

LOS ANGELES LEADERSHIP PRIMARY ACADEMY

A Dual Language Immersion Charter School

2019-2020

*Handbook for*

*Students and Parents*

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***The Los Angeles Leadership Primary Academy (“LALPA” or “Charter School”) Difference***



**LALPA’s Core Programs**

1. High Academic Expectations

2. Dedication to Social Justice

3. College-Prep Curriculum

4. Visual and Performing Arts

5. Music Program

6. After-School Program w/ Enrichment Activities and Field Trips



7. Response to Intervention Program (Learning Center)

8. Academy Mandala Words

9. Urban Gardening

10. Technology Integrated Lessons

***The Los Angeles Leadership Primary Academy***

* **Our Mission:** The Los Angeles Leadership Primary Academy (“LALPA,” “Charter School,” or the “School”) prepares urban elementary school students to succeed in secondary grades, college, or on chosen career paths, to live fulfilling, self-directed lives, and to be effective in creating a just and humane world.
* **Our Long-term Focus** goes beyond college as we support our students, throughout a seven-year college preparatory curriculum, as they mature into leaders who will have the tools to effectively create a just and humane world.
* **Our Educational Pathway** includes an arts and technology integrated curriculum that promotes critical thinking and intellectual depth, breadth, and agility. Instruction is rich in content and resources, combining aspects of blended learning that prepares students to be successful in their future college courses.
* **Our Support Mechanism** is highly sensitive to the needs of our students, families, and faculty. Close relationships are built between elementary teachers or advisors at the secondary, and their students, fostering a culture of student success through learning, guidance, and citizenship.
* **Our Highly Qualified Faculty** is building a professional learning community focused on collaboration for the development of best practices and differentiated instruction driven by data. In addition to our rigorous curriculum, students benefit from the availability of a variety of creative programs such as the Art Program and After-school Program, each designed to support a solid foundation of learning and student interests. We are committed to providing professional student and family counseling as an additional form of support.
* **Our Students** have opportunities to take action on important social issues, to work alongside community mentors, and to enhance the learning power of these experiences through reflection and skill development in the classroom. As their student careers progress, they are expected to become increasingly involved in enhancing the school community through participation in student government, membership on school committees, and by conducting themselves as upstanding members of our community.
* **Our Parents** are essential to the success of our school. We are firm believers that parent involvement is critical component in helping students realize their goals. Parents are also given various opportunities to volunteer their time and efforts supporting our school programs as well as the school community at large.

***Academy Mandala Words***

The word "mandala" means circle. It represents wholeness and can be seen as a model for the organizational structure of life, reminding us of our relation to the infinite, the world that extends both beyond and within our bodies and minds. Each member of our LALPA community is expected to embrace the guiding principles represented by our Academy Mandala Words. Students are recognized in monthly assemblies for exemplifying these words at school on a daily basis:

* **Scholars -** We are critical thinkers engaged in a lifelong pursuit of knowledge.
* **Activists -** We envision a just and humane world, strive to make it real, and inspire others to do the same.
* **Creators -** We express our uniqueness, imagine new possibilities, shape ourselves and impact the world.
* **Community -** We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. We take responsibility for the life of our community.
* **Empowerment -** We claim our power to define ourselves and to struggle for liberty.
* **Well-Being -** We nurture our minds, bodies and spirits by practicing healthy habits.
* **Love -** We care deeply about others, and ourselves and express this through our actions.
* **Integrity –** We have the strength and self-confidence to act in accordance with our beliefs.
* **Inquiry** - We constantly seek understanding by asking questions of ourselves and of the world around us.
* **Courage -** We have the strength to recognize and challenge our fears.

***Administration, Staff and Faculty Directory***

**School Phone: 213-381-8484**

*Office hours are 7:30am to 4pm Monday through Friday.*

**Administration**

|  |
| --- |
| Arina Goldring-Ravin, *Chief Executive Officer/Superintendent* [agoldring@laleadership.org](mailto:agoldring@laleadership.org)  Tina Butler, *Chief Operations Officer* [tbutler@laleadership.org](mailto:tbutler@laleadership.org)  Antonio Sanchez, *Director of Special Programs* asanchez@laleaderhip.org |
| Nereida López, *Principal* [nlopez@laleadership.org](mailto:nlopez@laleadership.org)  Sonia Amaral, *Assistant Principal* samaral@laleadership.org |

**K-12 Support Staff**

Marina Pilyavskaya, *Director of Fiscal Operations* mpilyavkaya@laleadership.org

Mireya Segovia, *Parent Outreach Coordinator* [msegovia@laleadership.or](mailto:msegovia@laleadership.org)g

**School Staff**

Grissette Ortiz, *Office Manager* gortiz@laleadership.org

Candy Duran, *Office Clerk* [cduran@laleadership.org](mailto:cduran@laleadership.org)

Carolina Salcedo, *Supervision Aide*

Hector Quintero, *Supervision Aide*

Cynthia Ortega, *Special Education Aide*

Luis Ortiz, *Special Education Aide*

Leticia Covarrubias, *Instructional Aide*

AldoSánchez, *Instructional Aide*

Nubia Rodriguez, *Instructional Aide*

Mike Cadena, *Instructional Aide*

Dinora Galvan, *Instructional Aide*

Martha Arriaga, *Instructional Aide*

Perla Melgar, *Food Services*

Ralph Huerta, *Facilities*

Ofelia Mendez, *Facilities*

*Nancy Muñiz, All-Stars Coordinator [LAPrimary@la-allstars.org](mailto:LAPrimary@la-allstars.org)*

**Faculty**

|  |  |
| --- | --- |
| *Kindergarten*  Alexandrya Valencia (ETK)  Nohemi Gonzalez  Adriana Magallon  Laura Manzano | *Third Grade*  Maritza Hernández  Guadalupe Lazcano |
| *First Grade*  Miguel Arriaga  Hilda Perez | *Fourth Grade*  Stephanie Berganza  Adela Harrison  Raul Rodriguez |
| *Second Grade*  Steven Arias  Viviana Eufragio  Evelyn Garcia | *Fifth Grade*  Roxanna Betancourt  Alejandra Castellanos |
| *Special Education/Inclusion*  Guillermo Lasso  Cindy Sanchez | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **LOS ANGELES LEADERSHIP PRIMARY ACADEMY**  **Bell Schedule 2019-20** | | | | | |  | |  |  |
|  |  |  |  |  | |  |  | |
| **Regular Schedule--Mon Tues Thurs Fri** | |  |  |  | **Early Release Day Schedule--Wednesdays** | | | | |  |  |
|  | **Start** | **End** | **Minutes** |  |  | | | **Start** | | **End** | **Minutes** |
| **Kindergarten** |  | **Kindergarten** | | |
| Breakfast | 8:15 | 8:35 | -20 |  | Breakfast | | | 8:15 | | 8:35 | 25 |
| Recess | 8:35 | 8:55 | -20 |  | Recess | | | 8:35 | | 8:55 | -20 |
| Mid-Morning Instruction | 8:55 | 11:15 | 140 |  | Mid-Morning Instruction | | | 8:55 | | 11:15 | 140 |
| Lunch | 11:15 | 11:40 | -25 |  | Lunch | | | 11:15 | | 11:40 | -25 |
| Afternoon Recess | 11:40 | 12:00 | -20 |  | Afternoon Recess | | | 11:40 | | 12:00 | -20 |
| Afternoon Instruction | 12:00 | 2:30 | 150 |  | Afternoon Instruction | | | 12:00 | | 1:15 | 75 |
| Total K Minutes | 290 | | |  | Total K Minutes | | | 215 | | | |
|  |  |  |  |  |  | | |  | |  |  |
| **1st Grade** | | | |  | **1st Grade** | | | | | |  |
| Morning Instruction | 8:15 | 9:00 | 45 |  | Morning Instruction | | | 8:15 | | 9:00 | 45 |
| Recess | 9:00 | 9:20 | -20 |  | Recess | | | 9:00 | | 9:20 | -20 |
| Mid-Morning Instruction | 9:20 | 11:15 | 115 |  | Mid-Morning Instruction | | | 9:20 | | 11:15 | 115 |
| Afternoon Recess | 11:15 | 11:40 | -25 |  | Afternoon Recess | | | 11:15 | | 11:40 | -25 |
| Lunch | 11:40 | 12:00 | -20 |  | Lunch | | | 11:40 | | 12:00 | -20 |
| Afternoon Instruction | 12:00 | 2:45 | 165 |  | Afternoon Instruction | | | 12:00 | | 1:30 | 90 |
| Total Minutes | 325 | | |  | Total Minutes | | | 250 | | | |
|  |  |  |  |  |  | | |  | |  |  |
| **2nd Grade** | | | |  | **2nd Grade** | | | | | | |
| Morning Instruction | 8:15 | 9:20 | 65 |  | Morning Instruction | | | 8:15 | | 9:20 | 65 |
| Recess | 9:20 | 9:40 | -20 |  | Recess | | | 9:20 | | 9:40 | -20 |
| Mid-Morning Instruction | 9:40 | 12:00 | 140 |  | Mid-Morning Instruction | | | 9:40 | | 12:00 | 140 |
| Lunch | 12:00 | 12:25 | -25 |  | Lunch | | | 12:00 | | 12:25 | -25 |
| Afternoon Recess | 12:25 | 12:45 | -20 |  | Afternoon Recess | | | 12:25 | | 12:45 | -20 |
| Afternoon Instruction | 12:45 | 2:45 | 120 |  | Afternoon Instruction | | | 12:45 | | 1:30 | 45 |
| Total Minutes | 325 | | |  | Total Minutes | | | 250 | | | |
|  |  |  |  |  |  | | |  | |  |  |
| **3rd Grade** | | | |  | **3rd Grade** | | | | | | |
| Morning Instruction | 8:15 | 9:40 | 85 |  | Morning Instruction | | | 8:15 | | 9:40 | 85 |
| Recess | 9:40 | 10:00 | -20 |  | Recess | | | 9:40 | | 10:00 | -20 |
| Mid-Morning Instruction | 10:00 | 12:00 | 120 |  | Mid-Morning Instruction | | | 10:00 | | 12:00 | 120 |
| Afternoon Recess | 12:00 | 12:25 | -25 |  | Afternoon Recess | | | 12:00 | | 12:25 | -25 |
| Lunch | 12:25 | 12:45 | -20 |  | Lunch | | | 12:25 | | 12:45 | -20 |
| Afternoon Instruction | 12:45 | 2:45 | 120 |  | Afternoon Instruction | | | 12:45 | | 1:30 | 45 |
| Total Minutes | 325 | | |  | Total Minutes | | | 250 | | | |
|  |  |  |  |  |  | | |  | |  |  |
| **4th** | | | |  | **4th** | | | | | | |
| Morning Instruction | 8:15 | 10:00 | 105 |  | Morning Instruction | | | 8:15 | | 10:00 | 105 |
| Recess | 10:00 | 10:20 | -20 |  | Recess | | | 10:00 | | 10:20 | -20 |
| Mid-Morning Instruction | 10:20 | 12:45 | 135 |  | Mid-Morning Instruction | | | 10:20 | | 12:45 | 135 |
| Lunch | 12:45 | 1:10 | -25 |  | Afternoon Recess | | | 12:45 | | 1:05 | -20 |
| Afternoon Recess | 1:10 | 1:30 | -20 |  | Lunch | | | 1:05 | | 1:30 | -25 |
| Afternoon Instruction | 1:30 | 2:45 | 85 |  | Afternoon Instruction | | | Dismissal at 1:30pm | | | |
| Total Minutes | 325 | | |  | Total Minutes | | | 240 | | | |
|  |  |  |  |  |  | | |  | |  |  |
|  |  |  |  |  |  | | |  | |  |  |
|  |  |  |  |  |  | | |  | |  |  |
|  |  |  |  |  |  | | |  | |  |  |
| **5th** | | | |  | **5th** | | | | | | |
| Morning Instruction | 8:15 | 10:20 | 125 |  | Morning Instruction | | | 8:15 | | 10:20 | 125 |
| Recess | 10:20 | 10:40 | -20 |  | Recess | | | 10:20 | | 10:40 | -20 |
| Mid-Morning Instruction | 10:40 | 12:45 | 115 |  | Mid-Morning Instruction | | | 10:40 | | 12:45 | 115 |
| Afternoon Recess | 12:45 | 1:10 | -25 |  | Lunch | | | 12:45 | | 1:05 | -20 |
| Lunch | 1:10 | 1:30 | -20 |  | Afternoon Recess | | | 1:05 | | 1:30 | -25 |
| Afternoon Instruction | 1:30 | 2:45 | 85 |  | Afternoon Instruction | | | Dismissal at 1:30pm | | | |
| Total Minutes | 325 | | |  | Total Minutes | | | 240 | | | |
|  |  |  |  |  |  | | |  | |  |  |

**For minimum days:**

Kinder is dismissed at 12:30 p.m.

1st Grade-5th Grade is dismissed at 12:45 p.m.

***Admissions and Enrollment***

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than there are available spaces. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a random public drawing shall be given to the following students in the following order:

1. Children or wards of Los Angeles Primary Leadership Academy teaching staff (exempt, up to 10% of enrollment)
2. Siblings of students currently enrolled in LALPA, or wards of their parents (exempt)
3. Residents of the District
4. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. The Charter School shall require students who wish to attend the Charter School to complete an intent to enroll form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Parents and students admitted to the Charter School are strongly encouraged to attend an orientation session to review the policies and expectations of the Charter School. The Community Outreach Coordinator will work to assure that all families understand these policies and expectations and that they are aware of ways to be involved in the Charter School’s life and decision-making. Each student is given a student handbook containing the policies in the native language of the parent, unless they indicate that a copy in English is preferred.

**Incentives for Good Attendance**

**Primary School**

1st Attendance Goal: Each class receives a poster with the word *LION.* Each day the class has perfect attendance, a letter in the poster is colored in. When the entire poster is colored in, the class will receive a treat or snack.

2nd Attendance Goal: Students will repeat the process with the word *LIONS*.

3rd Attendance Goal: Students will repeat the process with the words *LALPA LIONS*.

4th Attendance Goal: Students will repeat the process with the words *LALPA PA LIONS*.

**Individual Incentive:**

-Students with perfect attendance on a monthly basis will be invited to participate in a school-wide activity. In order for students to participate in the activity they must:

1.) Have zero absences and

2.) Not have more than 2 *tardies* or *early leaves* (under 30 minutes each).

***Attendance Policy***

We believe that student success is directly related with consistent and punctual attendance in class and school related events. Students with good attendance records generally achieve higher grades, enjoy school more, are more successful in their pursuit of higher education, and are more employable after leaving school. California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. Students must attend class regularly. We believe that work missed of truancy must be promptly made-up, that truancy is unacceptable, and that absences be minimized or avoided whenever possible.

Please call if your child will not be attending. ALL absences must be verified with a parent or doctor’s note. Written notes used for verification of a tardy or absence must include the student’s full name, room number (if applicable), and grade, as well as a contact phone number and reason for the absence or tardy. To be successful, students need to attend school regularly. Parents can encourage proper attendance by ensuring that their child: gets enough rest, eats a healthy breakfast, and has adequate time to get to school.

