesting or participating in a mediation conference is not a prerequisite to requesting a Due Process Hearing.

c. The Administrative Law Judge (ALJ) shall encourage the parties to a Hearing to consider Mediation as an alternative to a Hearing.
d. Mediation will be conducted by a qualified, impartial and trained Mediator.

e. Parents have the right to receive a copy of a Mediation request initiated by the district.

f. The Mediation session shall be scheduled in a timely manner and held in a location convenient to the parties.

g. Any agreement reached in Mediation shall be documented in a legally binding written Mediation Agreement.

h. Discussions in Mediation shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings. The parties to the Mediation may be required to sign a confidentiality pledge prior to commencement of the process.

i. Written resolution of the Mediation will be mailed to the parent within ten days.

4. DUE PROCESS HEARING

a. The Due Process Hearing will begin within 30 days of the filing of the Request for Mediation and Due Process Hearing, (“Request”), if efforts at Resolution and Mediation have not been successful.

b. Parents have the right to a fair and impartial hearing at the state level. The Administrative Law Judge (“ALJ”) appointed by the Calif. Dept. of Education (“CDE”) will be trained and knowledgeable in the laws governing special education and administrative hearings and not an employee of the state or district.

c. The CDE will keep a list of all ALJs and their qualifications.

d. The party requesting a Due Process hearing may not raise issues that were not raised in the original Request.

e. Upon receipt by the Office of Administrative Hearings or designees of the hearing request, all parties to the hearing shall immediately be notified of the request for the hearing and the scheduled hearing date. The notice shall advise all parties of all their rights relating to procedural safeguards and shall include a list of persons and organizations within the geographical area that can provide free or reduced cost representation or other assistance in preparing for the due process hearing.

f. Parents have the right to:

- Be accompanied and advised by an attorney or others with special knowledge or training of students with disabilities.
- Present evidence, written and oral arguments and confront, cross-examine and compel the attendance of witnesses.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five days before the hearing.
- Obtain a written or (at the option of the parents) electronic verbatim record
of the hearing.

● Obtain written or electronic findings of fact and decisions.
● Have the child who is the subject of the hearing present.
● Open the hearing to the public.
● Examine all school records of the child and receive copies as per Section VII of this document.

g. Each party must disclose to all other parties prior to the hearing:
   ● (Within five business days) All evaluations completed by that date and recommendations it intends to use.
   ● (Within five business days) A copy of all documents and a list of all witnesses and their general area of testimony.
   ● (Within 10 days) A statement as to what the party believes are the issues to be decided at the hearing and the proposed resolution of those issues. Upon the request of a parent who is not represented by an attorney, a mediator will be provided to assist the parent in identifying the issues and the proposed resolution of the issues.
   ● (Within 10 days) Whether or not they intend to be represented by an attorney.

h. Either party has the right to prohibit the introduction of any evidence that has not been disclosed to the other party within five business days of the hearing.

i. The ALJ may:
   ● Question a witness on record before other parties do so.
   ● With the consent of both parties, request that conflicting experts discuss an issue with each other on record.
   ● Visit the proposed placement site(s) when the physical attributes of the site(s) are at issue.
   ● Call a witness to testify if all parties consent or the hearing is continued for at least five days after the witness is identified and before s/he testifies.
   ● Order an impartial assessment to be conducted, and the hearing postponed until it is completed.
   ● Bar introduction of any documents and testimony of any witnesses not disclosed according to legal guidelines.
   ● Call independent medical specialists.
   ● Set a reasonable limit on the length of the hearing after considering the issues to be heard, the complexity of the facts to be proven, the ability of the parties (and their representatives if any) to present their cases, and the parties’ estimate of the time needed.

j. The ALJ’s determination of whether a child received a free, appropriate public education must be made on substantive grounds. In matters alleging a procedural violation on the part of the district, the ALJ would not consider the violation a denial of the child’s rights unless it:
• Impeded the child’s right to a free, appropriate public education, or
• Significantly impeded the parent’s opportunity to participate in the decision-making process, or
• Caused a deprivation of educational benefit to the student.

The above criteria do not preclude an ALJ from ordering the district to comply with procedural requirements or ordering a compensatory remedy.

k. Parents may request Mediation at any point during the hearing process if both parties are willing to extend the forty-five day limit for a period equal to the length of the Mediation process.

l. Each party to the hearing may request an extension of the timeline for the hearing. The extension shall be granted upon a showing of good cause.

m. During the pendency of the hearing and any judicial proceedings, unless the state or district and the parents agree otherwise, the student shall remain in the then-current educational placement, or, if applying for initial admission to a public school, shall with the consent of the parents, be placed in the public school program until all such proceedings have been completed.

n. An ALJ may not render a decision that results in the placement or reimbursement for the placement, of a special education student in a nonpublic school or agency unless the school or agency has been appropriately certified.

o. In decisions related to the placement, the ALJ will consider cost, in addition to all other factors.

p. The Calif. Dept. of Education will ensure that a final written, reasoned, decision is reached in the hearing and a copy of the decision is mailed to each of the parties not later than 45 days after the expiration of the 30 day Resolution/Hearing period.

q. The findings and decisions shall be made available to the public after any personally identifiable information has been removed.

r. The hearing decision shall be final and binding on all parties except that any party involved in such hearing may appeal the decision to a federal court as a civil action. An appeal shall be made within 90 days of receipt of the hearing decision.

