



THE
ACCELERATED
SCHOOLS



2019-2020

Parent-Student Handbook

(Board Approved 4/25/19)

Dear Parents and Guardians,

The State of California requires that all schools notify students, parents and guardians about their rights and responsibilities annually. The enclosed notices provide important information that describes policies and procedures at The Accelerated Schools that will affect your student. Our handbook is in PDF format on our website at www.accelerated.org.

Please read the document carefully with your son or daughter. Issuance and receipt of this letter acknowledges that parent/guardian and student have read the policies and procedures of The Accelerated Schools.

Legal Disclaimers: The information contained in the Parent-Student Handbook is provided for informational purposes only. Information may be changed or updated without notice. This handbook is subject to all applicable laws and in all cases where there is a discrepancy between the handbook and the charter, the charter petition language supersedes the handbook.

The Accelerated Schools expressly disclaims all liability with respect to actions taken based on any content in this handbook. The Accelerated Schools assume no responsibility for errors or omissions in this handbook or other documents that are referenced in this handbook. The Accelerated Schools do not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.

Thank you and have a great school year!

The Accelerated School Administration



Overview of Accelerated Schools	pg. 6
<ul style="list-style-type: none">- Vision- Mission- Educational Philosophy	
What is a Charter school?	pg. 6
<ul style="list-style-type: none">- Autonomy- Accountability	
Governance Structure of the Accelerated School	pg. 7
<ul style="list-style-type: none">- School Site Council (SSC)- English Learner Advisory Committee (ELAC)- Professional Learning Community- Board of Trustees	
School Information and Procedures	pg. 9
<ul style="list-style-type: none">- School Office Information- Communicating with the school- Parent Concerns- Enrollment Procedures- Closed Campus Policy- Arrival/Dismissal Procedures- School Day Schedule- Nondiscrimination & Harassment Statement	
Student School Policies	pg. 17
<ul style="list-style-type: none">- Dress Code- Attendance/Tardies- Electronic Devices- Lost or Damaged School Property- Non-School Related Property- Public Displays of Affection- Textbooks, Library Books & School Materials- P.E. Uniform Policy- Birthday Celebrations- Pet Policy- Lost and Found	
Other School Policies/Programs	pg. 21
<ul style="list-style-type: none">- School Community Agreement- Parent Involvement Policy- Immigration and enforcement Policy- Suicide Prevention, Intervention and Postvention Policy- Homeless Policy- The Wellness Policy- Meal Program- After School Programs- Emergency Safety Plan, Response, and Preparedness	
School/Home Communication	pg. 25
<ul style="list-style-type: none">- Title I Parent Compact Agreement- Parent Meetings- Parent Volunteer Time- Weekly Parent Reminder- The Accelerated Schools' Website- PowerSchool	

School & Classroom Expectations	pg. 26
<ul style="list-style-type: none"> - Student Schedules - Report Cards & Progress Report Cards - State Testing - Grading Policy - Homework - Tutoring - Meeting with Teachers - Teacher Observations - 6th-12th Grade "D" Policy - WAHS Student Credit and Academic Goals by Year - WAHS Graduation Requirements - Field Trip Policy 	
School Wide Plan for Proactive Behavior Support	pg. 30
<ul style="list-style-type: none"> - Statement of Purpose - Components of School-Wide Plan for Proactive Behavior Support - School-Wide Expectations for Behavior - Student Discipline Incentive Program - The Suspension and Expulsion Process - Procedures for Suspension and/or Expulsion and Rights of Students (Ensuring Due Process) - Due Process - Informal Conference - Notice to Parents/Guardians - Length of Suspension - Recommendations for Expulsion - Expulsion Hearing - Appeal of Suspension or Expulsion - Zero Tolerance Policy - Gun Free Safe School - Rehabilitation Plans - Readmission - Suspension and Expulsion Periodic Review - Special Education Students 	
Anti-Bullying Policy.....	pg. 39
Special Education Policies and Procedures	pg. 41
Assessing and Identifying Students for Gifted Programs	pg. 41
Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973.....	pg. 41
Title IX and Students.....	pg. 42
Student Success Team (SST).....	pg. 42
Health Information.....	pg. 43
<ul style="list-style-type: none"> - Student Health Office Policies and Procedures - Confidential Medical Services - Communicable Disease Prevention - Type 2 Diabetes Information - Immunizations - Physical Examinations - Health and Medical Conditions - Administration of Medication - Returning Medications to Parents at the End of the School Year - School Related Injuries - Illness 	

Uniform Complaint Procedures/Williams Settlement.....	pg. 47
The Accelerated Schools Public Records Request Policy.....	pg. 57
The Accelerated Schools Student Records Policy.....	pg. 61
Family Educational Rights and Privacy Act (FERPA).....	pg. 65



This handbook was developed to provide you information about our schools including the school structure, program, and policies. Please review this handbook carefully and review this with your child, family and friends. We hope that this handbook empowers you to be an informed, and proactive parent and partner with us in your child's educational journey. Thank you for choosing to be a part of our dynamic community of schools.

OVERVIEW OF THE ACCELERATED SCHOOLS

Vision

The Accelerated Schools are national models of public and private partnership that comprehensively serve the education and wellness needs of its students in preparation for them to take their rightful place as confident and courageous citizens, eager to achieve and contribute to the global society.

Mission

The Accelerated Schools will graduate students who are prepared to succeed at the university of his/her choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens.

Educational Philosophy

Educational Philosophy at The Accelerated Schools, we nurture and celebrate each child's gifts through powerful learning experiences that are:

- **authentic** and relevant to students' interests, backgrounds and abilities,
- **interactive** to allow collaboration and the sharing of knowledge,
- **learner-centered** to encourage hands-on, project-based inquiry and discovery,
- **inclusive** to ensure all students equal access in a safe environment, and
- **continuous** in promoting critical thinking, holistic understanding and independence.

WHAT IS A CHARTER SCHOOL?

A charter school is a public school that was approved by the State of California to have special freedoms and programs. Charter schools can be independent from traditional schools and state regulations. The State of California established charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement. Charters are licensed for 5-year renewable terms.

Autonomy

As charter schools, we are granted many freedoms by the Los Angeles Unified School District (LAUSD) and the State to implement an effective educational program. The School has decision-making authority on-site and the freedom to create policy without having to obtain approval of the LAUSD. The Schools are also exempt from certain education code requirements.

Accountability

The State of California and the LAUSD are responsible for holding The Accelerated Schools accountable for meeting the goals as outlined in their charter petitions. These goals include increasing student test scores and maintaining a high degree of parent involvement. If the School does not meet these goals, the LAUSD may not renew the School's charter petition, which would force the school to close.



The governance structure of The Accelerated Schools provides opportunities for all members of the school community to be involved in the decision-making process. Your involvement gives you a voice in impacting school policies that significantly affect you and your children.

School Site Council (SSC)

The state mandates that schools receiving Title I monies establish a Title I Parent Involvement Policy and Parent Agreement/Compact for elementary, middle, and high schools. The primary objective of the policy is to offer parents clear opportunities for input, in an advisory capacity, into the school educational program. A key area of input is in the review, with the principal, parents, teachers, other school personnel, and students at the secondary level, of a comprehensive school plan designed to improve student achievement. Another objective of the School Site Council is to assess the effectiveness of the program. Finally, the School Site Council annually reviews the school plan and gives input about the School Improvement budget.

English Learner Advisory Committee (ELAC)

At each school where the total LEP (Limited English Proficient) is more than twenty, an English Learner Advisory Committee (ELAC/DELAC) participates in providing input, in an advisory capacity, about the development, implementation, and evaluation of the local school Title III program.

The Professional Learning Community (PLC)

The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities.

Teachers and administrators in a school continuously seek and share learning and then act on what they learn. The goal of the PLC is to enhance effectiveness as professionals so that student achievement improves.

Board of Trustees

The Board of Trustees makes all policy, academic, fiscal and business decisions regarding the community of schools and its legal and fiscal viability. The Board is responsible for creating any subcommittees and/or cadres. The Board is fully committed to the successful progress and sustainability of The Accelerated Schools community. The Board usually meets 4 – 6 times a year and meetings are open to the public. Each meeting's agenda has a Public Comment period and anyone wishing to address the Board may register to do so during that time period. Board agendas are posted in advance of the meetings at the front entrance of The Accelerated Schools, in the Main Office, in the entryway by MLK Blvd. and Main Street as well as on The Accelerated Schools website. Translation services are available during these meetings.

The following individuals comprise the Board of Trustees of 2019-20

Juli P. Quinn, Ph.D. <i>President, FREEducation, LLC</i>	President
Peter B. Morrison <i>Vice President, Arps, Slate, Meagher & Flom LLP</i>	Vice President
Lawrence Picus <i>Rossier School of Education, USC</i>	Trustee
Leonard Rabinowitz <i>Hilton & Hyland</i>	Trustee
John W. Ward <i>Wells Fargo & Company</i>	Trustee
Elizabeth Weiss <i>Viterbi School of Engineering, USC</i>	Trustee
Scott Yetter <i>ACES Parent Representative</i>	Trustee
Binti P. Yost <i>KPMG LLP</i>	Trustee

Grace Lee-Chang – Secretary

Chief Executive Officer, The Accelerated Schools
Ex-officio non-voting member

Vincent Shih

Treasurer, The Accelerated Schools
Ex-officio non-voting member

The table below shows the similarities as well as the differences between The Accelerated Schools and the Foundation to help show the function of each.

The Accelerated Schools	The Accelerated Schools Foundation
Vision and Mission for Student Outcomes	Vision and Mission for Community and Public Education
Building School Community and Educational Excellence	Fundraising, Networking, Collaboration, Partnerships
Governance and management of schools and school programs	Governance and management of community development and education reform programs

**SCHOOL OFFICE:****Hours**

TAS/WAHS - school office is open from 7:00 a.m. – 4:00 p.m. during the school year.

ACES - school office is open from 7:15 a.m. – 4:00 p.m. during the school year.

The office will close every third Thursday of the month at 3:30 p.m. for main office professional development; no visitors will be permitted to enter during this time.

Communicating with the Office

Please call the office at (323) 235-6343 (TAS/WAHS) or (323) 846-6694 (ACES). If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment.

