



LOS ANGELES LEADERSHIP PRIMARY ACADEMY

A Dual Language Immersion Charter School

2018-2019

*Handbook for
Students and Parents*

Table of Contents

The Los Angeles Leadership Primary Academy	Error! Bookmark not defined.
(“LALPA” or “Charter School”) Difference	4
Administration, Staff and Faculty Directory	5
Bell Schedule	8
School of Choice Provision	10
Admission and Enrollment Process	10
Attendance Policy	11
Records and Information Changes	14
Withdrawal Process	14
Curriculum and Instruction	15
Dual Language Immersion	17
Overview of LALPA’s Academic Expectations	18
Grade Reporting	20
Parent-Teacher Conferences	20
After-School Program	20
Student Lunch Program	21
Wellness Policy	21
Student Dress Code	21
School Climate and Student Discipline System	23
Suspensions and Expulsions	26
Health Services	42
Personal Property	44
Cell Phones and Personal Electronics Policy	45
Lost and Found	46
School Activities	46
Transportation Safety Plan	46
Parent Engagement	51
Educational Records and Student Information Policy	52

Nondiscrimination Statement	60
Title IX, Harassment, Intimidation, Discrimination & Bullying Policy	60
General Complaint Policy and Procedures	67
Uniform Complaint Policy (“UCP”) – Annual Notice	68
Technology and Internet Use Policy	70
Homeless Students – Annual Notice	74
Child Find/Special Education	75
Section 504	75
Foster Youth Policy	75
VOLUNTEER POLICY	84
Parent/School Overview Compact	86
SCHOOL/PARENT AGREEMENT - Dual Language Immersion Program	87
Acceptable Use Agreement	87

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

LALPA’s CORE VALUES

1. High Academic Expectations
2. Dedication to Social Justice
3. College-Prep Curriculum
4. Arts Program
5. After-School Program
6. Response to Intervention Program (Learning Center)
7. Academy Mandala Words
8. Urban Garden



The Los Angeles Leadership Primary Academy

- **Our Mission:** The Los Angeles Leadership Primary Academy prepares urban secondary students to succeed in 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 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 8am to 4pm weekdays and 8am to 3pm on Wednesdays

Administration

Arina Goldring-Ravin, Chief Executive Officer/Superintendent	agoldring@laleadership.org
Tina Butler, Chief Operations Officer	tbutler@laleadership.org
Antonio Sanchez, Director of Special Programs	asanchez@laleadership.org
Nereida López, Principal	nlopez@laleadership.org
Nohemi Gonzalez, Assistant Principal	ngonzalez@laleadership.org

K-12 Support Staff

Marina Pilyavskaya, Director of Fiscal Operations	mpilyavskaya@laleadership.org
Tania Dieguez, Executive Administrative Assistant	tdieguez@laleadership.org
Mireya Segovia, Parent Outreach Coordinator	msegovia@laleadership.org

School Staff

Grissette Ortiz, Office Manager	gortiz@laleadership.org
Candy Duran, Office Clerk	cduran@laleadership.org

Carolina Salcedo, Supervision Aide
 Hector Quintero, Supervision Aide

Taily Pulido, Special Education Aide
 Cynthia Ortega, Special Education Aide
 Leticia Covarrubias, Instructional Aide
 Aldo Sánchez, Instructional Aide
 Nubia Rodriguez, Instructional Aide
 Perla Melgar, Food Services
 Ralph Huerta, Facilities
 Ofelia Mendez, Facilities
 Adalberto Pimentel, Facilities

Faculty

Kindergarten Adriana Magallon Laura Manzano Alexandrya Valencia	Third Grade Raul Rodriguez Guadalupe Lazcano Marcela Castillo
First Grade Miguel Arriaga	Fourth Grade Adela Harrison