5. ATTORNEY’S FEES

a. A court may award reasonable attorney’s fees to the parent, guardian or student if:
   • The parent is the prevailing party in a due process hearing or subsequent judicial proceeding.
   • The parent is the prevailing party and was substantially justified in rejecting the settlement offer.

b. Reimbursement of reasonable attorney’s fees may be awarded to the district if:
• The attorney of the parents files a complaint that is frivolous, unreasonable, or without foundation.
• The attorney of the parent continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation.
• The parent’s request for Due Process Hearing was presented for an improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of the litigation.

c. Attorneys’ fees may not be awarded and related costs may not be reimbursed for legal services performed subsequent to the time of a written offer of settlement to the parent if an offer was made within 10 days before the Hearing began, the offer was not accepted within 10 days, and the ALJ finds that the relief finally obtained by the parent is not more favorable than the offer of settlement.

d. Attorneys’ fees may not be awarded relating to any meeting of the IEP Team unless such meeting is convened as a result of an administrative proceeding or judicial action.

e. Fees awarded will be based on rates prevailing in the community in which the action arose.

f. The court shall reduce, accordingly, the amount of the attorneys’ fees awarded whenever the court finds:
   • The parent or their attorney unreasonably protracted the final resolution of the controversy, or
   • The amount of the attorneys’ fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience, or
   • The time spent and legal services furnished were excessive considering the nature of the action or proceeding, or
   • The attorney representing the parent did not provide the district the appropriate information required as part of the due process request.

XIII. STATE COMPLAINTS ALLEGING VIOLATION OF THE LAW

A complaint is different than due process. Due process is a system for resolving differences, while a complaint alleges a violation of the law. Examples of complaints would be an alleged failure to adhere to procedural requirements or to implement components of the IEP.

A. An individual may file a written complaint regarding the district’s alleged violation of federal or state law with the superintendent of the district or the State Superintendent of Public Instruction with a copy to the district. Address complaint to the State Superintendent to: California Department of Education, Special Education Division,

B. A copy of the written resolution shall be received from the State Superintendent of Public Instruction within 60 days.

_The Request for Complaint Investigation form is located on our website on the Homepage under “Need to Resolve a Conflict?”_

**XIV. PAYMENT FOR EDUCATION OF CHILDREN ENROLLED IN PRIVATE OR NONPUBLIC SCHOOLS WITHOUT CONSENT OF OR REFERRAL BY THE DISTRICT**

A. A district is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if that agency made a free, appropriate public education available to the child and the parents elected to place the child in the private school or facility.

B. If the parents of a child with a disability who previously received special education and related services through the district enroll the child in a private school without the consent of or referral by the district, a court or ALJ may require the parent to be reimbursed for the costs of the placement if it is found that a free, appropriate public education had not been made available to the child in a timely manner prior to that enrollment.

C. If a parent unilaterally places their child in a nonpublic school and proposes the placement in the nonpublic school to be publicly financed, the school district must be given the opportunity to observe the proposed placement and the child in the proposed placement. The school district may not observe or assess any other child at the nonpublic school without permission from the other child’s parent or guardian.

D. The cost of reimbursement may be reduced or denied if:
   1. At the most recent IEP meeting the parents attended prior to removing the child from public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the district and did not state their intent to enroll their child in a private school at public expense, or
   2. 10 business days (including holidays that occur on a business day) prior to removing a child from public school, the parents did not give written notice to the district of the information described in (1), or
   3. Prior to the parents’ removal of the child from public school, the district informed the parents of its intent to evaluate the child (with notice including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation, or
   4. There is a judicial finding that the actions taken by the parents were unreasonable.

E. The cost of reimbursement may not be reduced or denied if the parent failed to
provide the notice as required in (1) and (2) above as a result of being illiterate and unable to write in English, or because providing such required notice would likely result in physical or serious emotional harm to the child, or the school prevented the parent from providing such notice, or the parents had not received procedural safeguards or otherwise been informed of the notice of the requirement to provide the information in (1) and (2) above.

F. The district in which the child and his family live is responsible for assessment for special education eligibility, regardless of the location of the private school.

G. If the district of residence offers a free, appropriate public education and the parents reject it and continue to enroll their child in a private school, the district has fulfilled its responsibilities.