***Compulsory Education***

Each person between the ages of 6 and 18 years is subject to compulsory, full-time education. Students who attend school regularly derive the most benefit from the instructional program. Students with good attendance records achieve higher grades, enjoy school more, are more successful in their pursuit of higher education, and are more employable after leaving school. Work missed because of

***Parents Influence Attendance:***

* Plan family vacations for non-school days whenever possible.
* Schedule non-emergency medical and dental appointments after school hours whenever possible.
* Make sure your child’s school has your accurate daytime contact information, including cell phone number and/or e-mail address.
* Communicate often with your child’s teachers.
* Make sure your school is aware of any problems that may be causing your child to miss school.
* These reasons will be considered unexcused absences:
  + Personal Business
  + Car problems
  + Rain
  + Walkouts/demonstrations
  + No clean clothes
  + A sibling is ill

***Definitions of  Attendance Terms:***

**Absences–Excused**

A pupil shall be excused from school when the absence is:

1. Personal illness.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments.
   1. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.
4. Attendance at funeral services for a member of the immediate family:
   1. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
   2. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's household.
5. Participation in religious instruction or exercises as follows:
   1. The student shall be excused for this purpose on no more than four school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal.)
8. To permit the pupil to spend time with an immediate family who is an active duty member of the uniformed services, as defined in Education Code 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 Charter School.
9. For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302.
10. Attendance at the pupil’s naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting pupil for up to eight (8) weeks.
12. Authorized at the discretion of a school administrator, based on the facts of the pupil’s circumstances, are deemed to constitute a valid excuse. A pupil who holds a work permit to work for a period of not more than five consecutive days in the entertainment or allied industries shall be excused from school during the period that the pupil is working in the entertainment or allied industry for a maximum of up to five absences per school year subject to the requirements of Education Code Section 48225.5.
13. In order to participate with a not-for-profit performing arts organization in a performance for a public-school pupil audience for a maximum of up to five days per school year provided the pupil’s parent or guardian provides a written note to the school authorities explaining the reason for the pupil’s absence.

In addition, a student's absence shall be excused for justifiable personal reasons such as:

1. Appearance in court.
2. Attendance at a funeral.
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. Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization upon written request by parent and approval by the Principal or designee pursuant to uniform standards established by the Board.

**Absences–Unexcused**

Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. Upon the third unexcused absence or tardy for more than any 30 minute period from school in any school year, the student will be classified as a truant. Such students will be reported to the Principal or designee. This could be grounds for referral to the SART and/or the City or District Attorney’s Office for possible prosecution in accordance with this Policy. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.

**Tardies**

A tardy occurs when the student is not in their assigned seat when the class begins.If a child arrives late to school, he/she must stop by the office for a pass to class. A student who is tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, is considered truant. Such students will be reported to the Principal or designee and may be reported to the Student Attendance Review Team.

**Early Sign-Out Procedure**

Students will be allowed to leave school only with a parent or legal guardian, or with another person designated in advance in Emergency Contact list by a parent or legal guardian. Any person picking up a student early must sign a log and show identification in the main office. A child will not be released to those not identified on the emergency list. Early pick-ups from school that are more than 30 minutes before the end of the school day without a valid excuse will also be considered an unexcused absence.

**Verifying Absences**

When a student is absent from school for any reason, the parent or guardian must notify the school in one of the following ways:

1. A phone call to the main office the day of the absence by the parent or guardian is acceptable. The main office employee taking the phone call shall subsequently record the following:
   1. Name of student;
   2. Name of parent/guardian or parent representative;
   3. Name of verifying employee;
   4. Date or dates of absence; and
   5. Reason for absence.
2. A note signed by a parent/guardian stating the reason for the absence on or before the return day (this method of verification is preferred).
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification:
   1. A healthcare provider’s note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

All absences must be cleared within three (3) school days from the last consecutive day of absence. After that time, all absences will be considered unexcused. Under state funding guidelines, it is fraudulent for a parent to falsely excuse a student’s absence or tardiness.

**Truancy Procedure**

LALPA’s policy requires it to notify parents by mail upon a student’s classification as a truant. This notification may include:

* That the parent or guardian is obligated to compel the attendance of the pupil at school. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
* That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
* Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year after an appropriate LALPA Administrator or designee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil.
* Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate may be referred to a SART. The notice shall indicate if the pupil and parents or guardians of the pupil will be required to meet with the SART.
* In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the SART or services provided, the SART may contact the City or District Attorney’s Office for possible prosecution.

Unexcused Full Day Absences or Tardies of More than 30 Minutes

* 3-5 unexcused absences = Truancy letter home
* 6-10 unexcused absences = Parent and student conference with Administrator
* 11-14 unexcused absences = **SART Meeting**: Parent conference with Principal and Director of Student Support Services for SART contract. SART contract reviewed 30 Day, 60 Day and 90 Day
* 15 unexcused absences = Home visit (must have doctor’s note after 14 absences)
* 5 consecutive absences- Home visit
* 7 consecutive absences- Referral for potential involuntary removal per the process outlined below.

**Note:** Los Angeles Leadership Primary Academy will document any efforts to reach out to and work with families to remedy truancy before initiating removal procedures. This includes, but is not limited to, efforts to reach the family by email, phone, mail, and/or home visits, as well as referral to SART.

Unexcused Tardy

* 1-4 times tardy unexcused = call home (please document)
* 5 times tardy unexcused = call home and 1st Tardy Letter
* 10 times tardy unexcused = Parent conference with Assistant Principal and 2nd Tardy Letter
* 15 times tardy unexcused = Parent conference with Principal

Truant

* 1 truancy = call home and mail out 1st letter Truancy Notification

(30 minutes or more late without a valid excuse 3 times within a school year is considered a truancy)

* 2 truancies = Parent and Student Conference with Assistant Principal and 2nd letter Truancy Notification
* 3 truancies = Parent conference with Principal and Director of Student Support Services for SART contract. SART contract reviewed 30 Day, 60 Day and 90 Day

**Student  Attendance  Review  Team  (SART)**

The SART is a school-based team developed to ensure students come to school every day and on time. It is LALPA’s hope that by working together, we can ensure students attend school regularly. The SART Team meets with the parents/guardians to discuss excessive absences and sign a contract that is revisited periodically.

**Referral to the District Attorney**

The District Attorney has the power to order students and parents to obey the state’s attendance laws, and parents may be fined for non-compliance.

**Process for Students Who Are Not in Attendance at the Beginning of the School Year**

When students are not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third day of the school year will receive a letter indicating the student’s risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth day of the school year will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student’s enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student’s failure to attend the Charter School and the disenrollment within thirty days of the disenrollment.

**Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student’s last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

**Non-Discrimination**

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

**Reports**

The Chief Executive Officer/Superintendent, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

***Records and Information Changes***

It is the responsibility of parents/guardians to inform the Office Manager or Family Outreach Coordinator immediately if there is a change in mailing address, telephone numbers or emergency contact names. Keeping our records up to date helps us to ensure your child’s safety and success. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.

***Withdrawal Process***

In the event that a parent/guardian decides to withdraw their student from LALPA, our staff will strive to provide the smoothest transition to enroll in the new school.

* LALPA encourages parents to first schedule an appointment with the Principal to discuss the reasons for withdrawal by means of an exit interview.
* Student will need to bring all textbooks and other school property on their last day of attendance to be checked in to clear student account.
* Parent will turn in the Withdrawal Form to the Main Office at the end of the day. When this form is turned in, the student’s account will be closed out and student will be withdrawn.
* Transcripts and records will be provided upon request from the next school of enrollment.
* LALPA will send notice to the student’s district of residence that the student has withdrawn from the Charter School.

Transcripts and grades may be withheld from the parent/guardian and student due to un-cleared student accounts. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, LALPA may withhold the student’s grades and transcripts until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, LALPA will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades and transcripts will be released.

**Note: LALPA will comply with the law and ensure that proper and detailed documentation of enrollment is kept.**

***Curriculum and Instruction***

***Instructional key elements:***

* **Parent and community connections:** Partnerships with parents and community organizations create opportunities to connect classroom learning to real-world experiences and career exploration. Parent involvement is encouraged and greatly appreciated by our staff.
* **High expectations for all students:** All children will be literate –read, write, listen, and speak—in English and Spanish. Students will use prior knowledge and personal experience as well as knowledge about language to construct meaning from what they’ve read. They will write across a variety of genres for the purpose of learning how to write, demonstrate knowledge, and for real-life purposes and audiences. They will use oral language skills to communicate effectively to a variety of audiences.
* **Technology:** LALPA allows every child access to technology through 1 to 1 access to computer devices for students. Through technology, students access, organize, analyze, and draw conclusions about information and data. It also is a tool for research and presentation for student projects. Every child in kinder through 2nd grade have access to iPads and 3rd-5th graders make use of Apple laptops. Please note that access to iPads and laptops will be predicated upon execution of the Acceptable Use Agreement. A copy of this agreement is located in the back of this Handbook.

**Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

***State Testing***

The School shall annually administer required state testing to the applicable grades [e.g., the California Assessment of Student Performance and Progress (“CAASPP”)]. Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of state assessments shall be granted.

***Student Assessments:***

|  |  |  |
| --- | --- | --- |
| **TEST NAME** | **ADMINISTERED TO** | **ADMINISTERED WHEN** |
| ELPAC | All grade levels: Initial test takers (Determined EL Status)  All grade levels: Identified English Language Learners Annual test takers | \*Transfer students are tested throughout the year, as they enroll  ELPAC Spring |
| NWEA Measures of Academic Progress (MAP):  Language 2-12 | Grades 2-5 | Fall: August-September  Winter: Last week of November-First week of December  Spring: Early May |
| NWEA Measures of Academic Progress (MAP):  Reading | Grades 2-5 | Fall: August-September  Winter: Last week of November-First week of December  Spring: Early May |
| NWEA Measures of Academic Progress (MAP):  Math | Grades 2-5 | Fall: August-September  Winter: Last week of November-First week of December  Spring: Early May |
| CPAA Measures Early Literacy and Mathematics Progress K-2 | Grades K-2 | Fall: August-September  Winter: Last week of November-First week of December  Spring: Early May |
| CAASPP: Science CST  (Paper and Pencil Administration) | Grade 5 | May-June |
| CAASPP: Smarter Balanced Summative Assessment in  ELA Literacy and Math (Online Administration) | Grades 3-5 | May-June |
| Physical Fitness Test (PFT) | Grade 5 | February-May |
| California Science Test (CAST) | Grade 5 | April-June |

***Dual Language Immersion***

**What is Dual Language Education?**

Dual-language education is an enriched program that places a balanced number of native English speakers and speakers of another language (usually Spanish) in an integrated classroom for all or most of the day to receive literacy and content instruction in and through two languages. Both groups of learners are highly valued in this approach as native English speakers and speakers of another language develop high levels of linguistic and academic proficiency, and maintenance of academic standards and curriculum. As students progress throughout the grades, the amount of target language decreases and that of English increases.

**What are the essential elements of a successful dual language program?**

* Administrative Support/Instructional Leadership
* Positive School Environment
* High Quality Instructional Personnel
* Professional Development/Teacher Training
* Instructional Design Promotes Biliteracy
* Student Ratio (a balance of English and Spanish speakers in each classroom)
* Parent Involvement and Home-School Collaboration
* Duration of Program
  + Requires long-term commitment on the part of parents
  + Five to six years to see full benefit

**How is the Dual Language Program Model different from other language models?**

* Language minority students are integrated with native English speakers in an environment that explicitly values the language and culture of the language minority and that treats all students regardless of language or ethnic background equally.
* Beginning in kindergarten and first grade, the target language (Spanish) is the status language for a significant portion of the instructional day. English speakers look up to and are helped by the target language speakers, because of their knowledge of the target language. During English time, the situation is reversed.

**What research supports dual language education?**

Research shows that a second language is best acquired when the first language of a student is firmly established and that a second language is best developed by native English speaking children through immersion in that language.

Once students have sufficiently developed both languages they will benefit from the cognitive advantages that accrue with bilingualism: more creative thinking, greater mental flexibility, ability to think more abstractly, and superior concept formation.

***Dual Language Program at LA Leadership Primary Academy:***

LA Leadership Primary Academy is committed to developing literacy in two languages —English and Spanish—for through an 80/20 model. Within six years, children will be literate in all aspects of both languages—reading, writing, listening, and speaking—reaching adult levels of literacy in the middle school grades.

Dual language education levels the playing field for all learners—and gives both native English and native Spanish speakers the gift of two languages. Dual language education is a process—it takes five to seven years for students to become bilingual and bi-literate in both languages and to develop academic achievement at grade level in both languages. Through engaging, thematic, hands-on curriculum, our dual language education program is closing the achievement gap.

Please review and sign the Dual Language Immersion Program Agreement, located in the back of this Handbook.

**English Learners**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

***Overview of LALPA’s Student Expectations***

Our teachers expect each student will come to class fully prepared, ready, willing, and able to participate in the lessons of the day. The following expectations clearly explain how students should approach their studies.

***School Dismissal***

ALL students are expected to be picked up immediately upon dismissal. A parent, legal guardian, or authorized adult (per emergency release forms) must sign out the student directly from the classroom teacher. Grades Kindergarten- 2nd are dismissed through the gate on Avenue 28. Grades 3-5 are dismissed through the main entrance on Griffin Avenue.

**Regular Dismissal (Mon./Tues./Thurs./Fri.) Early Release Day (Weds.)**

**Kindergarten= 2:30 p.m. Kindergarten= 1:15 p.m.**

**Grades 1-5= 2:45 p.m. Grades 1-5 = 1:30 p.m.**

**Minimum Day (see master calendar)**

**Kindergarten= 12:30 p.m.**

**Grades 1-5 = 12:45 p.m.**

***Classroom Conduct***

Students are expected to participate in all class activities as directed by the classroom teacher. Furthermore, they are expected to assist in maintaining order by refraining from disruptive conduct.

***Homework***

Homework assignments are practice work designed to reinforce concepts taught in class and are assigned by the teacher for completion at home. These practice assignments could be a combination of written, reading, study, and long-term project assignments. All assignments should be neat, complete, and on time. Any student who habitually does not complete homework/practice assignments on time will be assigned to an academic intervention program and/or receive disciplinary action.

***Academic Honesty Policy***

LALPA fosters the culture of honesty, trust, and the pursuit of academic excellence. Students will be responsible citizens who respect the rights of others. Any form of academic dishonesty such as plagiarism or cheating undermines the integrity of the academic program and its teachers, violates the rights of others, and is therefore subject to disciplinary action. This Ethical Contract is intended to protect the culture of honesty, trust, and the pursuit of academic excellence. Examples of cheating that are unacceptable at LALPA include, but are not limited to the following:

* Cutting and pasting from the internet or texts
* Taking words/content from others without giving credit
* Purchasing pre-written essays or papers
* Copying another student’s homework
* Using notes on tests or quizzes
* Getting copies of tests of quizzes without teacher permission
* Plagiarism
* Copying or allowing another student to copy from any assignment which are to be completed independently, per teacher instructions
* Unauthorized communication with any other person during an exam
* Stealing or destroying the work of another student

***Infractions and Consequences***

**Plagiarism is a level 2 infraction on the Tiered Discipline Policy.**

* **1st Offense:** “0” assigned on assignment/test with an opportunity for make-up. Teacher notifies parent. Consequences assigned. Notice entered on PowerSchool to the student’s file. Administration receives notification of PowerSchool log entry.
* **2nd Offense:** “0” assigned on assignment/test with no opportunities for make-up. Teacher holds conference with parent. Notice entered on PowerSchool to the student’s file. Administration then may assign further consequences.

***Materials***

While LALPA provides all the required school supplies for its students free of charge, students are

encouraged to bring backpacks to class. This is needed to hold and organize homework, lunches, graded class work, and projects, and any other materials requested by the teacher.  LALPA does not encourage rolling/wheeled backpacks unless these are required for medical reasons.