Stephanie Berganza Maria Henderson	Daisy Hermsillo Roxanna Betancourt
<i>Second Grade</i> Maritza Hernández Steven Arias Evelyn Garcia	<i>Fifth Grade</i> Viviana Rodriguez Alejandra Castellanos
<i>Special Education/Inclusion</i> Guillermo Lasso Ms. Guzman	

LOS ANGELES LEADERSHIP PRIMARY ACADEMY

Bell Schedule

Regular Schedule--Mon Tues Thurs Fri

Kindergarten	Start	End	Minutes
Morning Instruction	8:15	8:40	25
Recess	8:40	9:00	-20
Mid-Morning Instruction	9:00	11:05	125
Lunch	11:05	11:30	-25
Recess	11:30	11:50	-20
Afternoon Instruction	11:50	2:30	160
Total K Minutes	310		

Shortened Day Schedule--Wed

Kindergarten	Start	End	Minutes
Morning Instruction	8:15	8:20	5
Recess	8:20	8:40	-20
Mid-Morning Instruction	8:40	10:40	120
Lunch	10:40	11:05	-25
Recess	11:05	11:25	-20
Afternoon Instruction	11:25	1:15	110
Total K Minutes	235		

1st Grade

Morning Instruction	8:15	9:00	45
Recess	9:00	9:20	-20
Mid-Morning Instruction	9:20	11:05	105
Recess	11:05	11:25	-20
Lunch	11:25	11:50	-25
Afternoon Instruction	11:50	2:45	175
Total Minutes	325		

1st Grade

Morning Instruction	8:15	8:40	25
Recess	8:40	9:00	-20
Mid-Morning Instruction	9:00	10:40	100
Recess	10:40	11:05	-20
Lunch	11:00	11:25	-25
Afternoon Instruction	11:25	1:30	125
Total Minutes	250		

2nd Grade

Morning Instruction	8:15	9:20	65
Recess	9:20	9:40	-20
Mid-Morning Instruction	9:40	11:50	130
Lunch	11:50	12:15	-25
Recess	12:15	12:35	-20
Afternoon Instruction	12:35	2:45	130
Total Minutes	325		

2nd Grade

Morning Instruction	8:15	9:00	45
Recess	9:00	9:20	-20
Mid-Morning Instruction	9:20	11:25	125
Lunch	11:25	11:50	-25
Recess	11:50	12:10	-20
Afternoon Instruction	12:10	1:30	80
Total Minutes	250		

3rd Grade

Morning Instruction	8:15	9:40	85
Recess	9:40	10:00	-20
Mid-Morning Instruction	10:00	11:50	110
Recess	11:50	12:10	-20
Lunch	12:10	12:35	-25
Afternoon Instruction	12:35	2:45	130
Total Minutes	325		

3rd Grade

Morning Instruction	8:15	9:20	55
Recess	9:20	9:40	-20
Mid-Morning Instruction	9:40	11:25	115
Recess	11:25	11:50	-20
Lunch	11:50	12:10	-25
Afternoon Instruction	12:10	1:30	80
Total Minutes	250		

4th			
Morning Instruction	8:15	10:00	105
Recess	10:00	10:20	-20
Mid-Morning Instruction	10:20	12:35	135
Lunch	12:35	1:00	-25
Recess	1:00	1:20	-20
Afternoon Instruction	1:20	2:45	85
Total Minutes	325		

4th			
Morning Instruction	8:15	9:40	85
Recess	9:40	10:00	-20
Mid-Morning Instruction	10:00	12:10	130
Lunch	12:10	12:35	-25
Recess	12:35	12:55	-20
Afternoon Instruction	12:55	1:30	35
Total Minutes	250		

5th			
Morning Instruction	8:15	10:20	125
Recess	10:20	10:40	-20
Mid-Morning Instruction	10:40	12:35	115
Lunch	12:35	1:00	-25
Recess	1:00	1:20	-20
Afternoon Instruction	1:20	2:45	85
Total Minutes	325		

5th			
Morning Instruction	8:15	10:00	105
Recess	10:00	10:20	-15
Mid-Morning Instruction	10:20	12:10	110
Lunch	12:10	12:35	-25
Recess	12:35	12:55	-20
Afternoon Instruction	12:55	1:30	35
Total Minutes	250		

MINIMUM DAY schedule follows “shortened day” schedule with release times at 12:30 p.m. (Kindergarten) and 12:45 p.m. (Grades 1-5)

School of Choice Provision

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 public random 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.