H. Upon parent request, the district where the private school is located will develop an Individual Service Plan according to district guidelines. There are no due process protections to parents in development of the Individual Service Plan.

See the SELPA website under Special Education Services/Ventura County SELPA Private School Guidelines.

XV. STUDENTS PLACED IN LICENSED CHILDREN’S INSTITUTIONS (LCI) OR FOSTER HOMES (FFH)

A. Students placed in a Licensed Children’s Institution (LCI) or Foster Family Home (FFH) shall attend programs operated by the public schools unless one of the following applies:
   1. The student has an IEP requiring placement in a nonpublic school/agency.
   2. The parent or guardian, or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another education program, or to continue in his/her school of origin.

B. The school district will invite to the IEP team meetings a representative of the group home in those cases in which a student has been placed in a group home by juvenile court.

XVI. STATE SPECIAL SCHOOLS

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: The California Schools for the Deaf are in Fremont and Riverside and the California School for the Blind is in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the
XVII. STUDENT DISCIPLINE

A. SUSPENSION

1. A special education student may be suspended for any of the acts listed in Calif. Education Code Section 48900 which occur on the school grounds, on the way to and from school, during lunch period whether on or off campus, and during or coming from any school-sponsored activity. Students may only be suspended for a first-time offense from EC Section 48900 (a)-(e), or if the student’s presence causes a danger to others. Students may not be suspended for first-time offenses from EC Section 48900 (f)-(r). School administrators must try other means before suspending.

2. Suspension may be up to ten cumulative school days in a school year, with no special education services provided during the suspension.
   ● No single suspension may exceed five school days.
   ● A portion of a day of suspension counts as one school day.
   ● Bus suspensions count as a day of suspension if transportation is specified on the IEP and alternative transportation is not provided.
   ● An in-school suspension in which the student is able to progress in the general education curriculum, receive the services specified on the IEP and participate with peers without disabilities does not count as a day of suspension.

3. School personnel determine if there has been a “pattern” to the suspensions. Elements which are considered in determining whether or not there is a pattern include:
   ● Length of each suspension
   ● Total amount of time suspended
   ● The proximity of the suspensions to each other
   ● Whether or not the behavior is substantially similar across incidents.

4. If the team determines there is not a “pattern,” the student can continue to be suspended up to 20 days in a school year. School personnel, in consultation with the student’s teacher(s) determine the extent that special education services are needed to enable the student to participate in the general education curriculum (although in another setting) and progress toward meeting their IEP goals.

5. If the team determines there has been a “pattern” to the suspensions, an IEP meeting is held within 10 school days and a Manifestation Determination Review must be conducted:
   ● The IEP team determines which special education services are needed for any potential subsequent suspensions.
• The team reviews all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information provided by the parent.
• The team considers the behavior across settings and time.

6. The team decides whether or not the behavior is a manifestation of the disability. It considers if:
• Services were provided as per IEP
• The behavior had a direct and substantial relationship to the disability.

7. If services were not provided as per the IEP, steps must be taken to resolve this before suspending the student further, and the behavior is considered to be a manifestation of the disability.

8. If it was determined that the behavior had a direct and substantial relationship to the disability, it is considered to be a manifestation of the disability and the student must not be suspended further. The IEP team may decide to change aspects of the program including the school placement.

9. If services were provided as per the IEP and the behavior did not have a direct and substantial relationship to the disability, the behavior is not considered to be a manifestation of the disability and the student may continue to be suspended as any other student.

10. If the behavior is determined to be a manifestation of the disability, a Functional Behavior Analysis (FBA) of the student’s behavior which led to the suspensions must be conducted, and a Positive Behavior Support Plan (PBSP) or Behavior Intervention Plan (BIP) developed. If a behavior support plan already exists, the team should review it and revise as necessary. If the behavior is determined not to be a manifestation of the disability, a FBA/PBSP-BIP should be considered (or revised). See SELPA website, “IEP Forms/Serious Behavior/Discipline Forms” for the FBA, PBSP and BIP forms and instructions.

11. If the parent disagrees with the decision of the IEP team regarding the Manifestation Determination Review, the parent may initiate a Due Process Hearing. See Section X

See SELPA website under “Behavior Interventions/Suspension and Expulsion” for a handbook on Suspension and Expulsion of Special Education Students.”

B. EXPULSION

1. There are five violations of California Education Code that result in mandatory recommendation for expulsion. They are:
• Possessing, selling or furnishing a firearm
• Brandishing a knife to another person
• Unlawfully selling a controlled substance
● Committing or attempt to commit sexual assault or sexual battery
● Possession of an explosive.

2. If a special education student is being considered for an expulsion, a Manifestation Determination Review must be conducted (see XII-A above) as part of an IEP meeting.