Expressing Concerns

At The Accelerated Schools, direct and appropriate feedback is valued. If you have a general concern, please share your concern with your child's teacher directly. For serious or recurring concerns regarding the performance of an employee, please speak with or write to the employee's supervisor. If the situation is not addressed in a manner that satisfies you, please direct the concern in the same manner to the next level of the accountability structure – see stakeholder complaint process documents located on each schools' website.

Visitors

Please feel free to visit the front office during office hours to speak with the office staff. Please respect the office hours as parents/visitors will not be able to access the office staff after the office closes. You must schedule an appointment in advance to meet with the Principals, Assistant Principals, Deans, or Teachers.

Messages

Parents and visitors will not be able to call classrooms/teachers directly during school hours but may leave a message on voicemail to before/after school hours.

Communicating with your Child during the Day

Call the office and leave a message for him/her. That message will be given to your child. A child may only be called to the phone in an emergency. Please make all carpool or after-school pick-up arrangements with your child before school.

Student Telephone Use

The office phone is for emergency use only. Forgetting homework does not constitute an emergency. However, if there is a special need or problem, an administrator may allow phone use. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class. **THE USE OF CELL PHONES DURING SCHOOL HOURS IS STRICTLY PROHIBITED. SEE ELECTRONICS POLICY.**

Parent Concerns

Please refer to your schools' Order of Contact Stakeholder Matrix located on the next few pages should you wish to speak to a staff member regarding your child or have any other school related concerns.



Accelerated Charter Elementary School

2019-2020 Order of Contact for Stakeholder Concerns*

*for complaints outside of regulatory scope of Uniform Complaint Procedure

General Information	Name	Phone Number
Office Manager	Claudia Reyes	323-846-6694
Nurse	TBD	
Administrative Coordinator	Eva Candelario	
Assistant Principal	Carmen Ramos	
Principal	Karin Figueroa	
Responsibility for ACES	1st contact	2nd contact
Discipline	Assistant Principal	Principal
Attendance/Tardies	Office Manager	Principal
Parent Concerns/Complaints	1st contact	2nd contact
Special ED	SPED Admin, Randhir Bains	Principal
504 Plans	Assistant Principal	Principal
SST/Intervention Process	Administrative Coordinator	Assistant Principal
Title IX Coordinator	Principal	Assistant Principal
Immigrant Coordinator	Assistant Principal	Principal
Homeless Liaison	Administrative Coordinator	Principal
Foster Youth Liaison	Assistant Principal	Principal
Safety Plan/Emergencies	Assistant Principal	Principal
Other	1st contact	2nd contact
State Testing	Administrative Coordinator	Principal
Uniform Complaint Procedure	Director of Curriculum & Instruction Lenita Lugo	Principal
Departments	1st contact	2nd contact
Main Office	Office Manager	Principal
Business Services	Chief Financial Officer, Vincent Shih	
Cafeteria	Food Services Manager, Andrew Robles	
Curriculum and Instruction	Director of Elementary Education (ACES/TAS) Susan Raudry	Director of Curriculum & Instruction Lenita Lugo
Facilities	Director of Facilities, Tom Nizetich	Chief Financial Officer, Vincent Shih
Human Resources	HR Specialist, Michelle Cerna	Director of Human Resources, Robert French
Student Data	SIS Manager, Carol Kennard	Technology Manager, Cong Liu
Student Health Services	Office Manager	Nurse
Technology	Technology Manager, Cong Liu	Chief Financial Officer, Vincent Shih



The Accelerated School

2019-2020 Order of Contact for Stakeholder Concerns*

*for complaints outside of regulatory scope of Uniform Complaint Procedure

General Information	Name	Phone Number
Office Manager	TBD	323-235-6343
Assistant Office Manager	Daisy Marin	
Nurse	TBD	
Academic Dean	Julio Cortez	
Intervention Aide	Eva Barba	
Assistant Principal 6th-8th	Felicia Jackson	
Assistant Principal TK-5	Ashley Zartner	
Assistant Principal TK-8	Kimberly Clerx	
Principal	Francis Reading	
Responsibility	1st contact	2nd contact
Discipline	Academic Dean	Assistant Principals
Attendance/Tardies	Academic Dean	Office Manager
Parent Concerns/Complaints	1st contact	2nd contact
Special ED	SPED Administrator, Randhir Bains	Principal
504 Plans	Assistant Principals	Principal
SST/Intervention Process	Intervention Aide	Principal
Title IX Coordinator	Principal	Assistant Principals
Immigrant Coordinator	Assistant Principals	Principal
Homeless Liaison	Assistant Principals	Principal
Foster Youth Liaison	Assistant Principals	Principal
Safety Plan/Emergencies	Principal	Director of Curriculum & Instruction, Lenita Lugo
Other	1st contact	2nd contact
Site Testing Coordinator	Assistant Principal	Principal
Uniform Complaint Procedure	Director of Curriculum & Instruction, Lenita Lugo	Principal
Departments	1st contact	2nd contact
Main Office	Office Manager	Principal
Business Services	Chief Financial Officer, Vincent Shih	
Cafeteria	Food Services Manager, Andrew Robles	
Curriculum and Instruction	Director of Elementary Education (ACES/TAS), Susan Raudry	Director of Curriculum & Instruction, Lenita Lugo
Facilities	Director of Facilities, Tom Nizetich	Chief Financial Officer, Vincent Shih
Human Resources	HR Specialist, Michelle Cerna	Director of Human Resources, Robert French
Student Data	SIS Manager, Carol Kennard	Technology Manager, Cong Liu
Student Health Services	Office Manager	Nurse
Technology	Systems and Operations Manager, Cong Liu	Chief Financial Officer, Vincent Shih



Wallis Annenberg High School

2019-2020 Order of Contact for Stakeholder Concerns*

*for complaints outside of regulatory scope of Uniform Complaint Procedure

General Information	Name	Phone Number
Office Manager	TBD	323-235-6343
Assistant Office Manager	Daisy Marin	
Nurse	TBD	
College and Career Advisors	Daisy Flores; Jacob Pham; Gloria Zelaya	
Intervention Aide	Judith Cruz	
Academic Dean	Rosemary McCloskey	
Assistant Principal	Lourdes Villaseñor	
Principal	Rosie Hoang	
Responsibility for WAHS	1st contact	2nd contact
Discipline	Academic Dean	Assistant Principal
Attendance/Tardies	College and Career Advisors	Assistant Principal
Parent Concerns/Complaints	1st contact	2nd contact
Special ED	SPED Administrator, Randhir Bains	Principal
504 Plans	Assistant Principal	Principal
Title IX Coordinator	Principal	Principal
SST/Intervention Process	Intervention. Aide	Principal
Immigrant Coordinator	Assistant Principal	Principal
Homeless Liaison	Assistant Principal	Principal
Foster Youth Liaison	Assistant Principal	Principal
Safety Plan/Emergencies	Principal	Director of Curriculum & Instruction, Lenita Lugo
Other	1st contact	2nd contact
Site Testing Coordinatoir	Assistant Principal	Principal
Uniform Complaint Procedure	Director of Curriculum & Instruction, Lenita, Lugo	Principal
Departments	1st contact	2nd contact
Main Office	Office Manager	Principal
Business Services	Chief Financial Officer, Vincent Shih	
Cafeteria	Food Services Manager, Andrew Robles	
Curriculum and Instruction	Director of Secondary Education ((WAHS), Bobby Canosa-Carr	Director of Curriculum and Instruction, Lenita Lugo
Facilities	Director of Facilities, Tom Nizetich	Chief Financial Officer, Vincent Shih
Human Resources	HR Specialist, Michelle Cerna	Director of Human Resources, Robert French
Student Data	SIS Manager, Carol Kennard	Technology Manager, Cong Liu
Student Health Services	Nurse	Principal
Technology	Technology Manager, Cong Liu	Chief Financial Officer, Vincent Shih

ENROLLMENT PROCEDURES

The Accelerated Schools are free public schools open to all residents of the State of California who are of legal age. The Accelerated Schools are nonsectarian in programs and admission policies. Preference is given to students who live within the boundaries of the Los Angeles Unified School District. The Accelerated Schools do not discriminate against any student based on ethnicity, national origin, gender, or disability.

Preference for Admission

Parents interested in enrolling their child in our schools must complete a Pre-Enrollment Lottery Form and submit it to the main office if they wish to place their child on our lottery list. Preference for admissions is given to applicants with siblings currently enrolled at The Accelerated Schools. Parents will need to indicate this information on the boxed portion of the Pre-Enrollment Form to place their child on the sibling waiting list; NO EXCEPTIONS.

Public Random Lottery

If the number of applicants exceeds the number of openings available in our schools, the remaining openings go to students selected by a public random drawing in accordance with Education Code § 47605 (d)(2). The process for notifying potential students about The Accelerated Schools' admissions process will approximately begin in March, based on the predicted number of openings for the upcoming school year. If there is a need to conduct a Random Public Lottery, we will do the following:

- Pre-Enrollment applications to be included in the lottery have a submission deadline at the end of February every year.
- All students and families on the wait list for The Accelerated Schools are notified by mail to attend an open house and informational meeting. The meeting will focus on the lottery process, school expectations of students and families, and the general make up of student life at The Accelerated Schools. Two separate meetings are scheduled so that families have ample opportunity to attend the informational sessions.
- A letter will be sent to the address provided on the students' Pre-Enrollment Form advising them of our lottery date, time and location.
- All families will be notified by phone or mail of their selection from the wait list. During the lottery process, a secondary wait list will be created from drawn names in the event a selected student declines their seat or cannot be reached by the predetermined deadline.
- Public Lotteries will be announced on our school website and throughout the community.

After the openings are filled, The Accelerated Schools continue to randomly select names from the pool of selected students, assigning a wait list number to each student. In the event that a selected student declines their seat at The Accelerated Schools, another student will be selected from the secondary wait list.

Admissions Calendar

1. Early February – Identify possible openings for next school year.
2. Mid-February – Send out notices for admissions informational meetings to all wait-listed students. Post public notices with admissions information.
3. March & April – Lottery drawing.
4. End of March – Hold enrollment orientations and informational meetings on two separate nights.
5. All Year – open enrollment for students to add their name to the school's waitlist.

We welcome our families to visit our front office and inquire about our schools and programs.

CLOSED CAMPUS POLICY

All students must be dropped off at the front gate unless parents are volunteering, observing in a classroom, or participating in a previously scheduled appointment.