***Grading***

LALPA holds high expectations for student performance and college readiness. Course grades are determined by the quality of student products, standards-based unit quizzes and assessments, quarterly assessments, and, at times, high-stakes testing results. Teachers will work closely with students and parents to help create student goals and strategies to stay on track for grade level promotion.

***Grade Reporting***

LALPA has four reporting periods during the school year during which teachers report on student progress in academic areas, behavior and citizenship, and social development. Teachers measure student’s progress in English and Spanish reading through the benchmark assessment. The benchmark assessment measures the student’s accuracy, fluency, and comprehension.

Please refer to this grade scale for clarification:

|  |  |
| --- | --- |
| **4** | Advanced Proficient-Exceeds Standards |
| **3** | Proficient-Regularly Meets Standards |
| **2** | Developing |
| **1** | Emerging |

* First Quarter—Ten-week report card
* Second Quarter—Twenty-week report card
* Third Quarter—Thirty-week report card
* Fourth Quarter—Forty-week report card

***Parent-Teacher Conferences***

Parent-Teacher conferences are held three times a year. The first conferences are held at the end of the first reporting period, at which time student goals are discussed with parent and teacher input. The first conference is the ideal time to discuss student needs and strategies to ensure academic, physical, and social growth. Subsequent conferences are held at the end of the next two reporting periods. Parents may be required to attend a 4th parent conference if the student is in danger of not being promoted to the next grade level in order to formulate a retention or retention prevention plan.

Parents may schedule parent conferences at any time throughout the school year (with timely notice to the teacher) to discuss student grades and progress. The classroom teacher may schedule parent-teacher intervention conferences for students who are not meeting the grade-level standards.

***Teacher Qualification Information***

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

***After-School Program***

**After-School All Stars**– Our free after-school program offers a diverse number of curricular and extracurricular programs. Through the program our students receive a free afternoon snack and are able to participate in a number of activities including, but not limited to:

Dance and Cheer Club Sports Leadership

Field Trips Computers Cooking

Arts and Crafts Homework Time

These activities enrich our learning environment and engage our students in meaningful ways, enabling them to become both college-ready and socially active.

**Free And Reduced-Price Meals Policy**

Los Angeles Primary Academy (“LALPA” or “Charter School”) Governing Board (the “Board”) recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Chief Executive Officer/Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the Charter School’s food service program.

Each LALPA school site shall provide at least one nutritionally adequate meal (breakfast or lunch) each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria.

**Free and Reduced-Price Meals Application and Notification**

The Chief Executive Officer/Superintendent or designee shall ensure that the application form for free and reduced-price meals and related materials include the following statements:

1. Applications for free and reduced-price meals may be submitted at any time during a schoolday.
2. Children participating in the federal National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

The application packet shall include the following notifications and information using simple and culturally appropriate language:

1. A notification that if a child qualifies for free school lunches, then the child may qualify for free or reduced-cost health coverage.
2. A request for the applicant’s consent for the child to participate in the Medi-Cal program, if eligible for free school lunches, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program.
3. A notification that the Charter School will not forward the school lunch application to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program, without the consent of the child’s parent or guardian.
4. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon the consent of the child’s parent or guardian, the Charter School will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.
5. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the administration of the Medi-Cal program.
6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If Charter School elects to post its free and reduced-price meals application online, it will include the following:

1. Require completion of only those questions necessary for determining eligibility.
2. Include clear instructions for families that are homeless or migrant.
3. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application.
4. Comply with the privacy rights and disclosure protections.
5. Include links to all of the following:

(i) The online application to CalFresh.

(ii) The online single state application for health care.

(iii) The Internet Web page maintained by the State Department of Public Health entitled “About WIC and How to Apply,” or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.

(iv) The Internet Web site of a summer lunch program authorized to participate within the city or school district.

Eligibility and ongoing eligibility shall be determined for the free and reduced-price meal program based on the criteria made available by the California Department of Education.

It is the policy of the Board that non-paying students shall not be shamed, treated differently, or served a meal that differs from the meal of a paying student. This Policy prohibits the Charter School from disciplining a pupil which would result in the denial or delay of a nutritionally adequate meal to that pupil.

Charter School shall notify a parent/guardian of the negative balance of a pupil’s school meal account no later than ten (10) days after the account has reached a negative balance. Before sending this notification to the parent/guardian, Charter School must exhaust all options and methods to directly certify the pupil for free or reduced-price meals. In the event that Charter School determines that a student who has accrued a negative balance would have been eligible for free or reduced-price school meals, the Charter School shall credit such balance in accordance with this Policy. Charter School shall reimburse school meal fees paid by a pupil’s parent/guardian in the event that the pupil is subsequently determined to have qualified for free or reduced price meals. In the event Charter School is not able to directly certify the pupil, Charter School shall provide the parent or guardian with a paper copy of, or an electronic link to, an application with the notification and contact the parent or guardian to encourage application submission.

**Confidentiality/Release of Records**

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meal program for the following purposes:

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from the Charter School to another charter school, district, county office of education program, or private school, the Chief Executive Officer/Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Chief Executive Officer/Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled pupil for purposes related to program eligibility and data used in local control funding formula calculations.

The Chief Executive Officer/Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The Chief Executive Officer/Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The Chief Executive Officer/Superintendent or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any pupil, unless otherwise authorized by law.
2. The public release of information regarding individual pupil participation in a free or reduced-price meal program is not permitted.
3. All other confidentiality requirements imposed by law or regulation are met.

Due to children’s need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive, LALPA is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

**Celebrations**

* Birthday Celebrations: It is requested that parents coordinate with the teacher for any birthday celebration. Celebrations are allowed the last 15 minutes of the school day; Parents may bring healthy, prepackaged, snacks. The teacher will notify the office the date and time of celebration.
  + Alternative to food sharing for birthdays:
    - Have lunch with your child
    - Read a book to the class
    - Create a craft activity with students in your child’s classroom.
    - Conduct a fun activity with child’s class during recess.
    - Purchase a book for the library and dedicate it in your child’s name
    - Share “goodie bags” with school supplies with your child’s class.

Other Celebrations: Teachers are allotted two classroom celebrations per school year. Teachers will inform parents in advance if the class is planning a holiday celebration. If the parent does not wish for his/her child to participate in the celebration, the teacher will provide an alternate setting for the student. A student’s lack of participation in the celebration will not affect the academic grade.

***Wellness Policy***

The Board of Directors of Los Angeles Leadership Primary Academy (“LALPA” or the “Charter School”) is committed to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

* Students in Charter School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School campus—in accordance with Federal and state nutrition standards.
* Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
* Students have opportunities to be physically active before, during and after Charter School.
* The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
* Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
* The community is engaged in supporting the work of Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
* The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in Charter School. Specific measurable goals and outcomes are identified within each section below.

1. **Charter School Wellness Committee**

***Committee Role and Membership***

Charter School will convene a representative Charter School Wellness Committee (“Well-Com”), or work within an existing school health committee, that meets at least four (4) times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

The Well-Com membership will represent all grade/school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., Chief Executive Officer/Superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (“SNAP-EDEDSNAP-Ed”). To the extent possible, the Well-Com will include representatives from each school building and reflect the diversity of the community.

***Leadership***

The Chief Executive Officer/Superintendent or designee(s) will convene the Well-Com and facilitate development of and updates to the Policy and will ensure each Charter School’s compliance with the Policy.

Additionally, the designated official for oversight of the Well-Com is:

**Arina Goldring, Chief Executive Officer/Superintendent**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

1. **Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

***Implementation Plan***

Using the steps outlined below, Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

***Recordkeeping***

Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

* The written Policy.
* Documentation demonstrating that the Policy has been made available to the public.
* Documentation to demonstrate compliance with the annual public notification requirements;
* Documentation of the triennial assessment of the Policy.
* Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

***Annual Notification of Policy***

Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. Charter School will make this information available via the Charter School website and/or Charter School-wide communications. Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School’s events or activities related to Policy implementation.

Annually, Charter School will also publicize the name and contact information of the Charter School official(s) leading and coordinating the Well-Com, as well as information on how the public can get involved with the Well-Com.

***Triennial Progress Assessments***

At least once every three years, Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

* The extent to which the Charter School in compliance with this Policy;
* The extent to which the Charter School’s policy compares to model wellness policies; and
* A description of the progress made in attaining the goals of the Charter School’s Policy.

The position/person responsible for managing the triennial assessment and contact information is:

**Arina Goldring, Chief Executive Officer/Superintendent**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

The Well-Com/Chief Executive Officer/Superintendent will monitor the Charter School’s compliance with this Policy.

Charter School will actively notify households/families of the availability of the triennial progress report.

***Revisions and Updating the Policy***

Charter School will update or modify this Policy based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

***Community Involvement, Outreach and Communications***

Charter School is committed to being responsive to community input, which begins with awareness of the wellness policy. Charter School will actively communicate ways in which representatives of Well-Com/the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School’s website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the district and individual schools are communicating important Charter School information with parents.

The Charter School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

1. **Nutrition**

***Charter School Meals***

Charter School participates in USDA child nutrition programs, including the National School Lunch Program (“NSLP”), and the Charter School Breakfast Program (“SBP”).The Charter School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

* Are accessible to all students.
* Are appealing and attractive to children.
* Are served in clean and pleasant settings.
* Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (The Charter School offers reimbursable school meals that meet USDA nutrition standards).
* Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  + Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  + Sliced or cut fruit is available daily.
  + Daily fruit options are displayed in a location in the line of sight and reach of students.
  + All available vegetable options have been given creative or descriptive names.
  + Daily vegetable options are bundled into all grab-and-go meals available to students.
  + All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  + White milk is placed in front of other beverages in all coolers.
  + Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  + A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  + Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  + Student artwork is displayed in the service and/or dining areas.
  + Daily announcements are used to promote and market menu options.

***Staff Qualifications and Professional Development***

All Charter School nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These Charter School nutrition personnel will refer to USDA’s Professional Standards for Charter School Nutrition Standards website to search for training that meets their learning needs.

***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Charter School will make drinking water available where school meals are served during mealtimes.

***Competitive Foods and Beverages***

The Charter School is committed to ensuring that all foods and beverages available to students on the Charter School campus during the school day support healthy eating. The foods and beverages sold and served outside of the Charter School meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

***Celebrations and Rewards***

All foods offered on the Charter School campus will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers on the Charter School campus during the school day. Charter School will make available to parents and teachers a list of healthy fundraising ideas

***Nutrition Promotion***

Charter School will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

* Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
* Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

***Food and Beverage Marketing in Schools***

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in Charter School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Chief Executive Officer/Superintendent reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

1. **Physical Activity**

The Centers for Disease Control (“CDC”) recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week.

1. **Other Activities that Promote Student Wellness**

Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the Well-Com and/or parents and the community.

All Charter School-sponsored events will adhere to this Policy’s wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

***Community Partnerships***

Charter School will continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

***Professional Learning***

When feasible, Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

***Communication Protocol***

The first step for a parent to communicate a concern or information regarding their child should be to contact their child’s teacher. If there is a concern that cannot be addressed or resolved between the teacher and the parent, please follow the steps below:

1. Make an appointment (at the office or via email) to speak to the Assistant Principal.
2. Make an appointment (at the office or via email) to speak to the Principal
3. Make an appointment (at the office or via email) to speak to the Chief Operating Officer

\*Please allow 24 hours for teachers or administrators to return your contact (during the work week)

***Student Code Policy***

Because student attire affects the learning environment, our dress code policy aims to minimize distractions in order to focus students on academics rather than appearance. LALPA relies upon the good judgment of both students and families with respect to appearance and cleanliness. The following dress code requirements apply to all LALPA students.

**Dress Code**

* GRADE LEVEL COLORS FOR SHIRTS
  + K-5th grade - Green collared shirt with, or without, the school logo. Sweaters, sweatshirts, and jackets must be solid black or green in color with or without the LALPA logos.
  + 6th grade - Forest Green
  + 7th grade - Light Gray
  + 8th grade - Black
  + 9th and 10th - Dark Gray
  + 11th and 12th - Black
* SHIRTS STYLES: Short or long sleeve T-shirts, or Polo (**in assigned grade level color)**
  + Plain, OR
  + Including school print or logo
  + No other graphics allowed
* OUTERWEAR (**in assigned grade level color**)
  + Plain, OR
  + Including school print or logo
  + No other graphics allowed
* PANTS/SKIRTS: Black or Khaki colored pants, shorts, or skirts. Pants, shorts, and skirts must be worn at waist and at appropriate length and fit. Shorts and skirts must be at knee length. Pants must be hemmed or cuffed not stapled, tacked to the back of the shoe and may not be tied at the front of the shoe with shoelace, rubber bands, etc.
* SHOES: Shoes must be flat, closed-toed and appropriate for physical activity.
* HEAD/HAIR ACCESSORIES: such as hats, hair rags, bandanas, and beanies are not to be worn at any time on campus. Head coverings worn for purposes of religious observance are permitted.
* Assigned days only: College shirt or school issued shirt and/or sweatshirts.

**The following clothing items are expressly *prohibited* for all students at all times, including free dress days:**

* Sweatpants or any athletic pants including yoga pants
* Jeggings (leggings of jean material), tights worn as pants
* Inappropriately tight and/or short clothing
* Low-rise and/or hip-hugger pants
* Sagging pants
* Open-toed shoes
* Tank tops (all shirts must cover a student’s shoulders)
* Caps, hats, bandanas, or hoods (with the exception of headwear worn for the purpose of religious observance)
* No clothing may be worn inside out
* Any clothing that does not properly cover the body, including shirts that show a student’s cleavage or midriff
* Any clothing that may be construed as having gang –affiliation (colored shoelaces, initialed belt buckles, cut-out belts, “sagging”/oversized clothing, etc.)
* Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as such as extra clothing pieces and excessive and/or large pieces of jewelry.
* Headphones are not to be worn on campus except for in class with explicit permission from the classroom teacher.

***Physical Education Dress Code (6th-12th Grade)***

All students taking physical education courses are required to “dress” for physical education. A supervised changing area with separate areas for males and females is available. The physical education uniform required at is:

* school-Issued PE Shirt
* school-Issued PE shorts (fingers length or longer)
* Tennis shoes

The physical education attire is only to be worn during the P.E. class. Students will be required to change back into the school uniform when the P.E. class ends each day.

***Dress Code Non-Compliance Consequences***

Parents will be contacted immediately when their student is not adhering to the uniform policy described above.  If a student is not compliant with dress code policy, parents will receive a letter and the Assistant Principal will keep track of notice. Parents may be asked to bring the student a change of clothes. Students are expected to be responsible for coming to school in uniform and to check their own attire.

***Free Dress Guidelines***

On days when we allow students to wear “free dress,” all students must follow our free dress policy. Pants must fit waist and not sag.  Pants may not have any holes or be shredded.  Students may wear jeans. Underwear should not be visible. Leggings are appropriate only when worn with a skirt or dress. Shorts, skirts, and dresses must be fingers length or longer.   If a student chooses to wear closed-toe footwear that makes exercise difficult, he/she must bring alternate shoes for P.E. With the exception of the above, all other provisions of the regular Dress Code Policy remain in effect o free-dress days.