3. Parents must be immediately notified that the purpose of the IEP meeting is to consider expulsion and must receive a copy of these procedural safeguards. The meeting shall be held at a time mutually convenient to the parents and school officials, within the period, if any, of the student’s pre-expulsion suspension. Each parent shall be given 48 hours notice of the meeting. If required notice has been provided, the meeting may be held without parent participation, unless the parent requests postponement. A telephone conference call may substitute for a meeting.

4. A postponement may be for up to three additional school days. If a postponement has been granted, the district may extend any suspension of a pupil for up to three additional school days. If a postponement has been granted, the district may extend any suspension of a pupil for the period of postponement if the pupil continues to pose an immediate threat to the safety of himself, herself, or others and the district notifies the parent that the suspension will be continued during postponement. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent, or by a court order, with educational services recommencing as of the 11th day of any suspension. If a parent who has received proper notice of the meeting refuses a postponement, the meeting may be conducted without the parent’s participation, if the required notice of the meeting was provided.

5. If there is no Behavior Plan in place, the IEP team will conduct a Functional Behavioral Assessment and develop a Positive Behavior Support Plan or Behavior intervention Plan.

6. If the IEP team determines through the Manifestation Determination that the behavior was NOT a manifestation of the disability, the team may recommend expulsion. If the team determines that the behavior WAS a manifestation of the disability, the team shall not recommend expulsion.

7. Special education students may be placed in an Interim Alternative Education Setting (IAES) if any of the following have occurred at school, on school premises, or at a school function under the jurisdiction of the district:
   ● Carried or possessed a weapon
   ● Knowingly possessed or used illegal drugs, or solicited the sale of a controlled substance
   ● Inflicted serious bodily injury upon another person

8. If none of the above violations occurred, the district may file a request for Due Process Hearing to ask the Administrative Law Judge (ALJ) to order the placement of the student in an IAES if the district demonstrates that keeping the student in the
current school placement is substantially likely to result in injury to the student or others.

9. Placement in an IAES shall not exceed 45 school days, unless parents and district agree to an extension. If the school year ends before the 45 days are up, placement in the IAES may resume in the subsequent school year for the remainder of the 45 school days.

10. An IAES may include home instruction, alternative or nonpublic schools.

11. The IAES must be planned for and determined by the IEP team. The IAES must enable the student to participate in the general curriculum, although in another setting, and continue to receive those services and supports described in the IEP to meet the IEP goals. It also will include services and supports to address the behavior so it does not recur. It may not exactly replicate the programs and services that the student was receiving at the school originally attended.

12. If the parent disagrees with the decision regarding the IAES, the district may move forward with placement in the IAES. The IAES becomes the “stay put” placement until the ALJ makes a decision or until the 45 days expires, whichever comes first.

13. If the ALJ determines that the removal to the IAES was in violation of the law, or that the behavior was a manifestation of the disability, the ALJ may order the student be returned to his or her placement from which he or she was removed.

14. If a child is placed in an IAES and school personnel propose to change the child’s placement after expiration of the IAES, during the pendency of any proceeding to challenge the proposed change in placement, the child shall remain in the placement he or she was in prior to the IAES.

15. If a student is a foster youth, the Social Worker and attorney representing the student must be invited to all meetings, including the meeting to extend the suspension, the manifestation Determination Review and the Expulsion Hearing. The district must provide 10 calendar days written notice of the Expulsion Hearing to the foster student’s attorney and social worker for one of the discretionary reasons for expulsion, and may provide notice for mandatory reasons.

16. If either parents or district file for Due Process Hearing on the issue of the Manifestation Determination or educational placement of a student who has committed a behavior which is subject to expulsion or considered to be likely to result in injury to student or others, an Expedited Due Process Hearing must be conducted within 20 school days of the date in which the complaint requesting the hearing was filed. The ALJ must make a determination within 10 school days after the hearing.

17. Unless the parents and district agree in writing to waive it, a Resolution meeting must be held within seven days of receiving the Request for Mediation and Due Process Hearing. The Due Process Hearing will proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the complaint.
18. If the district initiates expulsion procedures, it shall provide the special education and disciplinary records of the child with a disability for consideration by the person or persons making the final determination regarding the expulsion.

19. If the school board decides to expel a student with an IEP who has committed an expellable act which has been determined to be NOT a manifestation of the student’s disability, an IEP meeting will be held. The IEP team will determine how special education and services specified in the IEP will continue to be provided in order to enable the student to advance in core curriculum and achieve the IEP goals.

20. If a student with a disability is excluded from school bus transportation, and transportation is a necessary special education service on the IEP, the student is entitled to be provided with an alternative form of transportation at no cost to the pupil or parent.

See SELPA website under “Behavior/Suspension and Expulsion” for a handbook on Suspension and Expulsion of Special Education Students.