- Volunteer hours, classroom observations and meetings **MUST** be scheduled at least 24 hours in advance.
- Visitor badges **MUST** be worn and be visible at all times and must identify location destination.
- Always ensure that you adhere to your location destination
- Please remember that all visitors and volunteers **MUST** enter campus through the front office, sign in, wear a badge, and sign out.
- Parents will be allowed on campus at dismissal times to pick their children, but must exit the campus by 3:30 p.m. on Tuesday-Friday and must exit by 2:30 p.m. on Mondays
- To ensure school safety, it is very important that we know who is on campus at all times.

ARRIVAL/DISMISSAL PROCEDURES

Arrival

Students can arrive as early as 7:00 a.m. at TAS and WAHS and students can arrive as early as 7:15 a.m. at ACES. Please make sure that your child enters the school grounds safely. Remind your child not to visit neighborhood businesses on their way to school, to remain in supervised areas and not to run in hallways. Upon entering the school building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff.

Dismissal

At dismissal time, students may be picked up, stay for the afterschool program, or walk home. Kindergarten - 5th grade students must be picked up by an adult (18 or older) or have documented parental consent on file with the main office to be escorted off campus by no later than 15 minutes after dismissal time. Students not picked up by the respective guardian and who are on school grounds will remain at school. The school may drop off students at the neighborhood Police station or call Child Protective Services to pick up a student left after school for more than 15 minutes without notice or for students who are regularly not picked up for more than 15 minutes after dismissal time.

The Accelerated Schools are not open campuses. Students may not leave and re-enter campus without adult permission. Students who leave the campus without parental consent will not be allowed to return onto the campus. Students may not be picked up in the **parking lot**. Thank you for making drop-off and dismissal times very smooth and safe for all members of The Accelerated Schools community.

Tuesdays-Fridays, students who are not enrolled in an afterschool program and wait for parents, guardians, or siblings must wait by the Main Office if waiting for 6-12th grade older siblings' dismissal time.

No K-5 student may leave campus gates without a parent, guardian or older sibling/family member written consent.

All K-12 students being picked up after school must remain **BEHIND** the main entry gate until your parents/car is in sight. *This is for safety reasons!*

Early Release from School

In case of an emergency during the school day, your child will only be released into the custody of those people who you have been previously identified on the emergency card. Proof of identity may be required.

Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person's identity and proof of identification is provided.

Leaving the School During the Day

If you must pick your child up early for an appointment during the day, please send a note to the office. Students will not be released for early dismissal 15 minutes prior to the regular dismissal time unless previous arrangements have been made with the teacher, the site administrator, and the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the teacher to send the student to the office for departure. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

Custodial Arrangements

Parent(s) shall provide complete information regarding the custodial care and visitation rights of their child(ren). Upon request, the parent(s) shall furnish to the Principal, a copy of any relevant court order so as to insure the safety and welfare of the respective student. The parent(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third-party access to the child.

Shortened Days

Shortened days have been scheduled throughout the school year. Please refer to the school calendar for shortened days. Additional shortened days may be scheduled. Parents will be notified through robocalls, notices home and The Parent Reminder/Newsletter.

Minimum Days

Minimum days are scheduled throughout the year. Please refer to the school calendar. It has all minimum days identified and a reminder notice will be provided the week before. Minimum days begin at 8:00 a.m.

NONDISCRIMINATION & HARASSMENT STATEMENT

The Accelerated Schools are committed to providing a working and learning environment free from discrimination, harassment (sexual or otherwise), intimidation and/or bullying. The schools prohibit discrimination, harassment (sexual or otherwise), intimidation and/or bullying based on the actual perceived characteristics set forth in Penal Code Section 422.5. Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance. As such, any act of sexual harassment is a violation of state and federal laws, as well as District policy and is prohibited.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by The Accelerated Schools.

Harassment (sexual or otherwise) occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the schools.

Harassment (sexual or otherwise) based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the schools. Harassment is intimidated or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or any conduct that is threatening or humiliating.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating and/or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy covers admission or access to, or treatment or employment in, all school programs and activities. Parents/Guardians of students with mobility impairments have a legal right to accessible transportation for The Accelerated Schools or school sponsored field trips and other activities for which transportation is provided to students without disabilities. Contact your school site administrator to address requests for accessible transportation. The lack of English language skills will not be a barrier to admission to or participation in The Accelerated Schools' programs or activities.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the CEO.

Additional information prohibiting other forms of unlawful discrimination or harassment, inappropriate behavior, and/or hate-motivated incidents/crimes may be found in other Accelerated Schools' policies that are available in all schools and offices. It is the intent of The Accelerated Schools that all such policies be reviewed consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The Accelerated Schools prohibit retaliation against anyone who files a complaint or who participates in a complaint investigation.

For information, assistance or to file a complaint (see uniform complaint procedures) related to discrimination, harassment, intimidation and/or bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator or Grace Lee-Chang, Interim CEO.



DRESS CODE

In October 1994, all parents and staff overwhelmingly agreed that a dress code would benefit the students and families. Dress codes promote a team theme and the idea that the mind and body are more important than clothes. Most importantly, for the safety of our students and due to certain logos, colors or types of apparel being associated with gang affiliations, it is imperative that our students dress in a manner that makes it clear that they have no such affiliations and are engaged in academic endeavors. Dress codes, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure.

Please see the main office for a complete copy of the dress code for your school or check your school website.

CLOTHING WITH OFFENSIVE LOGOS, LANGUAGE, OR INSIGNIA ARE NOT ALLOWED.

The following attire is prohibited at all times:

Clothing, including tee shirts, which displays, sex, violence, drugs, tobacco, alcohol, death, gang or hate slogans or pictures

Oversize, or overlong baggy pants
(pants with pant legs that totally cover or hide the shoes are inappropriate)

Short shorts, skirts (must be fingertip length)

Oversize or overlong baggy shirt (tall tees)

Pants, shorts, and skirts with holes or tears above the knee

Leggings without appropriate clothing
(must be at least fingertip length)

Pants, shorts, and skirts worn below the waist
("sagging" garments are not acceptable)

House shoes, slippers

Pajamas (unless approved authorized for school related activity)

Bare feet

Underwear as outerwear, exposed underwear (appropriate undergarments will be worn at all times)

Any inappropriately worn or mode of clothing
that is disruptive (tops or pants that are too tight)

Exposed midriff or cleavage

Bandanas, hairnets, skull caps

Trench coats or dusters

Jewelry – drug related items

See through shirts (e.g., thin or mesh)

Heavy or spiked jewelry
(e.g., dog collars, heavy chains)

Spaghetti straps, tank tops, basketball jersey (unless worn over an appropriate garment, such as an acceptable tee shirt)

Tattoos should not be visible

No open toe sandals allowed.

OUT OF DRESS CODE

Students who come to school out of dress code will be asked to change into our loaner clothes.

Parents wishing to "Opt-Out" of the unified student dress code can submit their request to the school principal by completing an "Opt-Out" application. The application is located in the main office and on the school website. Opt-out options can include medical, religious, and philosophical reasons. Students will have 5 days from the time they enroll at the school to apply for an opt-out option. Opt-out applications are good for one year. An opt-out application must be completed each year. If you would like additional information, have any questions or concerns regarding the dress code please speak to an administrator.

ATTENDANCE POLICY

As parents, you are a vital part of your child's success and future achievement. We encourage all parents to support their children in attending school daily and on-time. Students who are absent from school miss important instruction and assignments. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

The Accelerated Schools attendance goal is 97%. All students are expected to maintain a 97% attendance rate, no more than 5 absences per year.

ATTENDANCE	ABSENCES	PERCENT
Perfect	0	100%
Proficient	1-5	97%-99%
At Risk	6-9	95%-97%
Excessive	10 or more	94%

Importance of Attendance

- When students attend school they get better grades, score better on standardized tests, and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It's the Law! Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school.

Attendance Tips for Parents

- Plan vacations for non-school days only.
- Schedule all appointments for your child after school, on weekend days or during your child's vacation.
- Make sure your child's school has your accurate day time contact information, including cell phone number and/or email address.
- Communicate with your child's school often and monitor your child's attendance and school progress online through the PowerSchool Parent Portal online at <http://The Accelerated Schools.powerschool.com/public>.
- Make the school aware of any problems that may be causing your child to miss school.

Tardies

A student is marked tardy when the student is not in class when the bell rings signaling the time class is to begin. Tardies are marked as excused, unexcused or truant. The C.C.R., Title 5, Section 306, requires that parents/guardians write a note of explanation when they have knowledge of their child's tardiness. Any unexcused tardy in excess of 30 minutes will be counted toward truancy. If a student arrives late to school, he/she must obtain a late-slip from the school office.

Tardies between Classes

Students have an allotted time to travel from one classroom to another. Students who take longer than that time will receive an unexcused tardy from the teacher.

Truancy

Students absent from any class or activity period without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class. A student is considered a habitual truant if he/she has been reported truant three or more times per school year.

Absence Verification

Please call the school no later than 9:00AM at (323)235-6343 (TAS/WAHS) or (323)846-6694 (ACES) to report an absence.

When a student returns to school, the parent/guardian must send a note explaining the reason for the absence. A parent/guardian's absence excuse will be accepted for up to 3 consecutive days of absence attributed to illness. Absences of 4 days or more for illness require a doctor's note or meeting with administrator.

The school may require satisfactory explanation from a parent/guardian of a student's absence whenever the student is absent part or all of a school day (C.C.R. Title 5, Section 306). Therefore, school-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse an absence. The reason(s) for an absence may be submitted only by a parent/guardian, or caretaker through a written note, in person via telephone or during a home visit. If your child is absent or needs to miss part of the school day, please have your child attend school prior to the appointment and/or return to school before/after the appointment to complete the school day.

No Show Students at the Beginning of the School Year

Students who do not come to school on the first day of school will be considered "no show" students.

Students who do not come to school by the third day of school at the beginning of the school year will be dropped from enrollment by end of the third day. School administration must be contacted for students with extenuating circumstances and cases will be reviewed on an individualized basis.

ELECTRONIC DEVICES

Students may not display or use electronic devices while on campus. Students may not display or use cell phones, iPods, MP3 players, cameras, handheld video games, etc. at any time on campus including during after school activities. Electronic devices should not be seen or heard while students are campus.