Admission and Enrollment Process

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

Note: Students will NOT officially enroll in classes until ALL documents are available.

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, provided a translator for that language can be secured, unless they indicate that a copy in English is preferred.

Attendance Policy

LA Leadership Primary Academy students must attend school every day and arrive on time. All students will be in attendance daily at 8:10 am. 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, and grade, as well as a contact phone number. 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. LALPA believes that that work missed because of school related activities or illness should be promptly made up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible. Students who are frequently absent from or tardy to class will be referred to the Student Attendance Review Team.

Los Angeles City and Los Angeles County have loitering ordinances. These ordinances prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session. Students who violate these ordinances may receive a citation, have to appear in court with their parent/guardian, have a fine imposed by the court, and risk having the issuance of their driver's license delayed.

Parents Influence Attendance:

Plan family vacations for non-school days only

Schedule non-emergency medical and dental appointments after school hours.

- 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 your school 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 (Not reimbursed by the state of California)

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

- Due to his or her personal illness.

- Due to quarantine under the direction of a county or city health officer
- For having medical, dental, optometric or chiropractic services rendered.
- For attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California. "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 immediate household.
- For justifiable personal reasons including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at the pupil's naturalization ceremony to become a United States citizen, or attendance at an employment conference when the pupil's absence has been requested in writing by the parent or guardian and approved by the Principal or a designated representative.

Absences–Unexcused (Not reimbursed by the State of California)

Any absence for reasons other than those listed as EXCUSED ABSENCES are deemed unexcused. Upon the third unexcused or unexcused absence for more than any 30 minute period from school in any school year, the student may 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.

Tardies

A tardy occurs when the student is not in their assigned seat when the class begins (8:15 a.m.) 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.

Verifying Absences

When a student is absent from school for any reason, the parent or guardian must notify the school office. A phone call the day of the absence by the parent or guardian is acceptable. A note stating the reason for the absence on or before the return day is preferred. 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. After 14 excused absences verified by a parent, all subsequent excused absences must have a doctor's note in order to be excused.

PARENTS, PLEASE PROVIDE A NOTE FOR EVERY ABSENCE!

LALPA's policy requires it to notify parents by mail upon a student's initial classification as a truant, which 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.
- The alternative educational programs are available for the Student.
- 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 School Attendance Review Team (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.

Consequences for Unexcused Absences and Tardies

With students who have excessive absences and/or tardies, whether excused or unexcused could be grounds for referral to the SART and/or the City or District Attorney's Office for possible prosecution.

Unexcused Full Day Absences

- 3-5 unexcused absences = 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- Withdrawal from school

Note: Los Angeles Leadership Primary Academy will document any efforts to reach out to Parents to confirm dis-enrollment. This includes, but is not limited to, efforts to reach the family by email, phone, mail, and/or home visits.

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 truanies = Parent and Student Conference with Assistant Principal and 2nd letter Truancy Notification
- 3 truanies = 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^[P]_[SEP] 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.

Incentives for Good Attendance

Class Incentive:

-Each class receives a poster with the phrase "PERFECT ATTENDANCE". Each day the class has perfect attendance, a letter in the phrase is colored in. When the entire phrase is colored in, the class will receive a treat or snack.

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 (under 30 minutes each)

-Students will also receive a special recognition

Records and Information Changes

It is your responsibility 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.

Official withdrawal will not be complete until student account is cleared. Transcripts and records may be held due to un-cleared student accounts.

Note: Los Angeles Leadership Academy 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:** LALAPA allows every child access to technology through 1 to 1 access to computer devices for students at the Primary. 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 have access to iPads and 3rd-5th make use of Apple laptops.