\*The “Free Dress Guidelines” applies to Spirit Weeks scheduled throughout the school year (see master calendar)

***School Climate and Student System***

LALPA has a discipline plan that is progressive in nature and has a balance between teaching values, interventions and consequences. The main features of the discipline plan include, but are not limited to, the following:

* **Behavior Values**:*mutual respect, responsibility, appreciation of differences, honesty, safety, participation**in the learning process, and respect and care of the property and environment*
* **Rules of Conduct and Behavior**:*attendance, computer policy, uniform policy, electronics, homework**policy and tardy policy*
* **Consequences:** *warning and reminder, consequences to promote reflection, disciplinary referral to the**office, loss of privileges, in-house suspension, suspension/parental supervision*
* **Intervention Strategies**:*alternative programming, behavior modification, Student Success Team, problem**solving/contracting, alternatives to suspension*

Each family receives a copy of these policies within the LALPA *Handbook for Students and Parents* and is asked to verify that the policies have been reviewed with their children at the time of enrollment or at the beginning of the school year.

LALPA uses the strategies of S*chool-Wide Positive Behavior Intervention and Supports* (“SWPBIS”), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students’ social, emotional, and academic learning skills established by the U.S. Department of Education's Office of Special Education Programs.

**Tiered Behavior Intervention**

The LALPA discipline system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. LALPA recognizes that to support our programs we must teach, model, and reinforce the *Schoolwide* *Positive Behavior and Intervention Supports* program. Based on studies that show punishment is less effective than prevention, the goal of SWPBIS is to create a climate in which appropriate behavior is the norm. SWPBIS provides an operational framework for achieving this outcome through a three-tiered model.

***Tier I* –Core Instruction**

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms for behavior.

In order to promote positive behaviors, LALPA will consistently implement Tier I support systems. All teachers and support staff will maximize structures in the classroom and throughout the Charter School to develop predictable routines that promote positive, collaborative behaviors. All rules will be clearly stated, posted and explicitly taught in the classroom, using examples and practice activities. Rules will also be posted throughout the Charter School.

\*\*Please note that the examples listed under each infraction category (Tiers I-III) are not exhaustive, and only serve as common examples of behaviors addressed within each Tier.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms.

**Tier I Infractions**

* Classroom disruptions (e.g. speaking out, out of seat)
* Occasional tardiness
* Disturbing/Distressing other students
* Incomplete work/Lack of participation/Poor team work

Inappropriate clothing for school

* Non-compliance with rules

**Tier I Consequences**

* Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
* Assign student a written apology assignment
* Assign contribution plan (e.g. contributing back to the classroom environment)
* Call parents and alert them about behavior, eliciting their partnership
* With the student, develop a contract with explicit expectations for behavior and consequences

***Tier II: Strategic or Supplemental Intervention***

At Tier II, teachers will use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports has proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School will use social skills instruction to increase integration of problem- solving, conflict resolution, and anger management, creating opportunities for the student to learn empathy throughout the day.

Strategies can include de-briefing, priming, and reflection. Teachers and support staff will ensure self-management/self-monitoring is explicitly taught and supported.

**Tier II Infractions**

* Ongoing Defiance, Fighting/Aggressive behavior
* Excessive tardiness/truancy
* Bullying, harassment, sexual harassment
* Vandalism/Graffiti/Theft

**Tier II Consequences**

* Re-teach group expectations, routines, and strategies, modify grouping patterns
* Use systematic positive reinforcement for students when they act appropriately
* Use mentoring strategies; assign a mentor
* Utilize a daily report card, involving parents and other staff in a partnership of support
* Possible referral for suspension and/or expulsion

***Tier III: Intensive Intervention***

At Tier III, LALPA will use the most intensive level of intervention and instruction and will base it on assessed need(s). Students requiring Tier III supports will continue to receive support and instruction provided at the Tier I and Tier II levels. When a student’s behavior begins to interfere with his or her educational achievement and social interaction with peers and adults, a Functional Behavior Assessment (“FBA”) may be developed. When developing the FBA, a description of the behavior, its frequency, intensity, and duration, and the hypothesized function of the behavior will be included, as well as data collection and analysis.

**Tier III Infractions**

* Violate Charter School policies
* Violate Board policies or state/federal laws
* Chronic Level II behaviors requiring administrator involvement

**Tier III Consequences**

* Convene a Student Success Team
* Parent Conference
* Use debriefing forms to address misconduct
* Possible referral for suspension and/or expulsion
* Refer to community agencies
* Assign campus responsibilities
* Provide conflict resolution training, peer mediation, anger management
* Encourage enrichment activities (after school clubs)
* Assign Alternatives to Suspension, including in-school suspension
* Consult with community agencies (e.g. probation, Mental Health Centers, Children’s Services)

**Professional Development**

Professional development at LALPA will include ongoing classroom management workshops and training provided by the Director of Student Support Services and Principal to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior. Professional development topics may include:

* Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
* Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
* Provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
* Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
* Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

***Suspension and Expulsion Policy***

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter-schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available via the Handbook for Students and Parents.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth, or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil if being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent/guardian/educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsion, before the effective date of the action to involuntarily remove the student.. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

**Procedures**

**A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

**B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a.) Caused, attempted to cause, or threatened to cause physical injury to another person.

b.) Willfully used force or violence upon the person of another, except self-defense.

c.) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Section 11053-11058, alcoholic beverage, or intoxicant of any kind.

d.) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e.) Committed or attempted to commit robbery or extortion.

f.) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.

g.) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.

h.) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i.) Committed an obscene act or engaged in habitual profanity or vulgarity.

j.) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k.) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l.) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m.) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n.) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

1. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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 section, “hazing” does not include athletic events or school-sanctioned events.
2. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
3. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
4. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
5. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
6. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
7. “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   * + 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
       2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
       3. Causing a reasonable student to experience substantial interference with his or her academic performance.
       4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
8. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
9. A message, text, sound, video or image.
10. A post on a social network Internet Website including, but not limited to:
    1. Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
11. An act of cyber sexual bullying.
    1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
12. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
13. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
14. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/SuperintendentPrincipal or designee’s concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, 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 section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
22. “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    * + 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
        2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        3. Causing a reasonable student to experience substantial interference with his or her academic performance.
        4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
23. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
24. A message, text, sound, video, or image.
25. A post on a social network Internet Website including, but not limited to:
    1. Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
26. An act of cyber sexual bullying.
    1. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
27. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
28. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
29. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil.

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/SuperintendentPrincipal or designee’s concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by an Administrative Panel and/or the Board of Directors in an expulsion appeal that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**C. Suspension Procedure (for in-school and out-of-school suspensions)**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Chief Executive Officer/Superintendentdesignee[[1]](#footnote-1) with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

**D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it, or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and Charter School’s Board will make the final determination.

**E. Expulsion Procedures**

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing no later than three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the Principal or designee to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;
9. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

**F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer.. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

* 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
  2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
  3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
  4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
  5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
  6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.
  7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
  8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
  10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**I. Written Notice to Expel**

The Director or designee, following a decision of the Board to expel, shall, send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

**J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**K. Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors’ decision to expel shall be final.

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Director or designee will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Charter School Board’s decision to uphold the administrative panel’s decision to expel shall be final.

Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Principal within ten (10) school days of the date of the written decision to expel. The student will be considered suspended until a Board meeting is convened within ten (10) school days of receipt of the written appeal. The parent(s)/guardian(s) must attend to present their appeal. Parents/guardians may request one continuance of up to ten school days. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Board’s decision to uphold the Administrative Panel’s decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his or her educational program.

**L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

**O. Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code section 49079 and the corresponding enumerated offenses set forth above.

**P. Involuntary Removal for Truancy**

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School’s board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

**O. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
2. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer/Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

***Health and Safety***

*Procedures*

Students in need of health services during class time must obtain a Health Referral from their teacher. A student must then report directly to the Office where a staff member will determine the student’s needs and take appropriate action.

*Illness and Discomfort*

Students who feel ill during the school day are dismissed from class to the office. Parents are notified and first aid is provided. If necessary, students can wait in the office until a parent arrives. Major injuries and pain will result in an immediate 911 and parent phone call.

*Accidents or Injuries On-site*

911 and parents are contacted immediately if a student is injured during the school day. Students are supervised at all times on campus during class time, passing period, and lunch breaks. Witnesses of the injury will be asked to fill out an Incident Report.

*Administration of Medications Policy*

The School staff is responsible for overseeing the administration of medication to students attending the School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day (including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home.), medication prescribed for him or her by a physician or surgeon, or ordered for him or her by a physician assistant practicing in compliance with Chapter 7/7 (commencing with Section 3500) of Division 2 of the Business and Professions Code, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School receives the appropriate written statements as follows:

1. In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both (a) a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and (b) a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

2. Additionally, the school nurse or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. The School will ensure it has the appropriate type of epinephrine auto-injector on site (i.e., regular or junior) to meet the needs of its pupils. The School will ensure designated staff properly store, maintain, and restock the epinephrine auto-injectors as needed.

3. The School will ensure any school personnel who volunteer are appropriately trained regarding the storage and emergency use of epinephrine auto-injectors based on the standards developed by the Superintendent of Public Instruction. The School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an epinephrine auto-injector to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

In order for a pupil to be assisted by designated school personnel, , in administering medication other than emergency epinephrine auto-injectors, the School shall obtain both (a) a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and (b) a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the School assist the pupil in the matters set forth in the statement of the physician or physician assistant.

Response to Diabetic or Hypoglycemic Emergency

LALPA provides school personnel with voluntary emergency medical training to provide emergency medical assistance to pupils with diabetes suffering from severe hypoglycemia, and volunteer personnel shall provide this emergency care, in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the pupil. A school employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance.

Training established shall include all of the following:

* Recognition and treatment of hypoglycemia.
* Administration of glucagon.
* Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the pupil’s parent or guardian and licensed health care provider.
* Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training.
* A school employee shall notify the Principal if he or she administers glucagon pursuant to this Policy.
* All materials necessary to administer the glucagon shall be provided by the parent or guardian of the pupil.

In the case of a pupil who is able to self-test and monitor his or her blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the pupil, a pupil with diabetes shall be permitted to test his or her blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the school or school grounds, during any school-related activity, and, upon specific request by a parent or guardian, in a private location.

Guidelines:

* The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
* Medication shall be administered only during school hours if determined by a physician to be necessary.
* Designated staff shall keep records of medication administered at the School.
* All medication will be kept in a secure and appropriate storage location and administered per physician’s instructions by appropriately designated staff.
* Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
* Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, and diabetes).
* The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
* A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.
* Any pupil requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the pupil’s medical professional.

As a result, students should not carry any kind of medication on them unless noted by the doctor on their medication form. This includes: prescription medication, Ibuprofen, cold medicine, Midol, etc. If your child has a cold or is in pain and needs to take medicine, he/she should stay home from school.

*Oral Health Assessment*

Students enrolled in kindergarten in a public school, or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

*Health Screenings*

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**Physical Examinations and Right to Refuse**

All pupils are to have completed a health screening examination on or before the 90th day after the pupil’s entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal of the school in which the child is enrolled a written and signed statement stating that he or she will not consent to a physical examination of the 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, the child 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.

**Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil’s physician, which the pupil may take before the birth of the pupil’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil’s regular school program are excused until the pupil is able to return to the regular school program or an alternative educational program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil’s fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures (“UCP”) of the Charter School. The complaint may be filed in writing with the compliance officer:

**Arina Goldring, Chief Executive Officer/Superintendent**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer/Superintendent.

**Availability of Health Insurance**

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

<http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf>

The Charter School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil’s family.

**School Safety Plan**

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

**Immunizations Policy**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

|  |  |
| --- | --- |
| **Child’s Grade** | **List of shots required to attend school** |
| **Entering Kindergarten** | Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses  Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses  Varicella (chickenpox) – Two (2) doses  **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. |
| **Entering 7th Grade** | Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose  Varicella - Two (2) doses  **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and two (2) doses of Varicella. |

**Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources available to your child:

Available on Campus:

* School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
* Special education services – if you believe your child may have a disability, you are encouraged to directly contact Tina Butler at 213-381-8484 to request an evaluation.
* Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the front office].

Available Nationally:

* National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
* The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24.  **Available at 1-866-488-7386 or visit** <https://www.thetrevorproject.org/>**.**
* Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

**Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of instruction on prevention of human trafficking. An opt-out form is available in the main office and on the Charter School’s website for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

**School Bus and Passenger Safety**

All pupils who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety.

**Concussion/Head Injuries**

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. Because the Charter School has elected to offer an athletic program, we 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.

**Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below: <https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf>.

### Professional Boundaries: Staff/Student Interaction Policy

EPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

1. Examples of PERMITTED actions (NOT corporal punishment)
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
   1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
   2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behavior

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Giving students a ride to/from school or school activities.
5. Intentionally being alone with a student away from the school.
6. Making or participating in sexually inappropriate comments.
7. Sexual jokes.
8. Seeking emotional involvement with a student for your benefit.
9. Listening to or telling stories that are sexually oriented.
10. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
11. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

### (These behaviors should only be exercised when a staff member has parent and supervisor permission.)

1. Being alone in a room with a student at school with the door closed.
2. Allowing students in your home.

Cautionary Staff/Student Behaviors

### (These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
3. Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a student.
8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if conflict arises with the student.
11. Informing the Chief Executive Officer/Superintendent/Principal about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs student.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth your job and career.

# Transportation Safety Plan

Because Los Angeles Leadership Primary Academy (“LALPA” or “Charter School” or “School”) provides transportation to or from a Charter School activity, the Charter School Board of Directors (“Board”) approved the following transportation safety plan, which contains procedures for Charter School personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each Charter School and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Charter School policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the School’s discipline policy.

**Definitions**

1. “School bus” is any motor vehicle designed, used, or maintained for the transportation of a Charter School pupil at or below the grade 12 level to or from Charter School or to and from School activities.
2. “School activity bus” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Charter School and carrier to transport Charter School pupils at or below the grade 12 level to or from a Charter School activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

**Determining Whether a Student Requires an Escort**

If a student's home address is located on the opposite side of the street of the actual bus stop, then Charter School and California Vehicle Code 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus driver’s direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Charter School requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

**Procedures for Kindergarten through Eighth Grade Pupils Regarding Boarding and Exiting the Bus**

Charter School has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Charter School is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
3. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
4. Students are to remain seated at all times while the bus is in motion.
5. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
6. Students are to follow the directions of the bus driver while they are aboard the bus.
7. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.
2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
4. Students will unload in an orderly manner using the handrails.
5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by his/her parent and endorsed by the Chief Executive Officer/Superintendent.
6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people’s property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at Charter School or Other School Activity Location**

Charter School has created the following procedures to govern the safe entry and exit of all students at Charter School or other school activity location.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students’ entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Charter School staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the Charter School teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at Charter School the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
3. Upon arrival at the school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
   1. The driver will confer with the Charter School teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
   2. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
   3. When the Charter School teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either Charter School or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Charter School staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

Charter School staff members should always be involved and active in the supervision of the loading and unloading of students at Charter School and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, Charter School staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the Charter School teacher/head chaperone for the trip shall ensure he/she has a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Charter School teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Charter School staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Charter School teacher/head chaperone will conduct another roll call by calling out each student’s name and waiting for verbal and visual confirmation from the student that he/she is present.
5. The Charter School teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

Charter School shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus on a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone’s attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

Charter School shall ensure that all students in kindergarten through grade 12 who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student’s home;
2. General rules of conduct at school bus loading zones, such as:
   1. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line;
   2. Students are not to play in or be in the street or private property
   3. Students shall be on the proper side of the street before the bus arrives at the bus stop;
   4. Students should arrive at their bus stop five minutes prior to the scheduled leaving time;
   5. If the student is late and needs to cross the street that the bus is stopped on, he/she must wait for the bus driver to escort him/her across the street;
   6. Students should not approach the bus until it comes to a complete stop at the stop;
   7. Students should board and exit the bus in an orderly fashion, with no pushing or shoving;
   8. Students should understand the bus driver is in charge at all times, and students should follow his/her directions;
   9. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped;
   10. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
3. Red light crossing instructions, consistent with this Plan;
4. School bus danger zone(s);
5. Walking to and from school bus stops.