Parents, please be advised that students will not be allowed to utilize any electronic devices while on campus for any reason. Any messages you need to relay to your child must go through the front office where your message will be communicated to your child at his/her next break. If your child is ill, he/she must go to the front office so that the health office can take appropriate action including notifying parents.

Teachers, yard supervisors, administrators and other adult staff will confiscate electronic devices being used on campus. The **first time** this occurs, the student will be allowed to pick up his/her device from Student Services after school. The **second time** a device is confiscated, it will not be returned until a parent conference has been scheduled. If the behavior continues, a behavior contract will be instituted to address the problem.

If a student refuses to comply with the staff member's request to physically hand over the electronic device, this will be considered an act of defiance and an appropriate consequence will follow.

LOSS OF OR DAMAGED SCHOOL PROPERTY

Parents/Guardians are responsible for reimbursing The Accelerated Schools for any items lost or damaged by your children. This applies also to property on the campus that may need to be replaced or repaired due to damage incurred due to responsible parties.

California Education Code section 48904 states, in pertinent part, that the parent or guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of The Accelerated Schools or its employees shall be liable for all damages caused by the minor up to \$10,000. The Accelerated Schools property includes buildings and grounds, as well as textbooks, library books, computers, shop materials, physical education clothes, and sports equipment. A parent or guardian is liable to The Accelerated Schools for all The Accelerated Schools property loaned to a minor and not returned upon demand.

Students and families are afforded the opportunity to return the property, pay for the damages, or participate in a voluntary work program in lieu of payment of the monetary amount owed. Upon completion of the voluntary work, the debt is discharged. If you would like information regarding alternative options to clear incurred costs for lost or damaged school property, please speak to an administrator.

We need your help in making sure that The Accelerated Schools property is kept in good condition and that loaned items are returned to school upon demand. The following are ways to help your student understand this responsibility:

- Model careful handling of textbooks, library books, and other school property.
- Help students find a safe place to keep books during the borrowing period.
- Inform students that vandalism is not only a crime, but parents or guardians may be held financially responsible for the damage.

NON-SCHOOL RELATED PROPERTY

Personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players, computers, laptops, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. The Accelerated Schools is not responsible for lost or stolen items (including those in lockers).

PUBLIC DISPLAYS OF AFFECTION

The Accelerated Schools 6-12 students serve as role models for the younger students sharing the same campus. For this reason, overt public displays of affection are against the rules of the school. Specifically, students may not engage in hugs, kisses, and touching that are overtly sexual in nature. If an adult with authority witnesses such behavior, the students will be warned. If the behavior continues, parents will be called in immediately for a conference with administration.

TEXTBOOKS, LIBRARY BOOKS & SCHOOL MATERIALS

Students will receive Textbooks and materials required for instruction. These textbooks and materials become the responsibility of the student and will be returned to the library at the end of the school year. Parents will be responsible for replacing a lost, damaged, or stolen books.

Students and families are afforded the opportunity to return the property, pay for damages or participate in a voluntary work program in lieu of payment of the monetary amount owed. Upon completion of the voluntary work, the debt is discharged. If you would like information regarding alternative options to clear incurred costs for lost or damaged school property, please speak to an administrator.

Students with outstanding library books will not be allowed to check library books out until they are returned or cleared. They will however, still be able to access the library materials while in the library.

SCHOOL SUPPLIES AND MATERIALS

All school supplies and materials will be provided to students free of charge

CAPS AND GOWNS

Caps and gowns are not a necessity to graduate or participate in the graduation ceremony. Families may purchase caps and gowns as keepsakes for graduation. It is mandated by the state of California that families not be forced to purchase caps and gowns as a part of the graduation ceremony. Wallis Annenberg families are not required to purchase or rent caps and gowns as a condition of participation in the high school graduation ceremony. Students may participate in graduation without caps and gowns. The option to purchase for keepsake will remain and happen through our approved vendor as to ensure the best group rates. Our school will continue to have a presentation from our approved vendor however purchasing caps and gowns is not a condition of graduation. Parents that wish to purchase their keepsake cap and gown will continue to indicate as such with our college counselor. If you have any questions or concerns, please visit our Main Office.

P.E. UNIFORM POLICY

Students who are participating in Physical Education classes are not required to have a standard issue or purchased uniform. However, students are required to change into athletic clothes (t-shirt, gym shorts, sweatpants, sweatshirts, socks and athletic shoes) as not doing so may pose health and sanitary concerns. If you would like to purchase a PE uniform as a keepsake or to show school pride, please see your PE teachers.

BIRTHDAY CELEBRATIONS

We at The Accelerated Schools respect the importance of celebrating our student's birthdays but acknowledge that protecting the integrity of instructional time is one of our top priorities. All birthday celebrations must be pre-approved through the teacher and/or administrator.

PET POLICY

Animals are not allowed on The Accelerated Schools campuses.

LOST FOUND

ANY ITEMS FOUND ON CAMPUS SHOULD BE TAKEN TO THE LOST AND FOUND IN THE MAIN OFFICE. The item(s) found on campus may belong to someone else. It does not automatically belong to the person who found it. The lost and found will be cleaned out every 2 weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child's name. The school is not responsible to replace any lost, or damaged student belongings.

OTHER SCHOOL POLICIES/PROGRAMS

SCHOOL COMMUNITY AGREEMENT

At The Accelerated Schools, all members of the school community (faculty, students, and families) are committed to fostering a safe learning environment. Parent(s) and student(s) agree to respect differences among individuals; furthermore, you will accept responsibility for your words and actions without excuse. These differences may be physical, mental, social, emotional and/or spiritual. We will use school appropriate language and we will not tolerate any abuse or harassment. Choosing words and actions that help, not hurt others, we will work to keep our school free of verbal and nonverbal put-downs regarding the following:

- Academic progress
- Age
- Gender
- Appearance/body image/mannerisms
- Athletic ability
- Belief systems
- Cultural, ethnic, and/or racial background
- Family background and family composition
- Friendships
- Languages
- Learning styles
- Physical challenges
- Sexual harassment of any type including gender stereotypes and homophobic taunts

PARENT INVOLVEMENT POLICY

The Accelerated Schools are committed to engaging parents in their child's education. Over 30 years of research confirms the important role of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. The core belief that parents are our partners is the foundation for The Accelerated Schools' overarching policy on parent engagement and is reinforced through its Title I Parent Involvement Policy.

Adherence to the provisions in this policy will strengthen the capacity of parents and educators to engage as equal partners to support children's learning and achievement; will ensure full compliance with federal, state and The Accelerated Schools guidelines and mandates regarding parental involvement; and will guide school efforts to implement quality parent engagement plans. For a copy of the complete Parent Involvement Policy, please refer to the schools' website.

IMMIGRATION AND ENFORCEMENT POLICY

Immigration enforcement threats have led immigrant families to ask whether it is safe to send their children to school. Although California cannot control the actions of federal immigration-enforcement agencies, federal and California laws empower schools to welcome all students and to reassure them of their educational rights and opportunities. Under the U.S. Constitution, all students have a right to receive an education without discrimination based on immigration status. In *Plyler v. Doe*, the U.S. Supreme Court recognized that undocumented immigrants are guaranteed due-process and equal-protection rights under the U.S. Constitution, and that children cannot be denied equal access to a public education on the basis of their immigration status. Therefore, schools must provide free public education to all students regardless of their immigration status and regardless of the citizenship status of the students' parents or guardians.

Plyler v. Doe (1982) 457 U.S. 202, 210-214; see also *Matthews v. Diaz* (1976) 426 U.S. 67, 77 (Fifth Amendment protects undocumented immigrants from discrimination by the federal government). For a copy of the complete Suicide Prevention, Intervention and Postvention Policy, please refer to the schools' website.

SUICIDE PREVENTION, INTERVENTION & POSTVENTION POLICY

The Accelerated Schools are committed to providing a safe, civil and secure school environment. It is the District's charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide. The Accelerated Schools have adapted the LAUSD policy. For a copy of the complete Suicide Prevention, Intervention and Postvention Policy, please refer to the schools' website.

HOMELESS POLICY

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of six to eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

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

The charter requires the immediate enrollment of homeless students if they are selected through the lottery. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the school to request all necessary documents from the previous school and refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, preschool, before and after school services and any other services needed. Unaccompanied youth have these same rights.

If a dispute arises over enrollment through the lottery process, the parent/guardian has the right to dispute the school's decision. For further information, please contact The Accelerated Schools, at (323) 235-6343.

THE WELLNESS POLICY

The Accelerated Schools Wellness Policy was created to help prepare students for classroom learning and to make lifelong healthy habits a part of their education. To ensure that the Wellness Policy reflects the needs of The Accelerated Schools community, the Wellness Team surveyed students, parents, teachers and staff for their input. Community members responded through questionnaires and focus groups resulting in a policy that is representative of community priorities. This is apparent in the policy's reasonable approach to school wellness, honoring special events such as birthdays and festivals, but working to ensure that students have options at such events. It emphasizes moderate portion sizes and, following the lead of LAUSD's policy, excludes harmful chemical additives. For a copy of the complete Wellness Policy, please refer to the schools' website.

MEAL PROGRAM

The Accelerated Schools participate in the National School Lunch Program and provides FREE/REDUCED nutritious breakfast and lunches during the school sessions. Based on your family household income and state guidelines we will determine your free or reduced meals eligibility.

Each applicant MUST FILL OUT and SUBMIT a Meal Program Application on a yearly basis. The application will ask for such information such as: all household members names, any type of assistance benefits such as CalFresh, total income of each household member, and social security number if you have one. If an application is not submitted yearly by the deadline date and approved, the student MUST PAY CASH for their meals or will be given an alternative meal.

It is EXTREMELY IMPORTANT that all parents understand the rules and regulations of the SCHOOL LUNCH PROGRAM and can be explained further to you by the Food Service Department. Reduced meal fees must be kept current and we will gladly work with you to arrange a program, so you will not incur continuous debt.

AFTER SCHOOL PROGRAMS

See school website or main office

EMERGENCY SAFETY PLAN, RESPONSE AND PREPAREDNESS

The safety and welfare of our students and staff is our highest priority. To provide schools an opportunity to practice emergency response procedures, The Accelerated Schools participates in numerous emergency drills throughout the school year. These drills include: fire, earthquake, and lockdown. A school-wide emergency disaster preparedness drill, also known as the Great Shake Out, occurs every year in October. On the day of the drill, students are dismissed at their regular time.