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 (To Be 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 children enrolling in kindergarten or first grade and continuing through fifth grade. 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 biliterate 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.

Overview of LALPA’s Academic 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.)

Kindergarten= 2:30 p.m.

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

Shortened Day (Weds.)

Kindergarten= 1:15 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 be on time and should not miss any class except in the case of illness or other serious reason. Students are also 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. Students are expected to complete all assignments in accordance with the student’s ability. 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 or 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

Students are required to bring backpacks to class. This is needed to hold homework, sweaters, graded class work, and projects, and any other materials requested by the teacher. Please do not send rolling/wheeled backpacks to school.

Grading

LA Leadership Primary Academy 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.

Sexual Health Education:

At the beginning of each school year, or at the time of enrollment for students who enroll after the beginning of the year, LALPA shall notify parents/guardians regarding any comprehensive sexual health education and HIV/AIDS prevention education planned for the coming year to be taught by LALPA staff. A parent/guardian may request a copy of the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act and may request to see the written and audiovisual materials the school plans to use with any such education. The parent/guardian may request in writing that his or her child be excused from and not participate in the comprehensive sexual health education or HIV/AIDS prevention education.

Grade Reporting

LA Leadership Primary Academy 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.

Student Lunch Program

LA Leadership Primary Academy is proud to be able to offer a free nutritional breakfast and lunch five days per week to all students. Research has shown that students that have eaten a balanced meal are better able to concentrate, learn and ultimately perform better on assessments. Nutrition offers a grain, fruit juice and milk. Nutrition is served at morning recess and usually offers a grain, fruit juice and milk. Lunch is catered and the menu varies month to month. Lunch usually consists of a hot entrée along with a possible side option of bread, salad, fruit or fruit juice, and milk. Please do not send fast food with your student or have food delivered. We do not allow gum, candy, soda, sports drinks, or junk food items. We are happy to accommodate special diets due to medical, religious, or dietary concerns with appropriate documentation.

Wellness Policy

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; Los Angeles Leadership Primary Academy 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. More information regarding the Wellness Policy is available on the website or the administration office.

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.
- 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. His/Her participation in the celebration will not affect the academic grade.

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 Dress Code

Los Angeles Leadership Primary Academy Dress 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 LA Leadership Primary Academy students.

For ALL grade levels

- **SHIRTS**: 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.
- **PANTS/SKIRTS**: 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 religious reasons will be allowed, please see additional information below for clarity.
- Student Attire, including pants, must be no smaller/larger than one size of the student's regular clothing size.
- ****FRIDAYS ONLY** – College shirt/sweatshirt or school issued shirt/sweatshirt permitted.

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
- No clothing may be worn inside out
- Any clothing that does not properly cover the body, including shirts that show a student's cleavage
- 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 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.

Head Covering Policy

The following rules regarding hats on campus must be observed:

- Hats and head covering must be removed in all buildings/classrooms. Sports, caps, bandanas, scarves, skull/wave caps, and ski masks are not permitted on campus.
- Students may wear head coverings required in observance of their religion with appropriate documentation.

Non-Compliance Dress Code 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 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. Students who are not in compliance with the dress code policy will be dealt with on an individual basis with the Administration.

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. Tank tops of any form are not allowed. Shirts should not show student’s cleavage. Shirts must be correct size. Shoes must be closed-toe. If a student chooses to wear closed-toe footwear that makes exercise difficult, he/she must bring alternate shoes for P.E.

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

School Climate and Student Discipline 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 guidelines:

- **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*

The Charter School’s *Handbook for Students and Parents* is distributed in August of each year prior to the start of the school year. Each family receives a copy of these policies 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 *School-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.

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
- 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
- Bullying, harassment, sexual harassment
- Truancy
- 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

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 laws
- Chronic Level II behaviors requiring administrator involvement

Tier III Consequences

- Convene a Student Success Team
- Parent Conference
- Use debriefing forms to address misconduct
- 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.