**Instruction for all Students Prior to Departure on School Trip**

Finally, prior to departure on a school activity trip, Charter School shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

1. Location of emergency exits; and
2. Use of emergency equipment.
   1. Instruction may also include responsibilities of passengers seated next to an emergency exit.
3. Instruction on how to use the passenger restraint systems, including but not limited to the following:
   1. Proper fastening and release of the passenger restraint system;
   2. Acceptable placement of passenger restraint systems on students;
   3. Times when the passenger restraint systems should be fastened and released; and
   4. Acceptable placement of the passenger restraint systems when not in use.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code 34501.6, Charter School is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Chief Executive Officer/Superintendent that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Chief Executive Officer/Superintendent may consult with legal counsel as needed.
3. The Chief Executive Officer/Superintendent may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Chief Executive Officer/Superintendent.

***Personal Property***

Students will be solely responsible for bringing items to school and must watch their belongings carefully. LALPA is not responsible for any lost or stolen items kept in student backpacks or school lockers, whether they are school issued textbooks and other materials, or personal items including electronic devices and modes of transportation. Students are encouraged not to leave any of their belongings unattended for any period of time.

Any items of value found should be returned to the main office or assistant principal’s office. Other found items can be claimed from the Lost and Found. Unclaimed items will be donated to a local charity at the end of each quarter. Please check immediately if you have lost an item

**Lost or Damaged School Property**

If a student willfully damages the Charter School’s property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, Charter School may withhold the student’s grades, and transcripts, until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades will be released.

***Transportation***

Students may ride a skateboard or bicycle to school. State law requires every student to wear a helmet while riding a bicycle or skateboard. Upon arriving to campus, students must store their skateboard or bicycle in a designated storage area. Students may not ride their skateboard or bike during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboard/bicycle confiscated. Only the parent/guardian may retrieve the confiscated item.

\*\*\***The school is not responsible for any loss or damage to equipment.**

***Cell Phones and Personal Electronics Policy***

Students are permitted to have cell phones in their possession while on school campus; however, such items must be kept in the backpack and not used during regular school hours. The policy below clarifies LALPA’s cell phone and personal electronics (I-pods, CD players, MP3 players, etc.) usage policy and consequences. Please see below:

* Electronic devices should be turned off during the school day. With teacher permission and supervision, students may use devices in the classroom as part of the learning experience. Students must wait for teacher instruction to turn on and use any device.
* Students ***may NOT*** call on their personal phones for a parent/guardian pick-up during the instructional day for any reason other than a school emergency as determined by administration. Students who do not follow this rule will have their phones confiscated.
* Parents who need to contact their child during the day must call the main office.
* Cell phones are permitted on campus; however, student use of cell phones or personal electronic devices is restricted. Cell phones and personal electronics are not to be used by students during instructional hours, which is between 8:00 am and 3:30 pm This includes not using cell phones or personal electronics during passing periods and during lunch.

Notwithstanding the above, a student will not be prohibited from possessing or using a smartphone under any of the following circumstances:

(1) In the case of an emergency, or in response to a perceived threat of danger.

(2) When a teacher or administrator of LALPA grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator.

(3) When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

(4) When the possession or use of a smartphone is required in a pupil’s individualized education program.

### Consequences for Inappropriate Cell Phone or Personal Electronics Use

If any LALPA staff member determines a cell phone, CD player, iPod, etc., is in use during school hours, the following discipline will be implemented:

**1st Offense:** Confiscation of device by staff member. Staff member gives the cell phone or electronic device to the administration, who log the incident in PowerSchool. Device will be returned to student at the end of the day.

**2nd Offense**: Confiscation of device by staff member. Staff member gives the cell phone or electronic device to the administration, who log the incident in PowerSchool. Device will be returned to parent/guardian. Parent and administration create an agreement for consequence if third offense were to occur.

**3nd Offense:** Confiscation of device. Device is given to administration and the incident is logged in PowerSchool. Administration contacts parent and reviews agreement

Device will be returned to parent/guardian.

**\*\*\* LALPA is NOT responsible for lost or stolen items.** In the event of theft or loss of student cell phones while on campus, the parents should file a police report with the local Sheriff’s station so that an investigation by school staff does not interfere with school activities and class time.

***School Activities***

Students may participate in field trips throughout the school year. These trips are part of the interdisciplinary curriculum and may include walking trips and/or chartered bus transportation. The teacher may request in advance that a parent attend a fieldtrip to support with their child’s supervision if the teacher has safety concerns.

***Parent Engagement***

Parent involvement is a critical component for effective schooling and student achievement. Active and consistent parent engagement with regards to their student’s education generally leads to higher levels of student academic achievement.

***Parent and Family Engagement Policy***

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success.

The Los Angeles Leadership Primary Academy (“LALPA” or “School”) has developed a written Title I Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. LALPA has distributed the Policy to parents of Title I students by Annual Title I meeting, through handouts given to students to take home, and at various school functions and meeting throughout the school year. The policy is also posted on the website and a hard copy may be requested from the office at any time.  This Policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318; Section 1116(a)-(f) inclusive].  
   
**LALPA Expectations and Objectives**   
   
In establishing LALPA’s expectations and objectives for meaningful parent and family involvement, LALPA has established the following practices:

1. LALPA involves parents and family members in the joint development of the School’s planning efforts and the process of school review and improvement.

​  
The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. LALPA also informs parents of their right to be involved in the Title I program, its planning, improvement, and reviews during and not limited to:

* Back to school, Open house events.
* School Site Council and ELAC Trainings.
* Through other parent meetings such as coffee with the principal, sub-committee meetings, school wide programs.
* Sending information out through monthly flyers and Parent Square phone calls for SSC, ELAC and other meetings.
* Announcements in Parent center.

The School offers a flexible number of meetings for Title I parents, such as meeting in the morning or evening.  
   
   
       2. LALPA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all                 participating schools within the School in planning and implementing effective parent and family involvement activities.  
           These activities improve student academic achievement and school performance.   
             
​Parents participate in planning and implementing effective parent and family involvement activities through partaking in:

* Annual Parent Surveys
* Parent Workshops organized by the Parent Center Coordinator and CCSA (California Charter School Association)
* Parent Open Forums
* Dialogue at Coffee with the Principal
* Parent Volunteering
* Participation in the Parent Teacher Council
* English Learner Advisory Council
* School Site Council

       3. LALPA coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with  
           other relevant federal, state, and local laws and programs.                                                              
  
The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. LALPA accomplishes this by:

* Formal and informal parent conferences to discuss EL progress, ELPAC results, reclassification criteria and periodic assessments.
* Parent workshops on how to understand CAASPP and ELPAC results and other assessments given to their children.
* Parent center will provide Parent-Education classes in order to help students succeed in school.
* Parent center will provide Parent-Education classes on the various computer programs utilized to education Title I students.
* Parent workshops will be led by professionals in the area of their expertise to assist parents with being more active in their children's educational development.

      4. LALPA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content                 and effectiveness of the Policy in improving the academic quality at LALPA.    
  
Parents evaluate the content and effectiveness of the policy though participating in:

* Annual evaluation of the Title I, Parent and Family Engagement Policy meeting
* Annual Parent Surveys
* LCAP survey
* Coffee with the Principal Meetings
* SSC Meetings
* English Learner Advisory Committee
* Board Meetings
* Other parent meetings where feedback is incorporated in the local needs assessment for the instructional program. Discussions are held and suggestions are made for the SPSA, Title I, and EL student budgets.
* Parent workshops that are provided to parents inform and provide resources to strengthen the home-school connection.

        5. LALPA conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to  
             greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are  
            disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

* LALPA adheres to it’s Non-Discrimination Policy (in the Parent-Student Handbook). Policy is reviewed with parents every year.
* SSC evaluates the modifies the Parent and Family Engagement Policy in order to provide for further removal of barriers for parent participation.
* Annual Surveys (translated in other languages upon request)
* LALPA provides multiple opportunities for parents to attend meetings/workshops. The School offers a flexible number of meetings for Title I parents, such as meeting in the morning or evening.

        6. LALPA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of  
             parents and family members to assist with the learning of their children, including engaging with school personnel and                 teachers.    
  
Annual evaluation of the needs of parents and family members to assist with learning is done through:

* Annual Parent Surveys
* Open Forum for all stakeholders
* SSC meetings are held at times that best accommodate staff and parents
* Parent Conferences

       7. LALPA conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to                support successful School and family interactions through:

* Annual Parent Surveys
* SSC Meeting annual evaluation
* ELAC Meeting annual evaluation
* Feedback at parent Open Forums
* Feedback at Coffee with the Principal
* Participation in Parent-Teacher Council
* Other parent meetings where feedback is incorporated in the local needs assessment for the instructional program. Discussion are held and suggestions are made for the SPSA, Title I, and ELD students.

     8. LALPA uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and  
          family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.

* LALPA hosts annual Title I meetings for review and feedback on the Title I Parent and Family Engagement Policy.
* SSC reviews and updates the Title I Parent and Family Engagement Policy on an annual basis.
* Board of Directors approves the policy after it is reviewed by SSC.

     9. LALPA involves parents in the activities of the Schools to adequately represent the needs of the population.    
           
Parents at LALPA are involved in developing activities that meet their needs through participation in:

* Parent Workshops organized by the Parent Center Coordinator and CCSA (California Charter School Association)
* Parent Open Forums
* Dialogue at Coffee with the Principal
* Parent Volunteering
* Participation in the Parent Teacher Council
* English Learner Advisory Council
* School Site Council

**Involvement of Parents in the Title I Program**  
   
To involve parents in the Title I program at LALPA, the following practices have been established:

1. LALPA convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

Title I parents attend an annual informational meeting led by the administrator in charge of categorical programs. The annual Title I meeting is used to explain the Title I requirements, the school’s participation in the program, and the rights for parents to be involved. In addition, uses this opportunity to:

* Explain what participation in Title I programs means, including:
  + A description and explanation of the school’s curriculum,
  + Information on the forms of academic assessment used to measure student progress, and
  + Information on the proficiency levels students are expected to meet;

Explain LALPA’s parental involvement policy, and school-parent compact;

* Explain the right of parents to become involved in the school’s programs and ways to do so;
* Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible [Section 1118(c)(4), ESEA].

       2. LALPA offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.   
       3. LALPA involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and       
            improvement of the school’s Title I programs and the Title I Parent and Family Engagement Policy.\*    
  
Parents continually give feedback in the review of Title I programs through participation in:

* Title I Parent Meetings
* SSC meetings
* Parent Open Forums
* Coffee with the Principal
* Parent Teacher Council Meetings
* Parent and Family Engagement Policy annual review meeting

      4. LALPA provides parents of Title I students with timely information about Title I programs.    
           
The school provides parents of Title I students with timely information about Title I programs. Some of the ways LALPA accomplishes this is:

* Back to School Nights provides teachers an opportunity to give information about Title I and all programs at LALPA.
* On-going parent workshops provide information on Title I and other district and state mandated programs.
* By holding parent conferences as well as informal and formal conferences throughout the year parents may obtain information on Title I and other programs.
* Open house provides parents another opportunity to visit, review and inform themselves as to Title I and other program information.
* Parent school notifications, flyers, bulletins, memos, references are sent via students, weekly flyers and digital announcements.

      5. LALPA provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used  
           to measure student progress, and the proficiency levels students are expected to meet.    
  
The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Sunrise accomplishes this in the following manner:

* Back to School Nights provides teachers an opportunity to give an overview the instructional programs at LALPA.
* Coffee with the Principal and parent workshops on understanding district and state mandated assessments (CAASPP, ELPAC, Benchmark Assessments).
* By holding parent conferences as well as informal and formal conferences throughout the year.
* Open house provides parents another opportunity to visit, review and inform themselves as to their children's progress and their current schoolwork.
* Title I and ELD mandatory district, school, and community meetings.
* Family  and Parent-Teacher Council events and functions.

      6. If requested by parents of Title I students, LALPA provides opportunities for regular meetings that allow the parents to  
           participate in decisions relating to the education of their children.              
  
Some ways LALPA does this is by:

* Teachers and all staff are available if parent requests appointment to meet outside of school hours to be informed, voice, share their ideas, concerns, and suggestions about decisions regarding their children's education.
* Parent conferences are held and scheduled at parent convenient hours.
* Parents receive ongoing written notifications of their child's academic progress based on progress monitoring.
* Parent Center and parent community representative serves as liaison to assist parents to participate and be involved at all phases of all school related activities, meetings, and functions.
* Parents may also participate by attending parent/teacher conferences, SSC meetings, ELAC meetings, IEPs, Coffee with the Principal, and other informal parent meetings.

   
\*The Policy must be updated periodically to meet changing needs of parents and the School. [20 U.S.C. § 6318 (b)(1)]. If LALPA has a process in place for involving parents in planning and designing the School’s programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 U.S.C. § 6318 (c)(3)].  
   
**School-Parent Compact**  
   
LALPA distributes to parents of Title I students a School-Parent Compact.  The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State’s high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

* LALPA’s responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
* The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; opportunities to observe classroom activities; and ensuring regular communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

The Los Angeles Leadership Academy (“LALPA” or “School”) has developed a written Title I Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. LALPA has distributed the Policy to parents of Title I students by Annual Title I meeting, through handouts given to students to take home, and at various school functions and meeting throughout the school year. The policy is also posted on the website and a hard copy may be requested from the office at any time. This Policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318; Section 1116(a)-(f) inclusive].  
   
**Building Capacity for Involvement**  
   
LALPA engages Title I parents in meaningful interactions with the School.  The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, LALPA has established the following practices:

1. LALPA provides Title I parents with assistance in understanding the challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.

Here is how LALPA accomplishes this:

* Formal and informal parent conferences to discuss EL progress, ELPAC results, reclassification criteria and periodic benchmark assessments.
* Parent workshops on how to understand CAASPP and ELPAC results and other assessments given to their children.
* Parent Center will provide Parent-Education classes on personal development in order to help students succeed in school.
* Teachers and all staff are available if parent requests appointment to meet outside of school hours to be informed, voice, share their ideas, concerns, and suggestions about decisions regarding their children's education.

      2. LALPA provides Title I parents with materials and training, such as literacy training and using technology (including  
           education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with  
           their children to improve their children's achievement.                                                                          
                                     
The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Here are ways Sunrise accomplishes this:

* LALPA’S enrollment packages will contain the Parent Involvement and volunteer policies.
* Parent workshops will be led by teachers and other professionals in the area of their expertise to assist parents with being more active in their children's educational development.
* The Director will provide workshops on state and district tests such as the CAASPP and ELPAC requirements.

     3. With the assistance of Title I parents,  LALPA educates staff members about the value of parent contributions, and in how to  
          reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and  
          build ties between parents and the School.

* SSC, ELAC, and Parent-Teacher Council meetings.
* Through staff development teachers will receive the required and recommended resources to enable them to work with their students' parents.
* Workshops given by teachers to work with parent to help their own children.
* Parents are viewed as equal and valued stakeholders in our school community.
* Enrollment fair to reach out to the community and showcase student and parent work to promote new enrollees to LALPA.

       4. LALPA coordinates and integrates the Title I parental involvement program with other programs, and conducts other  
            activities, such as parent resource centers, to encourage and support parents in more fully participating in the education  
            of their children.    
  