The goals of the training drill are to improve our ability to protect students, save lives, and reduce injuries. As part of the drill, the students and staff participate in the activation of our school's Safe School Plan. Parents are encouraged to participate in this drill.

Please make sure that all contact information for your child is current at school, so that in the event of an actual emergency, we can reach you. In the event of a real emergency, the school will determine when it's safe for student release to occur. If student release should occur, there will be two reunion gates for parents to request child(ren).

The reunion gate for TAS grades 2nd-8th is located at the Front Gate on Main Street.

The reunion gate for TAS 2 grades K/1 is located at the main front entrance of the school on Main Street.

The reunion gate for WAHS is located at the Field Gates on Woodlawn.

The reunion gate for ACES is located at the Front Gate on Main Street.

TAS 2: There are two main exits from the TAS 2 site. In the event of an emergency at TAS 2, children will remain in the play area of TAS 2 and the main reunion gate will be the main front entrance of the school. In the event that the main union gate is unavailable, students will walk across campus to the parking lot south

of the campus across from St. Stephen's Hall, the alternative reunion gate will be on the North Entrance side of the parking lot.

We will not release students to individuals not listed on the student's emergency card. All individuals will be required to show an ID for authenticity. Five parents will be admitted at a time and will report to the help desk to sign their child(ren) out. Office staff will assist with verifying parent ID and will coordinate with supervision to locate students. Once students are located, parents will be reunited with child(ren) at the reunion gate specified above and will exit through the main front gate on Main Street - Woodlawn Ave. (TAS & ACES); Woodlawn Field Gate (WAHS).

In the event that there is an emergency, parents should remember that public schools are among the safest buildings in the community. By law, California public schools are built to a higher standard than other public buildings, as required by the Field Act; therefore, schools will generally have less damage from an earthquake than residential or commercial buildings. Schools also have extensive fire/life safety systems that include fire alarms and sprinkler systems that are designed to protect students and staff.

In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area away from buildings, usually the school field or play yard. During a lockdown or shelter in place, students will be moved indoors, to use the buildings as protection.

During an emergency, parents who want to pick up their children may be asked to go to the Reunion Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release students.

Please remember that students will only be released to a person whose name is listed on the student's Emergency Information Card. Parents must make sure that the student's Emergency Information Card is current and correct. Please notify your child's school anytime the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by law enforcement. Parents need to understand that the students are being sheltered in a secure classroom for their safety and will be released only when it is safe to do so.

Parents who have questions about their school's emergency procedures are encouraged to contact the schools administration.



TITLE I PARENT COMPACT AGREEMENT

Family Agreement Outline

Every year parents and students are asked to agree to comply with the conditions of the Family Agreement. In the agreement parents agree to:

I. Provide Home and Academic Support by:

- a) Assisting and monitoring homework assignments - All homework should be complete, neat, and on time.
- b) Ensuring that your child/children are "Ready to Learn" – Having the proper supplies, be in classroom on time, well rested, fed, in dress code, and with good hygiene (hair washed and combed, teeth brushed, and clothes neat). Avoid upsetting situations that may affect your child's learning potential.
- c) Following through with school recommended interventions
- d) Following through with academic and behavioral support

II. Provide School Support by:

- a) Ensuring that each child(ren) arrive to school on time and adhere to the school's absence/tardy policy
- b) Supporting and adhering to the School's discipline policy
- c) Adhering to the School's dress code policy

III. Participate by:

- a) Attending and participating at parent meetings
- b) Complying with school rules and procedures for a safe school environment

School-Wide Parent Meetings

Parent meetings are an important time for parents and staff members to communicate and plan with each other. There may be slight variances due to calendaring issues.

Parent Volunteer

The intent of volunteering is to have parents maintain a high level of awareness and involvement in the education of their child/children. We encourage parents to be active participants in their child's education.

Visit the main office to find out about volunteer opportunities available. Some activities include: Helping in the classroom, fieldtrips, helping in the library or cafeteria, translating during meetings, and participating in school wide events and celebrations. Parents may decide according to their strengths or interests. Not all volunteering has to take place at the school site, or during school hours.

You must wear a Parent Volunteer Identification badge at all times when volunteering during the instructional day.

Weekly Parent Reminder

Every Friday the school will send home with your child a weekly parent reminder. Please make sure you read it as it will include important information, dates and school activities. All information included in the parent reminder as well as additional attachments must be first approved by school principal(s).

If you do not receive a parent reminder, you can visit the main office to obtain one or you can visit our website as they are posted on a weekly basis.

The Accelerated Schools Website

Please feel free to visit our website at www.accelerated.org

PowerSchool

To strengthen our school to home communication and to better support your child academically, all 6-12 grade parents at The Accelerated Schools have access to our online Parent PowerSchool Portal to create student accounts for your child(ren). This portal comes with great benefits to you and your child. It will serve as an additional tool to assist you in monitoring your child's academic progress throughout the school year, along with receiving other important school information. Please visit the main office to obtain your child's username/password and instructions on setting up your child's account.

SCHOOL & CLASSROOM EXPECTATIONS

- Come to school everyday
- Arrive on time and ready to learn
- Follow all school and classroom rules
- Complete all class work and all homework assignments daily (reading is required every night – time depends on grade level)
- Always be respectful to peers and all teachers/staff including substitutes
- Dress Code required Monday - Friday
- Ask for help

Student Schedules

Teachers and the administrative staff will create students' schedules after at the end of the academic year. Students receive their schedules either before the school year begins or on the first day of school.

Report Cards & Progress Report Cards

Report cards will be distributed two (2) times a year – once at the end of the first semester and again at the end of the year. All report cards will be mailed home to the address on file.

Students in grades K-5 will receive progress reports every 9 weeks and students in grades 6-12 will receive progress reports every 5 weeks.

Parent/Teacher conferences are held annually, where student progress/performance is discussed. Student-Led conferences may also be held annually as well.

Parents are always encouraged to make an appointment with your child's teacher or designated administrator to discuss student performance.

State Testing Week

SBAC (Smarter Balance Assessment Consortium) state testing occurs once per year in the spring. Please check our parent reminder for information on dates and any changes to the bell schedule.

On testing dates, please ensure that your child receives enough rest the night before, that they have breakfast in the morning, and that they arrive to school on time. Students missing tests will be scheduled to make them up during regular school hours the following week.

Grading Policy

Student's graded work will be recorded in grade books and the school's data management system. Report cards will be distributed at the end of January and June.

Homework

All students have homework each night. Even if there is not an assignment due the following day, all students can prepare for class by reading and studying for future assignments and assessments.

Parents of middle and high school (6th-12th) students can check missing homework assignments on PowerSchool.

Tutoring

Teachers may provide before or after school tutoring – TBD by administration. Please visit the main office to obtain a tutoring schedule.

Parents may also contact the teachers directly or visit the main office about teachers' schedules.

Meeting with Teachers

Parents are encouraged to meet with their children's teachers. Meetings can be scheduled through the Main Office. Please let the main office know if interpretation is needed.

Effective Communication

...With Teachers

- Call the school and leave a message in the main office or on the voicemail system.
- E-mail the teacher.
- Send a note with your child.
- Make an appointment.
- See the teacher during "office hours." Teachers will meet with people on a first come, first serve basis.
- Attend Parent Meetings

Teacher Observations

Please contact the teacher directly, via phone call or email, if you would like to conduct an observation in the classroom.

Parents are welcome to request an observation period at any time. However, our teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

- Observations must be requested at least 24 hours in advance
- Schedule a date and time with the teacher by emailing or leaving a note for teacher in the main office
- Explain the purpose for the observation.

Note: Observation times are limited to 20 minutes. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

6th – 12th Grade "D" POLICY

The goal at The Accelerated Schools 6th – 12th is to prepare every student to succeed at the college or university of their choice. To do this, we must ensure that students have the opportunity and knowledge to attain the grades that will allow for that to be a possibility. The Accelerated School's 6th – 12th grade policy both have a no "D" rule.

Why no "D"? Most colleges and universities, including the University of California and California State University school systems, do not recognize the D as a passing grade among high school applicants, meaning students will not receive credit for a class in which they have earned a D.

6th – 12th grade students can only earn the letter grades A, B, C, or F in their classes. Students must either demonstrate satisfactory performance by earning a C or above, or they will fail a class. The purpose of the no "D" policy is so that students will show academic progress towards the state standards and their inevitable graduation through to their acceptance in a four-year college or university.

WAHS STUDENT CREDIT AND ACADEMIC GOALS BY YEAR

9th grade: to successfully complete 9th grade, students must earn a grade of a “C” or higher in the following courses or equivalent and have completed 60 credits

- English 9 = 10 credits
- Biology = 10 credits
- Spanish 1 = 10 credits
- Algebra 1 or Geometry = 10 credits
- Physical Education = 10 credits
- Health = 5 credits
- Elective = 5 credits

10th grade: to advance to 10th grade, students must complete both the above course work with a grade of a “C” and accrued a minimum of 60 credits. To successfully complete the 10th grade, students must earn a grade of a “C” or higher in the following courses or equivalent and have completed 120 credits

- English 10 = 10 credits
- Chemistry = 10 credits
- Spanish 2 = 10 credits
- Geometry or Algebra 2 = 10 credits
- Modern or World History = 10 credits
- Physical Education = 10 credits

11th grade: to advance to 11th grade, students must complete both the above course work with a grade of a “C” and accrued a minimum of 120 credits. To successfully complete the 11th grade, students must earn a grade of a “C” or higher in the following courses or equivalent and have completed 180 credits

- American Literature or AP English Language = 10 credits
- Physics or AP Science = 10 credits
- Spanish 3 = 10 credits
- Algebra 2 or Pre-calculus = 10 credits
- United States History or AP United States History = 10 credits
- Visual Performing Arts = 10 credits

12th grade: to advance to 12th grade, students must complete both the above course work with a grade of a “C” and accrued a minimum of 180 credits. To successfully complete the 11th grade, students must earn a grade of a “C” or higher in the following courses or equivalent and have completed 240 credits

- Rhetoric and Composition AP English Literature = 10 credits
- Physics or AP Science = 10 credits
- Spanish 3 or AP Spanish or other academic elective = 10 credits
- Pre-calculus or AP Calculus or Statistics = 10 credits
- Government and Economics = 10 credits
- College Prep Elective = 10 credits

Please see the WAHS website at www.accelerated.org for the WAHS Graduation Checklist, the WAHS Graduation Tracking Sheet, and the WAHS Student Senior Timeline.