Suspensions and Expulsions

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 lists the pertinent offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. This Policy also addresses involuntary removals for violations of the Charter School's attendance policy. 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 policies and procedures, 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.

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 right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspension and expulsion procedures described below.

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 any school activity 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.) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o.) 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.
- q.) 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.
- r.) 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.
- s.) 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.

- t.) 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.
- u.) 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.
- v.) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act or an act of “cyber sexual bullying” as defined below.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - (a) 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.
 - (b) 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.
 - (c) 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.

- iii. An act of cyber sexual bullying.
 - (a) The term “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 of Bullying. 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.
 - (b) The term “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.

3) 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.

w.) 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).

x.) 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:

- a) 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 Executive Director or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) 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.
- e) Possession of an explosive.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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 Sections 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- 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.
- p) 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.

- q) 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.
- r) 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.
- s) 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.
- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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:
 - i. 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.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. 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.
- 2) “Electronic Act” means the creation or 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:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - (a) 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.
 - (b) 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.
 - (c) 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.
 - iii. An act of cyber sexual bullying.
 - (a) The term “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 of bullying. 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.
 - (b) The term “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.
- 3) 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.
- v) 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 (3)(a)-(b), above.

- w) 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.

- a) 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 Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) 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.
- e) Possession of an explosive.

If it is determined by an Administrative Panel during an expulsion hearing 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 Executive Director's designee¹ 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

¹ "Designee," as used in this suspension/expulsion policy includes the Assistant Principal.

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's parent/guardian 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 the Charter School's Principal or designee. 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, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. Whenever a student is suspended, the Principal or designee shall notify the parent/guardian 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 shall also state the date and time when the student may return to school. If the Principal or designee wish to ask the parent/guardian to participate in another meeting or phone conference 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, or a total of twenty (20) days within one academic year. Upon a recommendation of expulsion by the Principal, the pupil and the pupil's 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 Executive Director 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 (within the timelines identified above). The student will have the opportunity to complete instructional activities (e.g. homework, tests) missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

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 by an Administrative Panel following a hearing before it, and preceded by

recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. The Administrative Panel may designate one person among its members to be the individual who shepherds the proceedings, called the "hearing officer."

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. 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.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student through his or her representative 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 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;

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 Administrative Panel. Copies of these sworn declarations, redacted 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 Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel 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 body presiding over the hearing from removing a support person whom the presiding chairperson 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 Administrative Panel 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 officer, who is the Administrative Panel member presiding over the hearing, 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 body 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. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

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, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing 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 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, issued within 10 school days of the date of the hearing.

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

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel within 10 school days of the date of the hearing, including the Administrative Panel'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; (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; (c) the reinstatement eligibility review date; (d) the type of educational placement during the period of expulsion; and (e) notice of appeal rights.

The Executive Director 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 District upon request.

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. 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 fifteen (15) days), at which time the parent(s)/guardian(s) 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) and information from the original expulsion hearing. The Executive Director will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

The parents or 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. Special Procedures for the Consideration of Suspension and Expulsion 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:

- 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 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:

- a. 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;
- b. 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
- c. 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), 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 Executive Director 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:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 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. Section 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 IDEIA 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:

- 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 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 IDEIA-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.

N. Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

O. Readmission

LALPA's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

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

Health Services

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.

Medication in School

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, 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.

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.

A copy of the Administration of Medications Policy shall be available free of charge in the Main Office.

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.

Personal Property

Students will be solely responsible for bringing items to school and must watch their belongings carefully. The school is **not** responsible for any loss or damage to personal items.

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, the Charter School has the flexibility to determine the school's usage policy. 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.

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.

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

***** 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.

Lost and Found

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.

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.

LOS ANGELES LEADERSHIP ACADEMY **Transportation Safety Plan**

Los Angeles Leadership Academy ("LALA") provides transportation to or from certain LALA school activities. Therefore, the LALA Board of Directors ("Board") approved the following transportation safety plan, which contains procedures for LALA personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each LALA 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 LALA policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the LALA discipline policy.