Here is how this happens at LALPA:

* Teacher led workshops such as math, language arts, common core standards, phonics, and guided reading.
* Parent and the College Career Centers are available for students and parents, and information is also disseminated regarding upcoming events.
* The Parent Center will also provide workshops based on school, parent and or student needs.
* Developing appropriate partnerships with community based organizations and businesses.

       5. LALPA distributes information related to School and parent programs, meetings, and other activities to Title I parents in a  
            format and language that the parents understand.    
  
LALPA does this in the following manner:

* Announcements, newsletters, flyers, memos, Parent Square notifications, and all written materials are communicated in English and Spanish since LALPA’s student populations is 90%+  Hispanic.
* All meetings and events are directed in held in both languages if required.
* Parent surveys are translated and sent home in both languages.

     6. LALPA provides support for parental involvement activities requested by Title I parents. In the following manner:

* Morning, mid-afternoon, and late parent workshops are held based on school, student, programs, and parent needs.
* Parent College workshops and activities.
* Family-Teacher Council created and sponsored events and parent meetings.
* Director facilitates school parent Title I involvement with monthly and as needed meetings.
* Parent Center outreach to parents through personal, Parent Square, written and communication.

**Accessibility**  
   
LALPA provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and School reports are provided in a format and language that parents/family understand, including by:

* The parent outreach coordinator is made available for students, parents and staff to disseminate information regarding schools and community needs.
* Announcements, newsletters flyers, parent square and all written materials are in English and Spanish.
* All meetings and events are directed and held in both languages if required.
* Parent surveys are translated and sent home in both languages.

Director monitors and facilitates the development and implementation of Title I parental involvement and the policies for increasing and maintaining effective parent attendance and parent volunteer program.

***Parent/Student/Staff School Agreement***

LALPA believes students achieve higher levels of success when administrators, teachers, staff, and parents work in collaboration with each other. Your time, talent, and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of your child. As stated in the Parent/Student/Staff School Agreement, each accepts responsibility for the preparation of each student. This document is part of each student’s enrollment packet and is explained to all new families at the beginning of the school year. Continuing parents and students will sign the agreement at the beginning of each new school year.

LALPA believes:

* Parents are needed to take active and meaningful roles ensuring the success of the school.
* Parents must be actively engaged in their child’s education and responsible for supporting their child’s learning at home.
* Parents must support the goals of the school through their voice and are encouraged to consider volunteer opportunities available at the school. For more information about ways to volunteer your time, please contact the main office.
* Parents are encouraged to attend at least 4 parent workshops each year. However, attendance is not required.

***Helping Your Child Succeed***

Effective and consistent parent participation leads to student success. The following suggestions are to help your child’s academic success:

1. Encourage your student to be an active and responsible learner who completes and turns in assignments and homework when they are due and seeks assistance when needed.
2. Ensure that your student arrives to school on time each day and supports school policies such as discipline, safety, proper school attire, textbook care, etc.
3. Monitor your student’s overall progress on a regular basis.  Do not wait until progress reports and report cards are issued to find out how your student is doing in school.
4. If your student is struggling with their schoolwork or needs help, speak with his/her advisor and/or teachers and ensure that your student receives academic support.
5. Help your student establish a regular time and place to study and to complete their homework and school projects.
6. Talk to your student about what is happening at school and what they are learning.
7. Attend all scheduled parent/teacher conferences, school activities and parent educational workshops.
8. Support your student’s school by exploring volunteer opportunities.

**Classroom and School Volunteer, Visitation, and Removal Policy**

While Los Angeles Leadership Primary Academy (“LALPA” or the “Charter School”) encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, LALPA also endeavors to create a safe environment for students and staff. Additionally, parents/guardians volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents/guardians for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the LALPA Board of Directors has established the following procedures, to facilitate volunteering and visitations during regular school days:

**Volunteering**   
   
Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with LALPA a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis.  If no risk factors are identified, an examination is not required.  At the discretion of the LALPA Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Chief Executive Officer/Superintendent or designee, at least forty-eight (48) hours in advance.
4. A volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act (“FERPA”) Policy.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteerism by parents is encouraged but not mandatory. Any volunteer hours are tracked for purposes of maintaining data on the parent participation at the School.
9. This Policy does not authorize LALPA to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

***Possible Volunteer Opportunities to Support the School:***

* Office support
* Recruitment
* Fundraising activities
* Classroom projects
* Field trip assistance and supervision
* Special events assistance
* Arrival and dismissal supervision
* Yard supervision
* Leadership activities such as serving as, participation in the parent advisory committee, serving as a parent mentor, on school board of directors, or participating in other school committees

***How to Volunteer***

Feel free to call the LALPA to volunteer, or complete the Volunteer Form located in the back of this Handbook. Prior to an initial volunteer assignment, volunteers must submit a certificate showing that, within the past sixty (60) days, the volunteer submitted to a Tuberculosis (“TB”) risk assessment and, if TB risk factors were identified, was examined and found to be free of infectious TB. If no risk factors are identified, an examination is not required. Volunteers who do not have any risk factors for exposure to TB or who test negative for TB shall thereafter be required to take a TB test every (4) four years. The cost of this TB clearance will be paid by the volunteer. If you need more information, please contact the Parent Outreach Coordinator.

***Level 1 -***

*Volunteer Application:*

* One time only activities such as Chaperone a single field trip
* Volunteer in the Parent Center

***Level 2 -***

*Volunteer Application & submit Negative TB Results* no more than 60 days old*:*

* Chaperone a field trip more than 1 time
* Volunteer on campus with regular student contact directly supervised by a credentialed or qualified staff

***Level 3 -***

*Volunteer Application & submit Negative TB Results* no more than 60 days old & *Livescan:*

* Unsupervised contact with students for tutoring or coaching

***Leadership Opportunities for Parents***

Please contact the main office for a list of possible leadership opportunities.

These requirements are in place to ensure the safety of your child. Please contact the Ms. Julie if you have any questions about the policy or need support in finding a provider to obtain the required results. (213) 381-8484

**Visitation**   
1.         Visits during school hours should first be arranged with the teacher and Chief Executive Officer/Superintendent or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Chief Executive Officer/Superintendent or designee.

2.         All visitors (including volunteers) shall register in the Visitors Log Book and complete a Visitor’s Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.

3.         If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. LALPA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official.  A copy of the documentation provided by the officer and notes from the encounter may be maintained by LALPA, consistent with the law.  The LALPA Governing Board and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.    
For purposes of school safety and security, the Chief Executive Officer/Superintendent or designee may design a visible means of identification for visitors while on school premises.

4.         Except for unusual circumstances, approved by the Chief Executive Officer/Superintendent, LALPA visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

5.         While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher’s and Chief Executive Officer/Superintendent’s written permission.

6.         Before leaving campus, the visitor shall return the Visitor’s Permit and sign out of the Visitors Log Book in the main office.

7.         The Chief Executive Officer/Superintendent, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

8.         The Chief Executive Officer/Superintendent or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt LALPA’s orderly operation. If consent is withdrawn by someone other than the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent may reinstate consent for the visitor if the Chief Executive Officer/Superintendent believes that the person’s presence will not constitute a disruption or substantial and material threat to LALPA’s orderly operation. Consent can be withdrawn for up to fourteen (14) days.

9.         The Chief Executive Officer/Superintendent or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Chief Executive Officer/Superintendent or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

10.       Any visitor that is denied registration or has his/her registration revoked may request a conference with the Chief Executive Officer/Superintendent. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Chief Executive Officer/Superintendent with fourteen (14) days of the denial or revocation of consent. The Chief Executive Officer/Superintendent shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Chief Executive Officer/Superintendent shall be held within seven (7) days after the Chief Executive Officer/Superintendent receives the request. If no resolution can be agreed upon, the Chief Executive Officer/Superintendent shall forward notice of the complaint to the LALPA Board of Directors. The LALPA Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

11.       At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Chief Executive Officer/Superintendent or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

12.       The Chief Executive Officer/Superintendent or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.  
   
**Penalties**

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

1. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
2. Disruptive conduct may lead to LALPA’s pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

***Educational Records and Student Information Policy***

I. DEFINITIONS

## 1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by Los Angeles Leadership Primary Academy or by a party acting for Los Angeles Leadership Primary Academy. Such information includes, but is not limited to:

a. Date and place of birth; parent and/or guardian’s address, mother's maiden name and where the parties may be contacted for emergency purposes;

b. Grades, test scores, courses taken, academic specializations and school activities;

c. Special education records;

d. Disciplinary records;

e. Medical and health records;

f. Attendance records and records of past schools attended; and/or

g. Personal information such as, but not limited to, a student’s name, the name of a student’s parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

a. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

b. Records maintained by a law enforcement unit of Los Angeles Leadership Primary Academy that were created by that law enforcement unit for the purpose of law enforcement;

c. In the case of a person who is employed by Los Angeles Leadership Primary Academy but who is not in attendance at LALPA, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for any other purpose;

d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at Los Angeles Leadership Primary Academy;

e. Records that only contain information about an individual after he or she is no longer a student at Los Angeles Leadership Primary Academy; or

f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 (“FERPA”). Personally identifiable information includes, but is not limited to: a student’s name; the name of a student’s parent or other family member; the address of a student or student’s family; a personal identifier, such as the students Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Los Angeles Leadership Primary Academy reasonably believes knows the identity of the student to whom the education record relates.

## 3. Directory Information

Los Angeles Leadership Primary Academy may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of Los Angeles Leadership Primary Academy’s annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”). Los Angeles Leadership Primary Academy has designated the following information as directory information:

• Student’s name

• Student’s address

• Parent/guardian’s address

• Telephone listing

• Student’s electronic mail address

• Parent/guardian’s electronic mail address

• Photograph

• Date and place of birth

• Dates of attendance

• Grade level

• Weight and height of members of athletic teams

• Degrees, honors, and awards received

* Participation in officially recognized activities and sports

• The most recent educational agency or institution attended

• Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

## 4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

## 5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by LALPA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Los Angeles Leadership Primary Academy. A school official also may include a volunteer for or an independent contractor of LALPA, or other party outside of LALPA who performs an institutional service or function for which Los Angeles Leadership Primary Academy would otherwise use its own employees and who is under the direct control of LALPA with respect to the use and maintenance of personally identifiable information (“PII”) from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each school year, Los Angeles Leadership Primary Academy shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent’s or eligible student’s right to require that LALPA not release “directory information” without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify LALPA in writing of the categories of “directory information” that it may not disclose without the parent’s or eligible student’s prior written consent. LALPA will continue to honor a valid request to opt out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt out request.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, Los Angeles Leadership Primary Academy shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student’s education records;

2. Seek amendment of the student’s education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;

3. Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;

4. File with the U.S. Department of Education a complaint concerning alleged failures by Los Angeles Leadership Primary Academy to comply with the requirements of FERPA and its promulgated regulations; and

5. Request that Los Angeles Leadership Primary Academy not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;

2. The procedure for requesting amendment of records;

3. A statement that Los Angeles Leadership Primary Academy forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

# I IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDSAND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, Los Angeles Leadership Primary Academy shall comply with the request.

## 1. Copies of Education Records

Los Angeles Leadership Primary Academy will provide copies of requested documents within five (5) business days of a written request for copies. Los Angeles Leadership Primary Academy may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former pupils’ records or (2) up to two verifications of various records of former pupils The charge will not include a fee to search for or to retrieve the education records.

## 2. Request for Amendment to Education Records

Following the inspection and review of a student’s education record, a parent or eligible student may file a written request with the Chief Executive Officer/Superintendent/Principal to correct or remove any information in the student’s education record that is any of the following:

(1) Inaccurate;

(2) Misleading;

(3) In violation of the privacy rights of the student.

Los Angeles Leadership Primary Academy will respond within thirty (30) days of the receipt of the request to amend. Los Angeles Leadership Primary Academy’s response will be in writing and if the request for amendment is denied, Los Angeles Leadership Primary Academy will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal’s designee must then inform the parent or eligible student of the amendment in writing

## 3. Hearing to Challenge Education Record

If Los Angeles Leadership Primary Academy denies a parent or eligible student’s request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the student’s education record on the grounds that the information contained in the education record is inaccurate, misleading or in violation of the privacy rights of the student.

The Principal or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil’s records to the members of the panel convened. The hearing panel shall consist of the following persons:

1) The Principal of a public school other than the public school at which the record is on file;

2) A certificated employee; and

3) A parent appointed by the Principal or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Los Angeles Leadership Primary Academy to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Principal or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Principal or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Los Angeles Leadership Primary Academy’s decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Los Angeles Leadership Primary Academy decides that the information is inaccurate, misleading or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Los Angeles Leadership Primary Academy decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of Los Angeles Leadership Primary Academy, or both. If Los Angeles Leadership Primary Academy places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

# V V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

Los Angeles Leadership Primary Academy must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student’s education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. LALPA shall provide him or her with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person’s approval of the information contained in the electronic consent.

Los Angeles Leadership Primary Academy will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Los Angeles Leadership Primary Academy must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the Los Angeles Leadership Primary Academy will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that LALPA will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Los Angeles Leadership Primary Academy will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, LALPA will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. [Los Angeles Leadership Primary Academy will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Los Angeles Leadership Primary Academy will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the Los Angeles Leadership Primary Academy in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](http://www.lexis.com/research/buttonTFLink?_m=6abc13686deebc8da5c10abc89f02b9d&_xfercite=%3ccite%20cc%3d%22USA%22%3e%3c%21%5bCDATA%5b34%20CFR%2099.31%5d%5d%3e%3c%2fcite%3e&_butType=4&_butStat=0&_butNum=3&_butInline=1&_butinfo=26%20USC%20152&_fmtstr=FULL&docnum=1&_startdoc=1&wchp=dGLbVlb-zSkAl&_md5=e6f62af1ce041b02d5bf8cf8786c505b) of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Los Angeles Leadership Primary Academy with respect to that alleged crime or offense. Los Angeles Leadership Primary Academy may disclose the final results of the disciplinary proceeding, regardless of whether Los Angeles Leadership Primary Academy concluded a violation was committed; and/or

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the pupil’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by LALPA for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by LALPA.

VI. RECORD KEEPING REQUIREMENTS

Los Angeles Leadership Primary Academy will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of Los Angeles Leadership Primary Academy in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Los Angeles Leadership Primary Academy and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, Los Angeles Leadership Primary Academy officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, Los Angeles Leadership Primary Academy officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Los Angeles Leadership Primary Academy.

Student cumulative records may not be removed from the premises of the Los Angeles Leadership Primary Academy, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Los Angeles Leadership Primary Academy premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Los Angeles Leadership Primary Academy to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue. S.W.

Washington, D.C. 20202-5920

VIII. RECORD RETENTION

LALPA complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations sections 432 and 437, per the following:

Mandatory Permanent Pupil Records: must be maintained indefinitely. These records are defined as:

* Legal name of pupil
* Date of birth
* Method of verification of birth date
* Sex of pupil
* Place of birth
* Name and address of parent of minor pupil

1. Address of minor pupil if different than above
2. An annual verification of the name and address of the parent and the residence of the pupil

* Entering and leaving date of each school year and for any summer session or other extra session
* Subjects taken during each year, half year, summer session or quarter
* If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
* Verification of or exemption from required immunizations
* Date of high school graduation or equivalent

Mandatory Interim Pupil Records: must be maintained until their usefulness ceases and may be destroyed after three (3) years following the pupil’s completion or withdrawal from school. These records are defined as:

* A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
* Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
* Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
* Language training records
* Progress slips and/or notices
* Parental restrictions regarding access to directory information or related stipulations.
* Parental or adult pupil rejoinders to challenged records and to disciplinary action
* Parental authorizations or prohibitions of pupil participation in specific programs
* Results of standardized tests administered within the preceding three years

Permitted Records: must be maintained until their usefulness ceases and may be destroyed after six (6) months following the pupil’s completion or withdrawal from school. These records are defined as:

* Objective counselor and/or teacher ratings
* Standardized test results older than three years
* Routine discipline data
* Verified reports of relevant behavioral patterns
* All disciplinary notices

Attendance records not covered in the 5 CCR § 400

***Nondiscrimination Statement***

LALPA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The School adheres to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA’).