WAHS GRADUATION REQUIREMENTS



WAHS GRADUATION REQUIREMENTS

Subjects	# of Years Required (Grade C or Higher)	9 th		10 th		11 th		12 th	
		1 st semester	2 nd semester	1 st semester	2 nd semester	1 st semester	2 nd semester	1 st semester	2 nd semester
History/Social Science	<input type="checkbox"/> 3 Required			Modern World History	Modern World History	US History or AP US History	US History or AP US History	Government or AP Government	Economics
English/Composition and Literature	<input type="checkbox"/> 4 Required	English 9	English 9	English 10	English 10	American Literature or AP Language	American Literature or AP Language	Rhetoric and Composition or AP Literature	Rhetoric and Composition or AP Literature
Mathematics	<input type="checkbox"/> 4 Required	Algebra I or Geometry	Algebra I or Geometry	Geometry or Algebra II	Geometry or Algebra II	Algebra II, Trigonometry or Pre-calculus	Algebra II, Trigonometry or Pre-calculus	Trigonometry, Pre-calculus or AP Calc AB	Trigonometry, Pre-calculus or AP Calc AB
Laboratory Science	<input type="checkbox"/> 4 Required	Biology	Biology	Chemistry	Chemistry	Physics or Anatomy & Physiology	Physics or Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology
Foreign Language Same language	<input type="checkbox"/> 3 Required	Spanish I or Spanish II	Spanish I or Spanish II	Spanish II or Spanish III	Spanish II or Spanish III	Spanish III, Spanish IV or AP Spanish Language	Spanish III, Spanish IV or AP Spanish Language	Spanish III, Spanish IV, AP Spanish Literature or AP Spanish Language	Spanish III, Spanish IV, AP Spanish Literature or AP Spanish Language
Visual and Performing Art	<input type="checkbox"/> 1 Required in Sequence	<div>← At least one full year during this time →</div>							
College Prep Electives	<input type="checkbox"/> 4 Required								
Physical Education	<input type="checkbox"/> 2 Required	Basic Team A	Basic Team A	Basic Team B	Basic Team B				

WAHS has a successful record of graduating students who are prepared to attend the University of his/her choice due to our high expectations that students will exceed standards for college entrance known as the A-G requirements. Historically, approximately 96% of our students have graduated exceeding A-G requirements. Recognizing that our graduation requirements are stringent and not always attainable by all students, we have established a process through which we identify students who will have alternate graduation requirements. Students who have transferred to us or for whom college is not defined as their next step may be allowed to graduate by either meeting A-G requirements or under California graduation standards. Graduation requirements are changed on a case-by-case basis and in agreement with the student and parents. Families do not need to indicate they wish to change the graduation track of their child—high school administration will have this conversation with parents over the summer prior to senior year and at the beginning of the second semester of the senior year. Our goal is to encourage all students to graduate eligible to attend a four-year institution of their choice.

Field Trip Policy

A field trip shall be under the direct supervision of a certificated employee/teacher of the school and shall be **DIRECTLY RELATED TO THE EDUCATIONAL CURRICULUM**. The principal must approve all field trips in advance. Once the principal has approved the activity, it will be placed on the school calendar. Teacher must keep to the budgetary constraints placed upon field trip activities.

Unsatisfactory marks in works habit or citizenship may result in restrictions in participation in non-academic activities such as field trips.

SCHOOL WIDE PLAN FOR PROACTIVE BEHAVIOR SUPPORT

At The Accelerated Schools we believe that discipline is not about punishment, but rather about behavior modification and the development of personal responsibility. Students experience various developmental stages during the growing years. The school community is an informed community which cultivates among its staff, an understanding of age appropriate behaviors. To support personal responsibility and positive social interactions school-wide, The Accelerated Schools have developed a school wide plan for positive discipline and support. Together, students, staff, and families will build a foundation that students will need for them to function harmoniously throughout the school day with their peers and teachers. The effectiveness of the school-wide plan requires the participation and support of all staff members. For our philosophy to be truly effective, there must be continuity in the home environment.

STATEMENT OF PURPOSE

“We in The Accelerated Schools community commit to create a safe school where behavioral expectations are understood and followed. We foster a community of trust and mutual respect for self and others so that powerful learning will take place.”

Components of School-Wide Plan for Proactive Behavior Support

With the understanding that individual behavior has both personal and public outcomes, we have developed this discipline policy to facilitate a common understanding among our school community of certain goals and responsibilities for success. The policy includes key elements that staff will implement to support positive behaviors:

- Guiding Principles and Clear Expectations for student behavior
- Effective Classroom Management and teaching of social skills
- Interventions with partnerships between of faculty, students, and families
- Reasonable and Appropriate consequences for negative behaviors
- Consistent Acknowledgement of appropriate Behaviors

School-Wide Expectations for Behavior

The Accelerated Schools' staff have chosen, "Do the Right Thing!" as the theme for our school-wide discipline plan. Doing the right thing involves following the rules and procedures outlined in our discipline plan. Here are the main rules/procedures that will be enforced throughout the year.

Over-Arching Theme: "Do the right thing!"

Safety: *Students must walk (not run) in all designated areas;
No Inappropriate Play/Horseplay; No Drugs/ or Weapons*

Ready to Learn/Be Prepared: *Come to school on time; Bring necessary materials; Use your time wisely*

Responsible: *Eat only in designated areas; No use of personal electronics of any kind during school hours; Students may use cell phones before and after school.*

Good Citizen: *Follow staff directives and activity rules; Throw all trash away in the trash can; Wait your turn; Show academic integrity*

Respect: *Use your indoor voice in designated areas; Keep your hands and feet to yourself; Respect the belongings of others; No harassing or intimidating behavior;*

Not following the School-Wide Expectations for Behavior may require the School to administer appropriate consequences to help maintain a safe environment and to effectively discipline students.

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that are consistent with good citizenship and does not interference with the creation of a positive and safe learning environment.

Students who do not adhere to the discipline policy and/or who violate school rules may expect consequences for their behavior, including but not limited to the following:

- Warnings
- Loss of privileges such as time outs, detentions, restrictions from field trips and student activities, being released from student government positions
- Community Service (cleaning up campus)
- Notices to parents/guardians by telephone or letter
- Request for parent conference
- Suspension
- Expulsion

If a student's behavior does not improve, parents will be asked to participate in the Student Success and Progress Team (SSPT) process. The Student Success and Progress Team, including a school administrator, parent(s), General Education Teacher, any other staff member deemed relevant to the progress of the student, and the student (ONLY if the parent, teacher(s), and administrator mutually agree it is appropriate) will work together to develop an appropriate Behavior Intervention Contract that includes modifications and intervention strategies that support the student.

Student Discipline Incentive Program

A main goal will be to facilitate the development of disciplined individuals and communities of learners. To assist in this, the staff will implement incentive programs to recognize and reward students that demonstrate good discipline and citizenship.

The Suspension and Expulsion Process

The decision to recommend suspension or expulsion of a student will be at the discretion of the principal or their designee. A student may be suspended or expelled for any of the acts that are

enumerated in this section and that are related to school activities of any kind on or off the main campus. These acts may occur:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

Reasons for Suspension

The Accelerated Schools hold the rights to suspend a student at the assistant principal/principal's discretion and utilizes the California Education Code only as a guide to help parents understand the context in which a student may be suspended. The Accelerated Schools will follow all applicable California laws in regards to the administration of our suspension and expulsion policies using Section 48900 as a guide. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school The Accelerated Schools or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (k) Knowingly received stolen school property or private property.
- (l) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- (n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (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 purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (q) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (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:
 - (A) A message, text, sound, or image.
 - (B) A post on a social network Internet Web site, including, but not limited to:
 - (C) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (D) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
 - (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (E) Creating a false profile for the purpose of having one or more of the effects listed in paragraph
 - (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (F) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, 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 his or her exceptional needs.
- (r) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school The Accelerated Schools or principal or occurring within any other school The Accelerated Schools. A pupil may be suspended or expelled for acts that are enumerated in this

section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (u) For a pupil subject to discipline under this section, a superintendent of the school The Accelerated Schools or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Reasons for Expulsion

- (1) The Accelerated Schools hold the rights to recommend a student for expulsion at the assistant principal/principal's discretion and utilizes California Education Code only as a guide to help parent understand the context in which a student may be expelled. The Accelerated Schools will follow the California Education Code regarding the mandatory grounds for expulsion using Section 48915 as a guide. Repeated offenses are defined as more than two document behavior infractions. A pupil shall not be recommended for expulsion unless the Board of Trustees of the school in which the pupil is enrolled determines that the pupil has:
- (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school The Accelerated Schools may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school The Accelerated Schools. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.
- (d) The governing board of a school The Accelerated Schools shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school The Accelerated Schools may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board of a school The Accelerated Schools shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

Procedures for Suspension and/or Expulsion and Rights of Students (Ensuring Due Process)

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Suspension and expulsion matters are taken very seriously at The Accelerated Schools. All efforts to prevent such procedures will be exhausted including, but not limited to, student-teacher meetings, parent-teacher conferences, staff counseling, and appropriate behavioral interventions.

Due Process

The discipline policy is not discriminatory, arbitrary, nor implemented in a capricious manner. The Accelerated Schools will follow all applicable California laws in regards to the administration of our suspension and expulsion policies. Any time a student is referred to the office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action, all students are given due process during this investigation. Only the principal or their designee can implement the investigation, which may include the questioning of staff and students, as well as reviewing all specifics of the allegation. Collection of statements or evidence is a pertinent part of the investigation. Upon review and investigation of the alleged student action, authorized staff (principal, assistant principal, principals' designee) will determine if the course of administrative action includes suspension or possible expulsion of the student.

Informal Conference

When a situation involving a student arises that calls for possible suspension, an informal conference will be attempted (by phone or in person) by the principal or their designee and will include the student's parents/guardians. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension and a conference will be held as soon thereafter as reasonably possible.