Definitions

1. "School bus" is any motor vehicle designed, used, or maintained for the transportation of a LALA pupil at or below the grade 12 level to or from a LALA school or to and from LALA 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 LALA and carrier to transport LALA pupils at or below the grade 12 level to or from a LALA 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 LALA and California Vehicle Code 22112(d) requires the student to be physically escorted by the bus driver across that street and under the bus drivers' 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. LALA requires ALL students who cross the street to 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

LALA has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. LALA 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 School Leader.
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 a LALA School or Other School Activity Location

LALA has created the following procedures to govern the safe entry and exit of all students at their LALA 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 LALA 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 kits, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the LALA 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 the LALA 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.
 - a. The driver will confer with the LALA teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
 - b. 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.
 - c. When the LALA teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
4. Students exiting the bus at either a LALA school or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from LALA 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

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

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

1. Before leaving the school site for a school activity, the LALA 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 LALA 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 LALA 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 LALA 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 LALA 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

LALA 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

LALA 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:
 - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line;
 - b. Students are not to play in or be in the street or private property
 - c. Students shall be on the proper side of the street before the bus arrives at the bus stop;
 - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time;
 - e. 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;
 - f. Students should not approach the bus until it comes to a complete stop at the stop;

- g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving;
 - h. Students should understand the bus driver is in charge at all times, and students should follow his/her directions;
 - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped;
 - j. 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, LALA 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.
 - a. 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:
 - a. Proper fastening and release of the passenger restraint system;
 - b. Acceptable placement of passenger restraint systems on students;
 - c. Times when the passenger restraint systems should be fastened and released; and
 - d. 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, LALA 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 School Leader that atmospheric conditions have reduced visibility to 200 feet or less.
2. The School Leader may consult with legal counsel as needed.
3. The School Leader 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 School Leader.

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/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 urged to volunteer a minimum of 30 hours per year. **However, volunteering is not required.**
- Parents are urged 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 volunteering a minimum of 30 hours each year.

Volunteering

Parent volunteer service hours are earned by directly supporting the school and by supporting your child academically. Each family is strongly encouraged to volunteer 30 hours per school year. Of the 30 hours, 15 hours should be applied to supporting the school and 15 hours should be applied to supporting your

child academically. Please note that, while volunteering is not required, LALPA encourages all parents to follow these guidelines to support the success of their child.

Possible Volunteer Opportunities to Support the School:

- Office support
- Fundraising activities
- Breakfast and lunch distribution
- 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, school board of directors, or participating in other school committees

Possible Volunteer Opportunities to Support your Child Academically:

- Parent workshop participation
- Classroom visits
- Classroom support
- Tutoring support
- Serving as a parent mentor

How to Volunteer

Feel free to call the LALPA to volunteer. 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. A copy of the full Classroom and School Volunteer, Visitor, and Removal Policy shall be available free of charge in the Main Office.

Leadership Opportunities for Parents

Leadership opportunities for parents include participation in the Parent-Teacher Council

Educational Records and Student Information Policy

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;
- 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 of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- 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 such agency or institution, 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 use 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; or
- e. Records that only contain information about an individual after he or she is no longer a student at Los Angeles Leadership Primary Academy.

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 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 student's 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 identify 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
- 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 or an independent contractor 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 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.

At the beginning of each 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 request that LALPA not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify LALPA in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

At the beginning of each school year, in addition to the notice required for directory information, Los Angeles Leadership Primary Academy shall provide parents and eligible students 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; and
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.
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;

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

IV. PARENTAL AND 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. 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 Principal to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;
- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy 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. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

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 request in writing that he/she

be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records 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 his/her 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 his/her 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 otherwise 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. 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. 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 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.

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 employees 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. 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 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.

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.

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, 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 and the Individuals with Disabilities in Education Improvement Act of 2004.