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

For information, assistance or to file a complaint related to harassment as described in this section, above, should be directed to the School Uniform Complaint Procedures (“UCP”) Compliance Officer:

**Arina Goldring, Chief Executive Officer/Superintendent**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

***Title IX, Harassment, Intimidation, Discrimination & Bullying Policy***

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, LALPA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, LALPA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. LALPA school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, LALPA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom LLALPA does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. LALPA promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”)**:

**Arina Goldring,** Chief Executive Officer/Superintendent

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

**Definitions**

**Prohibited Unlawful Harassment**

* Verbal conduct such as epithets, derogatory jokes or comments or slurs
* Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
* Retaliation for reporting or threatening to report harassment
* Deferential or preferential treatment based on any of the protected classes above

**Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by LALPA.

LALPA is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) 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; and/or (d) 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 educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

* Physical assaults of a sexual nature, such as:
  + Rape, sexual battery, molestation or attempts to commit these assaults and
  + Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body
* Unwanted sexual advances, propositions or other sexual comments, such as:
  + Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
  + Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  + Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student’s academic performance more difficult because of the student’s sex
* Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  + Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
  + Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  + Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

**Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil’s or those pupils’ person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by LALPA.

\* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

**Electronic act** means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
   2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
   3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
   1. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   2. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

**Bullying and Cyberbullying Prevention Procedures**

LALPA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

LALPA advises students:

* 1. To never share passwords, personal data, or private photos online.
  2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
  3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
  4. To consider how it would feel receiving such comments before making comments about others online.

LALPA informs Charter School employees, students, and parents/guardians of LALPA’s policies regarding the use of technology in and out of the classroom. LALPA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

1. **Education**

LALPA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. LALPA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at LALPA and encourages students to practice compassion and respect each other.

LALPA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

LALPA’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

LALPA informs LALPA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

1. **Professional Development**

LALPA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other LALPA employees who have regular interaction with pupils.

LALPA informs certificated employees about the common signs that a student is a target of bullying including:

* Physical cuts or injuries
* Lost or broken personal items
* Fear of going to school/practice/games
* Loss of interest in school, activities, or friends
* Trouble sleeping or eating
* Anxious/sick/nervous behavior or distracted appearance
* Self-destructiveness or displays of odd behavior
* Decreased self-esteem

LALPA also informs certificated employees about the groups of students determined by LALPA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

* Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
* Students with physical or learning disabilities.

LALPA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for LALPA’s students.

**Grievance Procedures**

**1. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

**Arina Goldring, Chief Executive Officer/Superintendent**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

LALPA acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

LALPA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

**2. Investigation**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of LALPA, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

**3. Consequences**

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

**4. Uniform Complaint Procedures**

When harassment, discrimination, intimidation, or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process, consistent with the procedures laid out in this Handbook and UCP Policy.

**5. Right of Appeal**

Should the reporting individual find the Coordinator’s resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in the Handbook for Students and Parents.

**LALPA Charter School**

**TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM**

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I hereby authorize LALPA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Complainant

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***General Complaint Policy and Procedures***

This General Complaint Policy will address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

**Internal Complaints**

(Complaints by Employees against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal (or designee):

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal (or designee) will then investigate the facts and provide a solution or explanation within 14 calendar days;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Chief Executive Officer/Superintendent Chief Executive Officer/Superintendent(or designee) who will conduct an investigation. Should the Complainant find the Principal’s or Chief Executive Officer/SuperintendentChief Executive Officer/Superintendent’s (or designee’s) resolution unsatisfactory, the complaint may appeal to the Chair of the Board of Directors of the Charter School within 14 calendar/business days of receiving the written finding, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary, within 14 calendar/business days.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, Charter School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

**Policy for Complaints Generally**

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about the Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal, Chief Executive Officer/Superintendent Chief Executive Officer/Superintendent(only if the complaint concerns the Principal), or Board President (only if the complaint concerns the Chief Executive Officer/SuperintendentChief Executive Officer/Superintendent) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal (or designee) shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Principal (or designee) shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts. This investigation will be completed within 15 calendar days.
2. In the event that the Principal (or designee) finds that a complaint is valid, the Principal (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of Charter School, the Principal (or designee) may take disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal (or designee) decision relating to the complaint shall be final unless it is appealed to the Chief Executive Officer/Superintendent Chief Executive Officer/Superintendentand then to the Board of Directors of the Charter School. The Complainant can appeal this decision within 10 calendar days of receiving the written finding. The decision of the Board of Directors shall be final.

General Requirement

# Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

# Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

# Resolution: The Principal or designee, Board (if a complaint is about the Chief Executive Officer/SuperintendentChief Executive Officer/Superintendent) or the Chief Executive Officer/Superintendent Chief Executive Officer/Superintendentor designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

A copy of the General Complaint form shall be available free of charge in the Main Office and on the School’s website.

**Uniform Complaint Policy and Procedures**

Scope

Los Angeles Leadership Primary Academy (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs; After School Education and Safety Programs; Agricultural Vocational Education Programs; American Indian Education Centers and Early Child Education Program Assessments; Bilingual Education; California Peer Assistance and Review Programs for Teacher; Consolidated Categorical Aid Programs; Career Technical and Technical Education and Career Technical and Technical Training Programs; Child Care and Development Programs; Child Nutrition Programs; Compensatory Education; Economic Impact Aid; Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education; Education of Foster or Homeless Youth; Pupils from Military Families; Migratory Pupils; Accommodations for Pregnant and Parenting Pupils; Migrant Education Programs; Regional Occupational Centers and Programs; Special Education Programs; State Preschool; and/or Tobacco-Use Prevention Education.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil feefor participation in an educational activity as those terms are defined below.
   1. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
   2. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
      1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
      2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
      3. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
   3. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
   4. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
   5. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
6. Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
7. Complaints of noncompliance with the Charter School’s School Safety Plan.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Chief Executive Officer/Superintendent or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School’s compliance with law:

**Arina Goldring, Chief Executive Officer/Superintendent**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

The Chief Executive Officer/Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Chief Executive Officer/Superintendent or designee.

Should a complaint be filed against the Chief Executive Officer/Superintendent, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Charter School shall annually provide written notification of the Charter School’s uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials, and other interested parties (e.g., Adult Education).

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Chief Executive Officer/Superintendent or designee shall make available copies of the Charter School’s uniform complaint procedures free of charge.

The annual notice shall include the following:

1. A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
2. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
3. A statement identifying the responsible staff member, position, or unit designated to receive complaints.
4. A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education (“CDE”) by filing a written appeal within 15 days of receiving the Charter School’s decision.
5. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
6. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

# Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

# Step 2: Mediation

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

# Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant’s refusal to provide the Charter School’s investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School’s refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

# Step 4: Response

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a final written decision of the Charter School’s investigation and disposition, as described in Step #5 below, within sixty (60) days of the Charter School’s receipt of the complaint.

# Step 5: Final Written Decision

The Charter School’s decision shall be in writing and sent to the complainant. The Charter School’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant’s right to appeal the Charter School’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School’s expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School’s decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the Chief Executive Officer/Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School’s complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.

***Technology and Internet Use Policy***

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. LALPA offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

***Educational Purpose***

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

* **“Educational purpose”** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.
* **“Inappropriate use”** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

If a user is uncertain about whether a particular use of the computer network or the Internet is appropriate, he or she should consult a teacher or supervisor.

***Equipment***

* Ownership: LALPA retains sole right of ownership of the Computer and grants permission to the Student to use the Computer according to the guidelines set forth in this document. Moreover, LALPA administrative staff retains the right to collect and/or inspect the Computer at any time, including via electronic remote access; and to alter, add or delete installed software or hardware.
* Equipment Provided: The actual equipment provided varies from class to class. Efforts are made to keep all laptop conﬁgurations the same within each class. LALPA will retain records of the serial numbers of provided equipment.
* Substitution of Equipment: In the event the Computer is inoperable, LALPA maintains the same agreement in effect for any substitute.
* Responsibility for Electronic Data: The Student is solely responsible for any data stored on the Computer. It is the sole responsibility of the Student to backup all data as necessary. LALPA does not accept responsibility for loss of any such data.

**Damage or Loss of Equipment**

Warranty for Equipment Defects: Warranty covers only damage to the computer caused by manufacturer’s defects. Families incur no additional charges for repairs covered by warranty.

Responsibility for Damage: The Student is responsible for maintaining a 100% working Computer at all times. The Student shall use reasonable care to ensure that the Computer is not damaged. Refer to the *Standards for Proper Care* document for a description of expected care. In the event of damage not covered by the warranty, the Student/Parent will be billed the full amount of the cost of repair or replacement.

Gross Negligence: LALPA also reserves the right to charge the Student and Parent the full cost for repair or replacement when damage occurs due to gross negligence. Examples of gross negligence include, for example:

* Leaving equipment unattended and unlocked. This includes damage or loss resulting from an unattended and unlocked laptop while at school. (See the *Standards for Proper Care* document for deﬁnitions of “attended,” “unattended,” and “locked.”)
* Lending equipment to others
* Using the equipment for harassment of any kind
* Using the equipment in an unsafe manner or environment. (See the *Standards for Proper Care* document for guidelines on proper use).

Responsibility for Loss: In the event the Computer is lost or stolen, the Student and Parent will be billed the full cost of replacement. (Note: Families may pursue their own insurance. One commonly used insurance application is LoJack: see [www.lojackforlaptops.com](http://www.lojackforlaptops.com))

Actions Required in the Event of Damage or Loss: If the Computer is damaged or lost, the Student must report the problem immediately to administration.

Technical Support and Repair: LALPA does not guarantee that the Computer will be operable, but will make technical support, maintenance and repair available.

***Responsibility for Property***

Students are responsible for maintaining a working Computer at all times. The Student shall use reasonable care to be sure that the Computer is not lost, stolen or damaged. Such care includes:

* Not leaving equipment unattended or unlocked while at school or elsewhere.
* Not lending equipment to anyone
* Not using equipment in an unsafe environment.

If the Computer is conﬁscated, the Student will receive a warning before getting the Computer back. If the Computer is conﬁscated a second time, the Student may be required to get a Parent signature acknowledging ﬁnancial responsibility before getting the Computer back.

**Unattended equipment, if stolen – even at school – will be the student’s responsibility.**

***Notice and Use***

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

***Legal Issues and Jurisdiction***

Because LALPA owns and operates the equipment and software that compose our network resources, the School is obligated to try to take steps to insure that all facilities are used legally. Hence any illegal use of network resources is prohibited. All content created, sent, accessed or downloaded using any part of LALPA’s network resources is subject to the rules stated in this policy.

We may find it necessary to investigate electronic incidents even if they happen after hours and outside of school. The School administration reserves the right, if needed, and at its discretion, to access remotely, open, examine, and/or delete electronic ﬁles that violate this Acceptable Use Policy.

***Internet Safety***

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services including website browsing, email use, chat room participation and other forms of electronic communications and may have teacher aides, student aides, and volunteers assist in this supervision.  Such a mechanism may lead to the violation of this Policy, the appropriate disciplinary code or the law.  Monitoring is aimed to protect minors from accessing inappropriate matter, as well as help enforce this policy, on the Internet, as determined by the school board, local educational agency or other related authority. LALPA reserves the right to monitor other users' online activities, and to access review, copy, store or delete any electronic communications or files and disclose them to others as it deems necessary. A parent/ legal guardian must supervise the student's use of the Account or Internet at all times outside of school and is completely responsible for monitoring the use.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student’s online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using Charter School technology.

LALPA advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access. The Principal or designee shall oversee the maintenance of the Charter School’s technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School’s policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

**Education for Homeless Children and Youth Policy**

The Los Angeles Leadership Primary Academy(“LALPA” or the “School”) Governing Boarddesires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

**Definition of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who lack a fixed, regular, and adequate nighttime residence and (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

**School Liaison**

The Chief Executive Officer/Superintendent or designates the following staff person as the School Liaison for homeless students (42 U.S.C. §§11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV)):

**Tina Butler, Chief Operating Officer**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

The School Liaison shall ensure that the following requirements are fulfilled by the School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at LALPA.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by LALPA, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, LALPA charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

**Enrollment**

LALPA shall immediately admit/enroll the student (subject to LALPA’s capacity and pursuant to the procedures stated in the LALPA charter and Board policy), even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Chief Executive Officer/Superintendent or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

**Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to School’s capacity and pursuant to the procedures stated in the School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

**Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in LALPA such as (42 U.S.C. § 11432(g)(4)):

* Transportation services
* Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
* Programs in vocational and technical education
* Programs for gifted and talented students
* School nutrition programs

**Transportation**

In the event that LALPA provides transportation services to all LALPA students, LALPA shall provide comparable transportation services to each homeless child or youth attending LALPA, as noted above. (42 U.S.C. § 11432(g)(4).)

If the LALPA does not otherwise provide transportation services to all LALPA students, LALPA shall ensure that transportation is provided for homeless students to and from LALPA, at the request of the parent or guardian (or School Liaison). (42 U.S.C. § 11432(g)(1)(J).)

**High School Graduation Requirements:**

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student’s educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School’s additional graduation requirements and the student’s educational rights holder of how any of the requirements that are waived will affect the pupil’s ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School’s additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student’s request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student’s exemption from the Charter School’s additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student’s parent/guardian or educational rights holder, or a student’s social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School’s additional graduation requirements.

If a student who is exempted from the Charter School’s additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student’s fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student’s fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student’s option to remain at the Charter School for a fifth year to complete the Charter School’s graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School’s graduation requirements will affect the student’s ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School’s graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:**

TheCharter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States,  and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Professional Development**

All administrators, teachers and employees of LALPAwill be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the School Liaison.

**Notice**

For any homeless student who seeks enrollment at the School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

The notice shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth) and notifies them of their rights pursuant to this policy. Specifically, the notice shall state that no homeless child or youth is required to attend a separate school for homeless children or youths; that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services, and meals through school meals programs; and that homeless children and youths should not be stigmatized by School personnel; and provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

***Child Find/Special Education***

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to

become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District SELPA. These services are available for special educations students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Tina Butler, 213-503-0772.

**Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education**

**A. SECTION 504 POLICY**

The Board of Directors of the Los Angeles Leadership Primary Academy (“Charter School” or “School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The School’s Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student’s progress and placement.

Charter School does not discriminate on the basis of disability or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

**B. SECTION 504 PROCEDURES**

1. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.

1. **Individual with a Disability under Section 504** – An individual who:
   * + - 1. has a physical or mental impairment that substantially limits one or more major life activities;
         2. has a record of such an impairment; or
         3. is regarded as having such an impairment.
2. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
3. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
4. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
5. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
6. **Physical or Mental Impairment** –
7. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
8. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Tina Butler shall serve as the School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at 213-381-8484.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.

3. Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the student’s individual needs (such as a person knowledgeable about the student’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student’s school records (including academic, social and behavioral records), any relevant medical records, and the student’s needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student’s special needs; (c) the impact upon the student’s education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student’s teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

1. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student’s needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student’s prior 504 Plan, when a student enrolls at the School. Within thirty (30) days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student’s Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student’s 504 Plan. According to the review schedule set out in the student’s 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student’s needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

* Examine relevant records
* Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
* Have the right to file a Uniform Complaint pursuant to school policy
* Seek review in federal court if the parents/guardians disagree with the hearing decision.

1. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to thefollowing:

# Tina Butler, 2670 Griffin Ave., Los Angeles, CA 90031

Notifications shall also advise that reimbursement for attorney’s fees is available only as authorized by law.

3. The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the Los Angeles Leadership Academy or the LACOE in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

* The specific decision or action with which the parent/guardian disagrees.
* The changes to the 504 Plan the parent/guardian seeks.
* Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian’s request for a hearing, Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the School. Alternative dispute resolution options include:

* Mediation by a neutral third party.
* Review of the 504 Plan by the Director or designee.

6. Within ten (10) calendar days of receiving the parent/guardian’s request, the Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and the School shall be afforded the rights to:

* Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
* Present written and oral evidence.
* Question and cross-examine witnesses.
* Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer’s decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment (“FBA”) and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If Charter School, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

1. Conduct an FBA and implement a behavioral intervention plan (“BIP”) for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

If Charter School , the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then

that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Charter School agree otherwise.

4. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School’s disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School. Examine all relevant records relating to decisions regarding your child’s Section 504 identification, evaluation, educational program, and placement.
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
10. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child’s records.
11. Request an amendment of your child’s educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
12. Request mediation or file a grievance in accordance with Charter School’s Section 504 mediation grievance and hearing procedures, outlined above.
13. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
14. File a formal complaint pursuant to Charter School’s Uniform Complaint Policy and Procedures. Please ask the Director for a copy of the School’s Uniform Complaint Policy and Procedures if you need one.
15. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education

San Francisco Office

50 United Nations Plaza

San Francisco, CA 94102

(415) 486-5555 PHONE

(415) 486-5570 FAX

Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Tina Butler 504 Coordinator, c/o Los Angeles Leadership Academy, 2670 Griffin Ave, Los Angeles, CA 90031 with any questions regarding the information contained herein.

***Education for Foster and Mobile Youth Policy***

**Introduction**

The Governing Board of Los Angeles Leadership Primary Academy (“LALPA” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

**Definitions**

* *“Foster youth”* means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
* “*Former juvenile court school pupil*” means a pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.
* *“”*
* *“”*refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
* *“”*
* *“Educational Rights Holder” (“ERH”)* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
* *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
* *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

Within this policy, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.”

**Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

**Tina Butler, Chief Operating Officer**

**2670 Griffin Ave.**

**Los Angeles, California, 90031**

**213-381-8484**

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student’s records to the new school within two (2) business days of receiving the new school’s request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

1. When required by law, notify the foster youth’s attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
   1. An expulsion hearing for a discretionary act under the Charter School’s charter.
   2. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School’s charter. The foster youth’s attorney and the agency representative will be invited to participate.
   3. A manifestation determination meeting prior to a change in the foster youth’s placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth’s attorney and the agency representative will be invited to participate.
2. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
3. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
4. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
5. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School’s foster youth.
6. Monitor the educational progress of foster youth and provide reports to the Chief Executive Officer/Superintendent/Principal or designee and the Governing Board based on indicators identified in the Charter School’s local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

**School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth or child of a military family seeking reenrollment in the Charter School as his/her school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy).

A foster youth or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) even if he/she has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in his/her school of origin for the duration of the court’s jurisdiction. A child of a military family may continue in his/her school of origin as long as the student meets the definition of a child of a military family as described above. Foster youth and children of military families have the right to remain in their school of origin following the termination of the court’s jurisdiction or termination of the child’s status as a child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth or child of a military family is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth’s right to attend the school of origin be waived and he/she be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth’s best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth’s ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth’s best interests.

If any dispute arises regarding a foster youth’s request to remain in the Charter School as the foster youth’s school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

**Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program (“IEP”), the student’s IEP team will determine if the student requires special education transportation as a related service regardless of the student’s status as a foster youth or child of a military family.

**Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student’s placement, in which case the student’s grades shall be calculated as of the date he/she left school.
2. A verified court appearance or related court-ordered activity.

**Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school\*\*, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that he/she completed at another school unless the Charter School, in consultation with the student’s ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

**Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court’s jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School’s additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of his or her fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of his or her fourth year of high school.

The Chief Executive Officer/Superintendent/Principal or designee shall notify any Foster and Mobile Youth who is granted an exemption from the additional graduation requirements and his/her ERH how any requirements that are waived will affect his/her ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a student in care is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court’s jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School’s additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School’s graduation requirements within his/her fifth year of high school, the Chief Executive Officer/Superintendent/Principal or designee shall:

1. Inform the student and the student’s ERH of the student’s option to remain in school for a fifth year to complete the Charter School’s graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the student and the student’s ERH how remaining in school for a fifth year will affect the student’s ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if he/she is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School’s graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth’s ERH.

**Eligibility for Extracurricular Activities**

A pupil who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

**Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After School Education and Safety (“ASES”) Program operated by the Charter School.

**Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

**Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School’s Uniform Complaint Procedures.

\*\* For purposes of coursework completed by a student who is a child of a military family, “public school” includes schools operated by the United States Department of Defense.

# Student Freedom of Speech and Expression Policy

The Board of Directors of Los Angeles Primary Academy (“LALPA”)or the “Charter School”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

1. On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity**: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material**: material that demeans a person or group because of the person/group’s disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. **Harassment (including sexual harassment),** **Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. **Fighting Words**: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. **Vulgarity and/or Profanity:** the continual use of curse words by a student, even after warning.
7. **Violating Privacy**: publicizing or distributing confidential or private material without permission.

**Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter**

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Chief Executive Offier/Superintendent or designee at least one (1) school day prior to distribution. The Charter School Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Charter School Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Charter School Principal). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

1. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Charter School Principal or designee).

The Charter School Principal or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

**Official School Publications**

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. [[2]](#footnote-2) The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Principal.

**Buttons, Badges, and Other Insignia of Symbolic Expression**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

**Use of Bulletin Boards**

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Charter School administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

**Organized Demonstrations**

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

1. Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Charter School Principal or designee shall document the impact the expression had or could be expected to have on the educational program.

1. Enforcement

1. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. The Charter School Principal shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Los Angeles Leadership Academy Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the Los Angeles Leadership Academy campus.

3. No Los Angeles Leadership Academy employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

1. Los Angeles Leadership Academy shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.
2. Complaints

A student who feels his/her freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Los Angeles Leadership Academy through following the Charter School’s General Complaint Policies and Procedures.



***VOLUNTEER APPLICATION***

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Volunteer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Student:\_\_\_\_\_\_\_\_\_\_\_\_

Please select the level of volunteer you would like to apply for and submit the required documentation.

***Level 1 -***

*Volunteer Application:*

* One time only activities such as Chaperone a single field trip
* Volunteer in the Parent Center

***Level 2 -***

*Volunteer Application & submit Negative TB Results* no more than 60 days old*:*

* Chaperone a field trip more than 1 time
* Volunteer on campus with regular student contact directly supervised by a credentialed or qualified staff

***Level 3 -***

*Volunteer Application & submit Negative TB Results* no more than 60 days old & *Livescan:*

* Unsupervised contact with students for tutoring or coaching.

Volunteer Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LOS ANGELES LEADERSHIP PRIMARY Academy**

**Parent/School Overview Compact**

**Receipt and Agreement: Parent/Student Handbook**

I ACKNOWLEDGE that I have received a copy of The Los Angeles Leadership Primary Academy 2019-2020 Handbook for Students and Parents. I have read and understood the contents of the Handbook, and have been given the opportunity to ask questions I might have about the policies in the Handbook. I understand that the statements contained in the Handbook are guidelines for parents and students concerning some of the LALPA policies and procedures, including but not limited to the suspension and expulsion policy. I have read and do agree, by signing below, to abide by all of the LALPA policies and procedures outlined in the Handbook.

**Los Angeles Leadership Primary Academy Staff agrees to:**

* Send regular correspondence to parents, informing of activities, events, and meetings.
* Provide a parent friendly classroom and school environment, where parents are encouraged to visit and fully participate in the education of their child.
* Schedule parent conferences for the parent(s) to attend.
* Provide regular homework opportunities that each student will be able to successfully complete independently or with parental assistance.
* Consistently provide a quality, research-based program of first and second language instruction that will equally benefit both English and Spanish-speaking students.
* Ensure that each student receives the rigorous curricular standards for each grade level as set by the California Department of Education.
* Enforce a fair a consistent discipline plan that includes both rewards and consequences and to provide students the skills to resolve conflicts as they occur.
* Provide all students a safe and orderly environment for optimal learning.

**Los Angeles Leadership Primary Academy Students agree to:**

* Act in a respectful manner.
* Work hard and encourage classmates to do their best work.
* Take responsibility to right any wrongs done to others.
* Complete homework on time and to the best of your ability.
* Serve as mentors and role models for younger students.

**Los Angeles Leadership Primary Academy Parents agree to:**

* See that your child arrives to school on time everyday and stays the entire day.
* Provide a consistent time and place for your child to do homework nightly and check to see that it is finished. *Please contact the teacher the following day if any directions are not clear.*
* Inform the school/teacher if you child has special medical or educational needs.
* Update the school office if there are any changes to the emergency card information. *This card contains names and phone numbers of individuals that will be contacted in an emergency or allowed to pick up the child from school.*
* Attend all parent conferences.
* Attend Back to School Night, Open House Night, and all meetings specific to your child’s education program.
* Collaborate with the school and support interventions for student improvement.
* Model activism and leadership by participating in optional volunteer opportunities within the school/community.
* Teach your child to treat all adults and classmates with respect and collaborate with the school when behavior improvement is required.

***I/We agree to abide by the agreements stated above.***

**Student Name Student Signature Date**

**Parent or Guardian Name Parent or Guardian Signature Date**

**LOS ANGELES LEADERSHIP PRIMARY ACADEMY**

**SCHOOL/PARENT AGREEMENT** - **Dual Language Immersion Program**

**Specific to the Dual Language Immersion Program LALPA staff agrees to:**

* Send regular correspondence to parents in English and Spanish.
* To provide students with appropriate materials and texts to promote dual language proficiency.
* To provide parents with regular educational opportunities to learn more about dual language immersion education.
* To provide students with homework practice in both English and Spanish.
* Monitor academic and linguistic student progress in both languages.
* Model for parents the same interdependent grouping strategies that are used with students (integration of both language groups for all meetings and activities.)

**Dual Language Immersion Students agree to:**

* Act in manner that is respectful to all world cultures and languages.
* Work interdependently with classmates in team projects and other learning.
* Value bilingualism and global competency as powerful tools for success.

**As the Parent(s) of a Dual Language Immersion student, I/we agree to:**

* Acquire an English/Spanish dictionary appropriate to the developmental level of your child. *One may be* *borrowed from the school, upon request.*

*Initials\_\_\_\_\_\_\_\_\_*

* Commit to maintaining your child in the dual language immersion program for a *minimum* of five years. *We will* *assist you in locating another similar program should a move become necessary.*

*Initials\_\_\_\_\_\_\_\_\_*

* Understand that as with all schooling experiences, students in a dual language immersion program will have, at times, social or academic challenges. When these occur, all possible reasons for the difficulty outside of the dual language immersion program will be first explored. *Dual language immersion education promotes higher academic and social competencies and is not a cause of such difficulties.*

*Initials\_\_\_\_\_\_\_\_\_*

* Understand that, by nature, dual language immersion education is an intensive, enriching educational program. The added benefits of this program are a direct result of the increased demands of learning in two languages. Therefore, more will be expected from all who are involved. For parents, this can mean additional information meetings and activities and some additional time in helping with homework and projects.

*Initials\_\_\_\_\_\_\_\_\_*

***I agree to abide by the agreements as stated above.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Student Signature of Parent/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Teacher/Date Signature of Student/Date

**Acceptable Use Agreement**

Los Angeles Leadership Primary Academy (“LALPA” or the “Charter School”) believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. This agreement is made effective regarding any electronic device (computer, IPad, laptop, school-issued internet device) owned by LALPA and by the student using or receiving laptop/computer, Internet access, and his/her parent(s) or legal guardian. The Student and Parent(s), in consideration of being provided with a laptop computer, software, and related materials for use while the Student is enrolled at Los Angeles Leadership Primary Academy, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
   1. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
   2. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner’s authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. LALPA makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of the Accounts. LALPA also denies any responsibility for the accuracy or quality of the information obtained through the Account. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and should not be affiliated with LALPA. Account users are responsible for any losses sustained by LALPA, resulting from the Account users' intentional misuse of the Accounts.
4. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
5. **Inappropriate Use.** The primary goal of LALPA’s available technology is to enrich the learning that takes place in and out of classrooms. In particular, technology offers opportunities for exploration and analysis of academic subjects in ways that traditional instruction cannot replicate. However, certain legal and ethical restrictions apply. Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
   1. Playing games or online gaming.
   2. Stream or listen to Internet-based music, video or large image ﬁles not required for school work, as this slows the performance of the network for all users.
   3. Installing software or “apps” on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
   4. Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law, including but not limited to:
      1. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material;
      2. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights;
      3. Selling or purchasing any illegal substances; or
      4. Copying LALPA school software, which is considered theft.
   5. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process, including but not limited to:
      1. Deleting, copying, modifying, or forging other users' e-mails, files, or data;
      2. Accessing another student’s email without his/her permission, and as a result of that access, reading or forwarding the other student’s e-mails or files without that student’s permission;
      3. Using profane, abusive, or impolite language;
      4. Disguising one's identity, impersonating other users, or sending anonymous e-mail messages;
      5. Threatening, harassing, or making defamatory or false statements about others;
      6. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials; or
      7. Accessing, transmitting, forwarding, or downloading large files, including "chain letters,” “SPAM,” Unsolicited Commercial Email (“UCE”), “junk email,” or any type of "pyramid schemes."
   6. Uses that involve obtaining and or using anonymous email sites.
   7. Uses that jeopardize access or lead to unauthorized access into Accounts or other computer networks are unacceptable including, but are not limited to:
      1. Using other student’s account passwords or identifiers;
      2. Getting unauthorized access into other users' accounts or other computer networks; or
      3. Interfering with other users' ability to access their accounts.
   8. Participating in political activities.
   9. Conducting for-profit business.
   10. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School’s network.
   11. Using any software or proxy service to obscure either the student’s IP address or the sites that the student visits.
   12. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
   13. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
   14. Damaging computer equipment, files, data or the network, including accessing, transmitting or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance.
6. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
7. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School’s network or intentionally damage any Charter School technology resources.
8. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School’s network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
9. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws. The minimum consequence will be a phone call home. Students who violate the ﬁle sharing rules will also have their hard drives restored to the original settings.
10. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.**

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension. I understand that if a student willfully damages the Charter School’s property, including but not limited to the Charter School’s technology, equipment and networks, or fails to return the Charter School’s property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct, up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Please Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_For School Employees Only\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the school’s policies, procedures, rules, and regulations that apply to students also apply to me as an adult user of the school’s technology, in addition to any separate policies governing employee use of technology.

Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Employee Name (Please Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Designee,” as used in this suspension/expulsion policy includes the Assistant Principal. [↑](#footnote-ref-1)
2. “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. [↑](#footnote-ref-2)