C. DISCIPLINE OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION

1. A student who has not been determined to be eligible for special education and related services and is subject to a long term removal from school may assert all due process protections included in the law if the district had knowledge that the student was a child with a disability before the behavior occurred.

2. A district shall be deemed to have knowledge that a student is a child with a disability if:
   - The parent of the child expressed concern in writing to supervisory or administrative personnel, or the teacher, that the student is in need of special education and related services, or
   - The parent requested an evaluation, or
   - The teacher or other district personnel expressed specific concerns about a pattern of behavior in the student directly to the director of special education or other supervisor of the district.

3. A district would not be deemed to have knowledge that a student was a child with a disability if:
   - The parent did not allow an evaluation of the student, or
   - The parent refused services, or
   - The student has been evaluated and determined to not be a child with a disability.

4. If the district does not have knowledge that a student is a child with a disability prior to taking disciplinary measures against the student, he or she may be subject to the same disciplinary measures as apply to students without disabilities.
5. If a parent requests an evaluation of a child during the time period in which disciplinary measures are being taken, the evaluation shall be conducted in an expedited manner.

6. If the student is determined to be a child with a disability, taking into consideration information from the district’s evaluation and information provided by the parents, the district will provide special education and related services.

7. Pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

8. The district has a right to report a crime committed by a child with a disability to appropriate authorities, and state law enforcement and judicial authorities have the right to exercise their responsibilities in applying Federal and State law to crimes committed by a child with a disability.

D. DISCIPLINE OF FORMER SPECIAL EDUCATION STUDENTS - PARENT PERMISSION REVOKED

Students who were eligible for special education and related services and for whom parent permission has been revoked outside of the IEP process shall be subject to the same disciplinary guidelines as all other students without disabilities in the district.

Community Advisory Committee (CAC)
The Community Advisory Committee (CAC) of the Ventura County Special Education Local Plan Area (SELP4) is composed of parents of individuals with disabilities enrolled in public or private schools, parents of other pupils enrolled in school, students and adults with disabilities, general education teachers, special education teachers other school personnel and representatives of other public and private agencies and persons concerned with the needs of individuals with disabilities. The majority of the CAC is composed of parents of students enrolled in schools in Ventura County SELPA; and a majority of such parents are parents of students with disabilities.

The CAC accepts as one of its main purposes the maintenance of open and free-flowing communication from the special education administration to the entire community, as well as directing information from the community to the administration. A rotation of members of the Operations Cabinet (Directors of Special Education) serve as liaison for the Operations Cabinet to the CAC, and the SELPA Assistant Superintendent represents the Superintendents' Policy Council. Recommendations of annual priorities are received and forwarded by these people. Ongoing input to the Superintendents' Policy Council agenda supports consideration of all CAC comments.
A major focus of the CAC is community education directed toward awareness and information about special education. As a group, and individually in their communities, CAC committee members encourage involvement in and knowledge of special education as well as the general education of students with disabilities and their parents.

Selection of school district representative members of the CAC is the responsibility of each District Administrator of Special Education, acting for the local Board, and with its approval. Annually staggered two-year terms are established so that no more than half of the members serve the first year of a term in any one-year.

CAC meetings are generally held once a month, September-June, and all meetings are open to the public. Free childcare is provided. For a meeting schedule, please call the SELPA office, or see the website “Information for Families.”

The CAC makes many brochures and booklets available free to families of students enrolled in special education programs in the Ventura County SELPA. All are available on our website at www.venturacountyselpa.com under “Information for Families/Resources and Booklets for Parents” or may be ordered for free (one per family at no cost) at (805) 437-1560.

- 90 Ways to Help Students with ADHD - Brochure
- A Parent Guide to Special Education (English/Spanish) - Booklet
- A Parent Guide to Transition Planning (English/Spanish) – Brochure
- A+ Access, Accommodations, Acceptance “A Winning Grade” - Brochure
- Adult Resources Directory – (English/Spanish) – Booklet
- Autism: A Confusing Diagnosis – (English/Spanish) – Brochure
- Are You Concerned About Your Child? (3-22 years old, English/Spanish) – Brochure
- Community Resource Directory (Families of Special Education Students) – (English/Spanish) - Booklet
- Family Fact Sheet - Sorting through services to help you help your child. . . Regional Center or Schools? – (English/Spanish) – Brochure
- Goals for IEPs
- Going to College…or Thinking About it? - Booklet
- Independent Educational Evaluations – (English/Spanish) – Booklet
- Private School Guidelines – (English/Spanish) – Booklet
- Procedural Safeguards Referral Service – Brochure
- My Child has Emotional & Behavioral Challenges…How Can I Find Help? – (English/Spanish) – Brochures
- My child with special needs is going to middle school. How can we get ready? - Brochures
- Sensory Issues and Needs in Young Children Birth-Three (English/Spanish) – Brochures
- Transitioning to High School – A Guide for Parents of Special Education Students - Brochure
TERMS and ACRONYMS THAT YOU MIGHT FIND IN YOUR CHILD’S IEP:

<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHSEE</td>
<td>CA High School Exit Exam - A required exam of all students in California in order to meet graduation requirements.</td>
</tr>
<tr>
<td>CAPA</td>
<td>California Alternate Proficiency Assessment. An assessment of state curricular standards designed for students in a functional skills curriculum.</td>
</tr>
<tr>
<td>Career Interest tool</td>
<td>Tool used to gauge career interests that a student may have.</td>
</tr>
<tr>
<td>CCS</td>
<td>California Children Services - Public agency which provides medical services to eligible children.</td>
</tr>
<tr>
<td>CCSS</td>
<td>Common Core State Standards – Nationally and state-adopted curricular standard for all students.</td>
</tr>
<tr>
<td>Certificate of Achievement/Completion</td>
<td>For students who do not achieve a regular HS diploma, this document reflects that they participated in the course of study and/or achieved their IEP and Transition goals.</td>
</tr>
<tr>
<td>CMA</td>
<td>California Modified Assessment – an alternate statewide achievement test for some special education students. (Not given after 2014)</td>
</tr>
<tr>
<td>COE</td>
<td>County Office of Education – Provides services to students with disabilities according to the Local Plan.</td>
</tr>
<tr>
<td>COEDS</td>
<td>Collaborative Educational Services - Intensive, short-term in-home social/emotional services and supports for families with students receiving ISES.</td>
</tr>
<tr>
<td>CST</td>
<td>CA Standards Test - Annual test of achievement in CA. State Curricular Standards given to all school children in the state, grades 2-11. (Not given after 2014)</td>
</tr>
<tr>
<td>DMH</td>
<td>Department of Mental Health – Public Agency providing counseling and medical services to people with emotional disturbance and mental illness. (Knows as “VCBH” in Ventura County &amp; “LACMH” in LA County)</td>
</tr>
<tr>
<td>DOR</td>
<td>District of Residence - District where child and family reside.</td>
</tr>
<tr>
<td>Acronym</td>
<td>Definition</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>DOS</td>
<td>District of Service - District providing primary special education services.</td>
</tr>
<tr>
<td>DR or DOR</td>
<td>Department of Vocational Rehabilitation. Provides job training and supports to person with qualifying disabilities. <strong>Website:</strong> <a href="http://www.rehab.cahwnet.gov/">http://www.rehab.cahwnet.gov/</a></td>
</tr>
<tr>
<td>DRDP</td>
<td>Desired Results Developmental Profile - An assessment given to all 3,4 and 5 year old preschoolers twice a year to gauge developmental progress.</td>
</tr>
<tr>
<td>EDD</td>
<td>Employment Development Department - CA agency which assists people to obtain jobs.</td>
</tr>
<tr>
<td>EL</td>
<td>English Learner - A child who is learning English.</td>
</tr>
<tr>
<td>ELA</td>
<td>English/Language Arts</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development – Strategies to assist English Learners to acquire academic-level English.</td>
</tr>
<tr>
<td>Emergency Health Care Plan</td>
<td>A plan that addresses steps to be taken in case of a medical emergency.</td>
</tr>
<tr>
<td>EO</td>
<td>English only - A child who has English as his only language.</td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent English Proficient - A child with other languages used in the home but who is determined to be proficient enough in English for participation in school.</td>
</tr>
<tr>
<td>HAT</td>
<td>Hearing Assistive Technology</td>
</tr>
<tr>
<td>HS</td>
<td>Head Start – Services to low income children 3-4 years old. In Ventura County, provided by a non-profit organization, Child Development Resources.</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disabilities</td>
</tr>
<tr>
<td>IIS</td>
<td>Intensive Individualized Services – Additional adult support for a student for all or part of the school day.</td>
</tr>
<tr>
<td>ISBT</td>
<td>Intensive School-Based Therapist – A licensed clinician providing social work or counseling services to special education students.</td>
</tr>
<tr>
<td>ISES</td>
<td>Intensive Social/Emotional Services – Counseling or social Work services provided by a School-Based Therapist.</td>
</tr>
<tr>
<td>ISG</td>
<td>Individual &amp; Small Group Instruction – Special education services provide to preschoolers only.</td>
</tr>
<tr>
<td>LCAP</td>
<td>Local Control Accountability Plan - State-Mandated Strategic Plan for LVUSD.</td>
</tr>
<tr>
<td>Level of Service</td>
<td>Level of special transportation service specified on the IEP. Level One – closest safe accessible curbside Level Two – within 2 blocks of home/service address Level Three – within .4 mile of home/service address Level Four – within 1 mile of home/service address</td>
</tr>
<tr>
<td><strong>Level Five – closest neighborhood school</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>LI</strong></td>
<td>Low Incidence - Disabilities that occur statistically rarely in society including visual, hearing, and orthopedic impairments. Children with these disabilities qualify for a small amount of extra funding to offset costs of their unique service and equipment needs.</td>
</tr>
<tr>
<td><strong>NPA</strong></td>
<td>Non Public Agency – Agencies certified by the CA Dept. of Education to provide specific special education services.</td>
</tr>
<tr>
<td><strong>NPS</strong></td>
<td>Non Public School - Schools that are certified by the CA Dept. of Education to provide special education services.</td>
</tr>
<tr>
<td><strong>PBIP</strong></td>
<td>Positive Behavior Intervention Plan – A plan which addresses underlying causes of a behavior and specific strategies to address it.</td>
</tr>
<tr>
<td><strong>Promotion and retention standards</strong></td>
<td>Standards for progress in core curriculum set by each district for promotion between certain grade levels. Consult your district policies.</td>
</tr>
<tr>
<td><strong>RC</strong></td>
<td>Regional Center - Provides supports to people with developmental disabilities of all ages. <a href="http://www.tri-counties.org/">http://www.tri-counties.org/</a> (Known as “TCRC” in Ventura County &amp; “NLACRH” in LA County)</td>
</tr>
<tr>
<td><strong>Related Services</strong></td>
<td>Specialized Services to assist the student in accessing his/her special education program.</td>
</tr>
<tr>
<td><strong>RFEP</strong></td>
<td>Reclassified Fluent English Proficient - A child who was formerly an English Learner, but has met reclassification guidelines according to district policy.</td>
</tr>
<tr>
<td><strong>SAI</strong></td>
<td>Specialized Academic Instruction Adapting the content, methodology or instruction to assist a student with disabilities to access the core curriculum.</td>
</tr>
<tr>
<td><strong>SBAC</strong></td>
<td>Smarter Balanced Assessment Consortium – Statewide test administered annually to all California school children, assessing achievement in common core standards.</td>
</tr>
<tr>
<td><strong>SDAIE</strong></td>
<td>Specially Designed Academic Instruction in English – Strategies for assisting English learners in accessing core content presented in English.</td>
</tr>
<tr>
<td><strong>SELPA</strong></td>
<td>Special Education Local Plan Area – Regional consortium of school districts to facilitate the provision of special education services to all children in the districts within the SELPA.</td>
</tr>
<tr>
<td><strong>Skills/Aptitude Tools</strong></td>
<td>Tools to assess the student’s strengths and abilities toward specific jobs/careers.</td>
</tr>
<tr>
<td><strong>SLD</strong></td>
<td>Specific Learning Disability-A disability characterized by poor performance in one or more academic areas due to a psychological processing disorder.</td>
</tr>
<tr>
<td><strong>Specialized Physical</strong></td>
<td>A plan developed by a physician to address the unique health or</td>
</tr>
<tr>
<td>Healthcare Services Plan</td>
<td>medical needs of a student.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>TPP</td>
<td>Transition Partnership Project – A collaboration between certain school districts and the Dept. of Rehabilitation to provide career development and transition to adult life services.</td>
</tr>
<tr>
<td>Triennial/Reevaluation</td>
<td>A review of all areas of suspected disability of a student to determine continued eligibility as well as need for special education and related services and supports.</td>
</tr>
<tr>
<td>WRK- WorkAbility Services</td>
<td>School-based career preparation services.</td>
</tr>
</tbody>
</table>