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, 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: Principal at (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, LALAPA 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 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, LALAPA 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. LALAPA school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, LALAPA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which LALAPA 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. LALAPA 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 LALAPA.

LALAPA 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, request 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 education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive 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 him/her 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 group 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 LALAPA.

* “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:
 - a. 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
 - b. 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
 - c. 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:
 - a. 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.
 - b. “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

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.

LALAPA 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.

LALAPA 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 LALAPA, 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 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.

LALAPA 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 LALAPA 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.

Signature of Complainant

Date: _____

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 Executive Director (or designee) will conduct an investigation. Should the Complainant find the Executive Director'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, Executive Director (only if the complaint concerns the Principal), or Board President (only if

the complaint concerns the Executive Director) 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 Executive Director and 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

1. **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.
2. **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.
3. **Resolution:** The Board (if a complaint is about the Executive Director) or the Executive Director or 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 full General Complaint Policy and form shall be available free of charge in the Main Office and on the School's website

Uniform Complaint Policy ("UCP") – Annual Notice

Los Angeles Leadership Primary Academy has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

The School shall investigate and seek to resolve complaints using policies and procedures known as the UCP adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group

identification, immigration status, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any LALPA program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety Programs
- Agricultural Vocational Education Programs
- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- State Preschool
- Bilingual Education
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- 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.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Arina Goldring, Executive Director
2670 Griffin Ave.
Los Angeles, California, 90031

213-381-8484

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer person responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the School's procedures.

The complainant has a right to appeal the School's Decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the School's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'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.

A copy of the full UCP policy and complaint procedures shall be available free of charge in the Main Office and on the School's website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact 213-381-8484.

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)

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.

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.

A copy of the Technology and Internet Use Policy and corresponding Acceptable Use Agreement shall be available free of charge in the Main Office.

Homeless Students – Annual Notice

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

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;
2. Are living in emergency or transitional shelters; or are abandoned in hospitals;
3. 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;
4. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
5. 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 Principal or designee designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(1)(J) & (e)(3)(C).):

Tina Butler, Chief Operating Officer
2670 Griffin Ave.
Los Angeles, California, 90031
213-381-8484

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
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, any other preschool programs administered by Charter School, if any, and referrals to health care services, dental services, mental health services and 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, the Charter School 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 under section 480 of the Higher Education Act of 1965 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 described in section 483 of the Act.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually. A copy of the full Education for Homeless Children and Youth Policy shall be available free of charge in the Main Office.

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 education 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.

Section 504

LALPA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the LALPA. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by LALPA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of LALPA Section 504 policies and procedures is available upon request.

Foster Youth Policy

Introduction

The Board of Directors of Los Angeles Leadership Primary Academy Charter School ("Charter School") recognizes that foster 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 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, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602.

Person holding the right to make educational decisions means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code 56055.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she 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 person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is 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.

Charter School Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to the Charter School, the Board designates the following position as the Charter School's liaison for foster youth:

Tina Butler, Chief Operating Officer
2670 Griffin Ave.
Los Angeles, California, 90031
213-381-8484

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of students in foster care.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.

When a student in foster care is enrolling in the Charter School, the Charter School liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When

a foster youth is transferring to a new school, the Charter School liaison shall provide the student's records to the new school within two business days of receiving the new school's request.

3. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under the Charter School's charter; pending proceedings 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; and, a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability under state and federal special education laws.

4. 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.

5. 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.

6. 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.

7. 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.

8. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

9. This policy does not grant the Charter School 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 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the Charter School liaison is advisory with respect to placement options and determination of the school of origin.

Enrollment

A student placed in a licensed children's institution or foster family home shall attend programs operated by the Charter School unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the Charter School indicating that determination and that he/she is aware of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment.
- b. The alternate educational program is a special education program, if applicable.