Notice to Parents/Guardians

At the time a suspension is recommended, the principal/assistant principal/office staff will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact the parent in person (For Example: when the parent picks the student up from school). In addition, a written office referral and notice of suspension will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice may request a conference with the parents/guardians, if one has not already been conducted or set up, and will require parents/guardians to respond to this request immediately.

Length of Suspension

The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the administration and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

Recommendations for Expulsion

Students will be recommended for expulsion if the principal or their designee finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the principal or their designee determines that an act subject to expulsion has occurred. The hearing will be presided over by a Disciplinary Action Committee (DAC), which will consist of an assistant principal/principal (will not be the administrator who made the expulsion recommendation), one teacher and a counselor. The DAC after hearing all evidence will make a recommendation to the Board of Trustees regarding expulsion. If a recommendation is made to the Board of Trustees for expulsion, the Board will hold a special meeting, within 15 working days, to act on the recommendation in closed session with the parent/guardian present. All due process rights and applicable California law will be followed.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of The Accelerated Schools disciplinary rules, which relate to the alleged violation.
- The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf.

Appeal of Suspension or Expulsion

The Accelerated Schools have a fair and impartial process for investigating and confirming the appropriateness of the expulsion of any student. This process will preserve due process rights of students and parents. As set forth above, the student/parent(s)/guardian shall be granted appropriate time to prepare a response and to participate in the hearing with the Disciplinary Action Committee or the Board of Trustees prior to any final decision regarding the expulsion being made. Written notice to expel a student will be sent by the assistant principal/principal to the parent/guardian of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent/guardian's obligation to inform any new The Accelerated Schools in which the student seeks to enroll of the student's status with The Accelerated Schools.
- Notice of the right to appeal the expulsion. Expulsion Appeals shall be brought to a panel of The Accelerated Schools Board Members
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal of Suspension or Expulsion
- Parents may appeal the suspension by meeting with the designated site assistant principal/principal on the day of the suspension if the parent arrives before 4:00 pm or on the

morning of the day after the suspension, after 7:45 am. The appeal will be made to an administrator different from the administrator who suspended the student. Without a scheduled appointment, the parent(s) may have to wait up to one (1) hour to meet with authorized assistant principal/principal of the school. The principal/assistant principal will hear the appeal and the parent may also recommend an alternative fair punishment for the infraction. The appeal can also be delivered in writing, in which case an assistant principal/principal will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the assistant principal/principal, the suspension can be removed from the student's record and the student can return to the classroom. If the assistant principal/principal denies the appeal and enforces the suspension, the parent can appeal to the Chief Executive Officer (CEO). The Chief Executive Officer will hear the appeal. An appeal will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, the CEO may remove the suspension from the student's records. In the case of an expulsion recommendation appeal, the student will be considered suspended until a meeting of the Board of Trustees is convened to hear the recommendation for expulsion and the appeal (within 15 working days) at which time the parent(s) must attend to present their appeal. In the event of a decision to expel a student from The Accelerated Schools, the parent can appeal to a 3-member panel of The Accelerated Schools Board of Directors. The appeal should be sent to the Board within 5 days of the decision to expel. The appeals panel will hear the appeal within 10 school days and render a decision within 5 school days of hearing the appeal. The decision of the appeal panel is final. The school will work cooperatively with The Accelerated Schools of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates.

ZERO TOLERANCE POLICY

Alcohol, Tobacco, Drugs And Violence – Prevention And Prohibition

The Accelerated Schools does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, or tobacco on campus and at school activities. In cooperation with community agencies in disciplining students in violation, school administrators may use prevention education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free.

Gun Free Safe Schools

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. "Possession" includes, but is not limited to, storage in lockers, purses, backpacks, and automobiles.

Rehabilitation Plans

Pupils who are expelled from The Accelerated Schools shall be given a rehabilitation plan upon expulsion as developed by the charter school's governance council at the time of the expulsion order, which may include, but is not limited to, period review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school The Accelerated Schools or charter school shall be in the sole discretion of the charter school's governance and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to

the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

Suspension and Expulsion Periodic Review

The Accelerated Schools Board of Trustees will hold a review of the Suspension and Expulsion Procedures to make sure that the policies and procedures are in the best interest of the school and the Individuals with Disabilities Education Act (IDEA). During the review, the Board of Trustees will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion. The Accelerated Schools agree to collect suspension and expulsion data which would be made available for review. Outcome data maintained includes:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of The Accelerated Schools Expellees

Students who do not direct adequate effort to learning or do not follow the rules will be disciplined.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, The Accelerated Schools will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973.

Prior to recommending expulsion for a student with a 504 Plan, The Accelerated Schools administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of The Accelerated Schools' failure to implement the 504 Plan?

THE ACCELERATED SCHOOL MODEL ANTI-BULLYING POLICY

The Accelerated School board of education recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyber-bullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

“Bullying” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school The Accelerated Schools or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

“Harassment” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school The Accelerated Schools or public school’s educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above) or is based on an association with another person who has or is perceived to have any of these characteristics.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance, and must be consistent with the board of education’s approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

The Accelerated School board of education prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individualized Education Program (IEP). Questions regarding special education services may be directed to the Special Education Administrator or to the site Principals.

**ASSESSING & IDENTIFYING STUDENTS
FOR GIFTED PROGRAMS**

Students may be referred for assessment by a parent, teacher, friend, or by self-referral, however, the referral must be screened and the recommendation must be made by school certificated personnel supported by school records. No single test, score or measure may be the determining factor. Students referred for identification will be provided with a multi-dimensional assessment that reflects a broad range of abilities as well as the significance of cultural, linguistic, and socioeconomic background. Evidence may include, but is not limited to, test results (such as standardized, norm-referenced and criterion-referenced), subjective indicators (such as teacher checklist, parent inventories, and anecdotal records), and professional judgment by an expert in the given field (such as talented assessment, product review, and evaluation of student experience).

**STUDENTS WITH DISABILITIES UNDER
SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, intimidation, and/or bullying in any form toward individuals based on their actual or perceived disability is unacceptable and will not be tolerated. The Accelerated Schools (District) will promptly investigate any complaints of disability-based discrimination, harassment, intimidation and/or bullying, and take reasonable actions to stop future incidents.

The District has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. The District is required to provide a program designed to provide equal access to the educational program and activities for students with disabilities as adequately as that provided for students without disabilities. For students who are not eligible for special education services but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or guardians must be notified in writing of any District decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For further information about Section 504 and/or assistance in filing an appeal, complaint (see Uniform Complaint Procedures) or to conduct an informal mediation or impartial hearing regarding Section 504, contact the Assistant Principal at your school or visit the schools website www.accelerated.org

Based on Federal law, Title IX, State law and District policy, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination based on actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy, termination of pregnancy or related medical condition).

Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all District educational activities and programs, including:

- Athletics
- Physical education
- The classes they can take
- The way they are treated in the in educational programs and activities
- The kind of counseling they are given
- The extracurricular activities, programs and clubs in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate
- Pregnant and parenting students, regardless of their marital status, have the same right as any other student to attend any District school or program and to do so in an environment free of discrimination or harassment. The District shall make reasonable accommodations for pregnant and parenting students, including accommodations responsive to a student's lactating status, so that no student is excluded from participation in, denied benefits of, or subjected to discrimination based on that student's gender/sex.

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, Title IX/Bullying Complaint Manager, psychologist, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact your school's Principal, or visit the school's website www.accelerated.org

STUDENT SUCCESS TEAM and PROGRESS (SSPT)

Students are referred to the SSPT to develop an intervention plan for specific identified needs related to academics or behavior. The team is composed of the classroom teacher, an administrator, the SSPT coordinator, and the parent. The purpose of this team is to develop and implement an action plan that will target the specific academic or behavior needs of the student.

**Student Health Office Policies and Procedures**

The Accelerated Schools recognize the importance of good physical, emotional and mental health and support the well-being of all students. The following policies and procedures help to create a consistent way for faculty and parents to know who is coming and going on campus. They may also assist students in their efforts to continue to perform when not feeling 100 percent.

Students who are ill are to check in with the Health Services Coordinator/designee before calling parents/guardians to go home. Parents/guardians should sign their child out in the main office before leaving the campus.

If a child has one of the following, he/she should be kept at home:

- Temperature of 100 degrees and over and/or a fever the previous day.
- Diarrhea
- Green nasal discharge
- Eye infections
- Illness during the night
- A rash associated with children's diseases or of unexplained origin

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration and health services personnel.

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse from participation in physical education will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

California Education Code section 35183.5 mandates that students be allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors at recess, gym, etc. Schools may regulate the type of sun protective clothing/headgear in accordance with California Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

Confidential Medical Services

Confidential Medical Treatment: It is the policy of The Accelerated Schools that, "School authorities may excuse any pupil in grades 7-12 from school for the purpose of obtaining confidential medical services without the consent of the parent/guardian." For more information, please refer to the Confidential Medical Services Policy on your school website or the school's main office.

Communicable Disease Prevention

Communicable disease inspections may be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by the school The Accelerated Schools, the state Department of Health and Department of Education.

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis (“pink eye”); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (“whooping cough”). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and The Accelerated Schools, county and state policy. Readmission to school is based on condition and appropriate treatment.

Any student excluded from school with flu-like symptoms and/or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school.

An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the Health Services Coordinator. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the Health Services Coordinator.

Parents/guardians please report communicable diseases to the Health Services Coordinator/designee. Students, who are expected to miss several days of school due to health reasons, please contact the attendance office.

TYPE 2 Diabetes Information

Overweight children and youth are more prone to develop serious health problems, including diabetes type 2, high blood pressure, heart disease, and asthma. If left unchecked, diabetes can lead to complications such as kidney failure, blindness, heart attack, and amputations. The California Department of Education in collaboration with national and local health care agencies have developed a type 2 diabetes information fact sheet to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010. The “What is Diabetes?” fact sheet is to be given to all current and incoming 7th grade students at the time of enrollment or during a common class time.

Immunizations

New students will not be enrolled unless a written immunization record, provided by a health care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to the District, or transfer students within the District, must show that they have received all currently required immunizations in order to be enrolled. In addition, all students entering or advancing to 7th grade must show evidence that they have received a pertussis-containing vaccine (e.g., Tdap) on or after their 7th birthday.