---

**2020 – 2021 RELEASE FORM FOR DIRECTORY INFORMATION**

(Applicable Only For The Current School Year)

PARENTS: PLEASE READ AND COMPLETE THE INFORMATION BELOW AND RETURN IT TO YOUR SCHOOL PRINCIPAL.

Name of Student:___________________________ Date of Birth: __________________________
Address:____________________________________________________________________________
City:___________________________________________ Zip Code: __________________________
Telephone No.:________________________________________ Grade:_________________
School:_____________________________________________________________________________
Email:_____________________________________________________________________________

The primary purpose of directory information is to allow the LVUSD to include this type of information from your child’s education records in certain school publications. Directory information includes names, addresses, 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 LVUSD 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.

**Student Directory Information**

1. I do not wish to have any directory information released to any individual or organization.
2. 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:

   United States Armed Forces*  Universities or Other Institutions of Higher Education*

   Health Department  Elected Officials
Community Support

The Las Virgenes Unified School District receives tremendous support from its parents and community. Your participation is welcomed in any or all of the following:

1. **T.H.E. Foundation** - The mission of T.H.E. Foundation for Las Virgenes Schools, Together Helping Education, is to provide direct financial support to Las Virgenes Unified School District in order to maintain the highest quality education possible. The philosophy is embedded in their name: Together Helping Education.