- c. The decision to unilaterally remove the student from the Charter School and to place him/her in an alternate education program may not be financed by the Charter School.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
- a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the academic school year.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
 - d. If the student 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 Charter School liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend 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 liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
- 2. Does not have clothing normally required by the school, such as school uniforms

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin 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 child to attend school, unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from 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*

When a foster youth transfers into the Charter School, the Charter School shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course.

If the foster 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 his/her previous school. However, the Charter School may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the Charter School finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster 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 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, a foster youth shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by the Charter School, and fulfill any additional graduation requirement prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school transfers into the Charter School, he/she shall be exempted from all Charter School-adopted coursework and other Charter School-established graduation requirements, unless the Charter School makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Executive Director or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it.

To determine whether a foster youth is in his/her third or fourth year of high school, the Charter School shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The Executive Director or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

Upon making a finding that a foster youth is reasonably able to complete Charter School graduation requirements within his/her fifth year of high school, the Executive Director or designee shall:

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

Eligibility for Extracurricular Activities

A foster youth 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.

Complaints of Noncompliance*

Complaints of noncompliance with this policy shall be governed by the Charter School's Uniform Complaint Procedures policy.

*These provisions are also applicable to former juvenile court school pupils, which are defined as pupils who, upon completion of the pupil's second year of high school, transfer to a charter school, excluding a charter school or school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

LOS ANGELES LEADERSHIP PRIMARY Academy
LAPTOP COMPUTER ACCEPTABLE USE POLICY
Parent/Student Signature Page

This agreement is made effective upon receipt of computer, between Los Angeles Leadership Primary Academy (LALPA), the student receiving a laptop (“Student”), and his/her parent(s) or legal guardian (“Parent”).

Please initial, sign and return this signature page indicating that you have read the Laptop Computer Acceptable Use Policy document and agree to its stated conditions. A complete copy of this Policy is available on the School’s website within our Charter document and upon request at the Principal’s office.

Parent Name: _____ Parent Signature: _____

Date: _____

Student Name: _____ Student Signature: _____

Date: _____

VOLUNTEER POLICY

Los Angeles Leadership Academy knows that parent's involvement in school is critical for your child's educational success and we look forward to having you engage with us in a meaningful way. Parents are encouraged to volunteer on campus to build that bridge and cultivate a strong partnership. With a new policy in place, we ask you apply to volunteer with Ms. Segovia in the Parent Resource Center and always remember to sign in at the front office.

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 6 months 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 6 months old & Livescan:

- ❖ Unsupervised contact with students for tutoring or coaching

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

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 6 months 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 6 months 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 2017-2018 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:
 - a. 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.
 - b. 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 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 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:
 - a. Playing games or online gaming.

- b. 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.
- c. Installing software or “apps” on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
- d. 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:
 - i. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material;
 - ii. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights;
 - iii. Selling or purchasing any illegal substances; or
 - iv. Copying LALPA school software, which is considered theft.
- e. 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:
 - i. Deleting, copying, modifying, or forging other users' e-mails, files, or data;
 - ii. 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;
 - iii. Using profane, abusive, or impolite language;
 - iv. Disguising one's identity, impersonating other users, or sending anonymous e-mail messages;
 - v. Threatening, harassing, or making defamatory or false statements about others;
 - vi. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials; or
 - vii. Accessing, transmitting, forwarding, or downloading large files, including "chain letters," "SPAM," Unsolicited Commercial Email (“UCE”), “junk email,” or any type of "pyramid schemes."
- f. Uses that involve obtaining and or using anonymous email sites.
- g. Uses that jeopardize access or lead to unauthorized access into Accounts or other computer networks are unacceptable including, but are not limited to:
 - i. Using other student's account passwords or identifiers;
 - ii. Getting unauthorized access into other users' accounts or other computer networks; or
 - iii. Interfering with other users' ability to access their accounts.
- h. Participating in political activities.
- i. Conducting for-profit business.
- j. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.

- k. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
 - l. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - m. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
 - n. 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 if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a

minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, 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 schools policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the schools technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____