The well-being of the school district is a community issue and requires a community response. If you live in our community or have a business in our community, you have a vested interest in maintaining our excellent schools.

For more information or to make a donation:

   Contact Information
   Mailing address: 4111 Las Virgenes Rd., Calabasas, CA 91302
   Phone #: 818-878-5277
   Website: [http://www.thefoundationlvs.org/](http://www.thefoundationlvs.org/)
   Email: [TheFoundationLVUSD@gmail.com](mailto:TheFoundationLVUSD@gmail.com)
   To Donate: [http://www.thefoundationlvs.org/about1-c1z94](http://www.thefoundationlvs.org/about1-c1z94)

2. **Measure "E"** – Originally passed in 2003 and renewed most recently in 2015, this $98
parcel tax helped prevent nearly $2 million in anticipated program cuts. Today it helps fund counseling, science, music, art, and class size reduction programs.

3. **Support From Cities** - The District is actively engaged in a wide variety of partnerships with each of the four cities within the District (Calabasas, Hidden Hills, Agoura Hills and Westlake Village) as well as the County of Los Angeles. These collaborative efforts have provided additional funding and services for both educational and recreational programs. In addition, the Cities jointly fund valuable services from the Los Angeles County Sheriff’s Department including the J-Team (juvenile intervention program).

4. **PFA/PFC’s** - Each of our schools has an active and committed parent faculty association/club. These organizations work tirelessly to the benefit of children at the respective schools. For further information, please contact your child’s school or the school in your neighborhood as listed below.

**COMMUNITY RESOURCE LIST:**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Organization</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol/Drug Abuse</td>
<td>Alateen/Alanon (Los Angeles County)</td>
<td>818-760-7122</td>
</tr>
<tr>
<td>Alcohol/Drug Abuse</td>
<td>Alateen/Alanon (Ventura County)</td>
<td>805-495-0270</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>Child Protective Services (Los Angeles County)</td>
<td>800-540-4000</td>
</tr>
<tr>
<td>Child Abuse</td>
<td>Child Protective Services (Ventura County)</td>
<td>805-955-2290</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>Information and Referral Line</td>
<td>800-931-2237</td>
</tr>
<tr>
<td>HIV &amp; STD Testing</td>
<td>Conejo Free Clinic</td>
<td>805-497-3575</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>Conejo Women’s Resource Center</td>
<td>805-373-1222</td>
</tr>
<tr>
<td>Rape &amp; Sexual Abuse</td>
<td>Coalition for Family Harmony</td>
<td>805-656-1111</td>
</tr>
<tr>
<td>Suicide Prevention</td>
<td>Ventura County Crisis Team</td>
<td>866-998-2243</td>
</tr>
<tr>
<td>Teens Who Cut</td>
<td>Hotline For Teens Who Cut Their Bodies</td>
<td>800-366-8288</td>
</tr>
<tr>
<td>Social Services General Info</td>
<td>Human Services Ventura County</td>
<td>800-735-2922</td>
</tr>
<tr>
<td>Social Services General Info</td>
<td>Social Services Los Angeles County</td>
<td>800-708-6029</td>
</tr>
<tr>
<td>Teen and Parent Support Group</td>
<td>Action Family Counseling</td>
<td>800-367-8336</td>
</tr>
</tbody>
</table>

**REMINDERS/RESOURCES**

**REMINDERS:**

1. Please note that prior written approval of the school administration is required for all courses taken outside of the Las Virgenes Unified School District on page 6.

2. Please be aware of the following student options:
   - Pre-approval of Absence Form on page 44.
   - Student Acceptable Use Policy on pages 88-91.
GENERAL INTERNET SAFETY TIPS:
1. Parents must supervise the internet use by their child. The district does not provide any filtering or safety tools for technology outside of school campuses/networks.
2. Place the computer in a central location in the home, not in the child's room.
3. Learn who your children are chatting with online (take the "don't talk to strangers" message into the digital world).
4. Define your personal standard regarding your child's privacy.
5. Become familiar with chatting and search tools used by your children.

Keeping the computer in a central location may alert you to suspicious online activity. Be alert to sudden screen switching when you walk by. Periodically show interest in what your child is doing online.

Most parents grew up with a "don't talk to strangers" message ingrained in their psyche. That message also applies to the digital world.

How do you feel about tracking your child's online activity? Eavesdropping on your child's online activity could be very harmful to a parent-child relationship that is based on trust. This is an issue that you must resolve for yourself - possibly in an open forum with your child. Some parents feel justified looking into their child's online activity after setting up a background image that states "We may periodically examine or track your online activity as it relates to your safety. If you feel uncomfortable or threatened by any online activity, please turn off the monitor and come talk with us immediately."