The immunization status of all students will be reviewed periodically. Those students who do not meet the state guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the public health department. A Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO), licensed in California, may exempt your child from some or all immunization requirements due to a medical condition. Consult your medical provider if you believe your child requires a medical exemption from immunizations.

Starting January 1, 2016, state law does not allow parents or guardians of students in any school or child care facility to submit a Personal Belief Exemption (PBE) to a currently required vaccine. Any PBE filed at the school before January 1, 2016 will be honored until the next grade span, as defined by law. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs.

Physical Examinations

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all first-grade students within 18 months prior to entry or up to three months after admission to the first grade. A CHDP or equivalent examination may be done by a private health care provider, or health department clinic. Although not required, students enrolling for the first time at ACES, TAS or WAHS are encouraged to provide the school with a report of a recent physical examination. Forms for this purpose are called the "REPORT OF HEALTH EXAMINATION FOR SCHOOL ENTRY" (PM 171) and may be obtained from the student health services coordinator or main office.

If your child is without medical insurance or with limited coverage, or if you are covered by Medi-Cal, your child may be eligible for a free CHDP examination. If help is needed in meeting the requirement for a CHDP examination, please contact your health services coordinator or main office. If parents/guardians do not wish to have their child examined at school (including vision and hearing screenings), they must file an annual written statement to that effect with the schools' administrators.

Screening of the students' vision and hearing will be done at the school site in accordance with State mandates. All girls in grade seven and boys in grade eight will be screened for possible scoliosis (unnatural curvature of the spine). Parents/guardians will be notified of any findings as a result of the mandated screening tests that require further attention.

Each student in grades 9 through 12 planning to participate in interscholastic athletic must pass a comprehensive physical examination yearly by a licensed health provider that complies with current District policy. If the student does not have a personal health care provider, examinations for interscholastic athletics may be available from South Central Family Health Center on an appointment basis. For information, please call (323) 235-6343 ext. 2761 or (323) 235-6343 ext. 2765 to schedule an appointment.

Health and Medical Conditions

The school office must be notified if a student with a medical or health condition requires accommodations in order to participate in the educational program. An administrator may meet with the parent to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, or severe allergies should have an accommodation plan at the school.

Administration of Medication

California Education Code Section 49423 provides that any pupil who is required to take, during the regular school day, prescribed medication by an authorized health care provider may be assisted by the school health office aide or designee.

- At **NO** time, may students carry prescribed medications (e.g. inhaler) or over-the-counter medications (e.g. *Motrin*, *Tylenol*, or *cough drops or medicine*) to and from school, and/or self-administer them, unless a physician has given permission.

- No medications are accepted without the following forms:

Request for Medication to Be Taken During School Hours or

Request for Self-Administration of Medication During School Hours

- It shall be the parent's responsibility to keep the school informed regarding a change in medication and dosage. A new form must be completed for each change of medication and at the beginning of each school year.
- Medication must be dropped off by the parent/guardian.
- All medications must be kept in a locked cabinet in the health office unless written authorization to self-administer medication has been given by physician and parent/guardian.
- Medications that need to be administered at school must be given to the health office aide or designee **ONLY**. This policy is for safe practice and must be followed without exception.
- Medication must be brought in a pharmaceutical container clearly marked with the child's name,

name of medication, dosage, and pertinent instructions. Non-prescription medication must come in its original box or container, complete with name and dosage of the medicine. No medication will be given if sent in an envelope or bag.

- Medications that are kept in the health office may not be transported to and from school on a daily basis.
- Usually, medications may be divided by pharmacists at no additional charge into two separate bottles, one for school administration and one for home administration.
- If your child needs to take medication during a field trip please plan several days in advance with health office staff and your child's teacher. Medications may not be dropped off at the last minute.

RETURNING MEDICATIONS TO PARENTS AT THE END OF THE YEAR

- Each parent/guardian will receive a reminder notice regarding the medications that are remaining in the school's health office that will need to be picked up by a parent.
- There is a deadline for picking up medication; and after the deadline, all unclaimed medications are disposed of properly.

At The Accelerated Schools, the Student Health Services Coordinator/designee will provide the following services to support students:

School Related Injuries

It is the policy of the school to treat minor injuries/administer first aid (scrapes, paper cuts, bumps) with ice packs, compresses, or Band-Aids as needed for accidents. The school staff will contact the parent or guardian when more serious injuries occur. If a student needs further treatment, the parent, or ambulance will transport the student to the doctor or hospital. In the event that a parent/guardian cannot be reached, the school will contact the physician listed on the emergency card to make whatever arrangements necessary to provide health service to the student.

It is very important that parents/guardians fill out the emergency card. A new card is sent home at the beginning of each school year. The emergency numbers (someone who can be responsible for a student in the absence of the parent/guardian) should be local numbers.

Illness

To help assure good health care for students and alert health authorities to the presence of specific disease, parents/guardians are asked to call the school in the morning the day the student is absent for any reason and to notify the school later if a specific disease develops. **Please do not send your child to school if he/she is sick.**

Since most diseases are spread before they are recognized, it is impossible to prevent exposure. Control measures are designed to protect individual students from complications. Parents/guardians are urged to keep their children home if they develop any symptoms suggestive of a communicable disease. The temperature should be normal at least **24** hours **BEFORE** a student returns to school.

The temperature guideline is --- 100 degrees the student goes home automatically. The child should not return to school unless the temperature goes below 100 degrees for 24 hours.

If a student becomes ill while at school, the parent/guardian will be called. It is the parents/guardians responsibility to take the student home. With so many students and little space in the health office, we ask for your full cooperation in picking up a sick child in a reasonable amount of time. We do not have the accommodations for a student to sit in the health office for an extended period of time, and generally he/she will need to return to class after approximately 15 minutes. If, however, he/she is deemed quite ill, he/she needs to be picked up as soon as possible. If a parent/guardian cannot pick up the child, they will need to make arrangements with a relative or friend and convey this information to the Student Health Services Coordinator/designee. It is our goal to maintain the health and safety of every child. Your cooperation is very much appreciated in keeping our students healthy.



**ANNUAL NOTIFICATION OF
THE UNIFORM COMPLAINT PROCEDURES (UCP)
WILLIAMS SETTLEMENT**

**For students, employees, parents/guardians, school and The Accelerated Schools
advisory committee members, private school officials, and other interested parties**

The Accelerated Schools has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any 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
Career Technical and Technical Education and Career Technical and Technical Training
Career Technical Education
Child Care and Development
Child Nutrition
Consolidated Categorical Aid
Course Periods without Educational Content
Education of Pupils in Foster Care and Pupils who are Homeless
Every Student Succeeds Act / No Child Left Behind
Local Control Accountability Plans (*including Charter Schools as described in EC §§ 47606.5 and 47607.3*)
Migrant Education
Physical Education Instructional Minutes
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
Regional Occupational Centers and Programs
School Safety Plans
Special Education

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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 complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Name or title: Lenita Lugo, Director of Curriculum and Instruction

Unit or office: The Accelerated Schools

Address: 4000 S. Main Street, Los Angeles, CA 90037

Phone: 323-235-6343

E-mail address: llugo@accelerated.org

A pupil fees complaint is filed with The Accelerated Schools and/or the principal of a school.

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 superintendent or his or her designee.

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 time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our decision of complaints regarding specific programs, pupil fees and the LCAP to The Accelerated School Board of Trustees and/or to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

WILLAMS COMPLAINTS ANNUAL NOTICE

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office or downloaded from the school's Web site at www.accelerated.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

If you have any questions, please do not hesitate to call (323) 235-6343.

UNIFORM COMPLAINT PROCEDURES

Policy Summary

The Accelerated Schools have the primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those laws and regulations alleging discrimination, harassment, intimidation, or bullying and unauthorized charging of pupil fees for educational activities, unauthorized charging of pupil fees for educational activities and failure to comply with legal requirements under the LCAP. The Accelerated Schools shall seek to resolve those complaints in accordance with the procedures set out in Sections 4600-4687 of the Title 5 Regulations and policies and procedures of The Accelerated Schools.

This bulletin clarifies that the Uniform Complaint Procedure (UCP) may be used to report non-compliance of applicable state and federal laws and regulations; file complaints alleging discrimination, harassment, intimidation, bullying; or, unauthorized charging of pupil fees for education activities, and/or to appeal to The Accelerated Schools decisions regarding such complaints. Complainants are encouraged, where possible, to try to resolve their complaints directly at the schools or work site or to the principal of the school.

A written notice regarding UCP must be disseminated annually to staff, students, parents/guardians, appropriate private school officials or representatives, school site councils, English language advisory committees, and other invested school parties. Distribution may be in any form (newsletter, memorandum, parent handbook, etc.) that will reach the school community. A copy of this UCP policy bulletin shall be available free of charge.

Policy Changes

The UCP policy includes updated information and procedures to ensure compliance with legal requirements under the LCAP as a result of Assembly Bill 97 signed by Governor Brown on July 1, 2013 enacting the Local Control Funding Formula (LCFF).

TITLE: UNIFORM COMPLAINT PROCEDURES POLICY

DATE: July 20, 2016

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by The Accelerated Schools of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities in which we receive state or federal funding. A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Programs and activities that are implemented by our The Accelerated Schools and subject to the UCP in which we receive state or federal funding are:

Adult Education; After School Education and Safety; Career Technical and Technical Education and Career Technical and Technical Training; Career Technical Education; Child Care and Development; Child Nutrition; Consolidated Categorical Aid; Course Periods Without Educational Content; Education of Pupils in Foster Care and Pupils who are Homeless; Every Student Succeeds Act / No Child Left Behind; Local Control Accountability Plans (including Charter Schools as described in *EC* §§ 47606.5 and 47607.3); Migrant Education; Physical Education Instructional Minutes; Pupil Fees; Reasonable Accommodations to a Lactating Pupil; School Safety Plans; Special Education.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Employment discrimination, harassment, intimidation or bullying complaints may be referred to Ms. Asha Marshall (Human Resources Manager) or to the State Dept. of Fair Employment and Housing (DFEH).
3. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

4. 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.
5. 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.
6. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

The Responsibilities of The Accelerated Schools

We have the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including, including, but not limited to, allegations of discrimination, harassment, intimidation, bullying or noncompliance with laws relating to all programs and activities implemented by The Accelerated Schools that are subject to the UCP.

We shall ensure annual dissemination of the written notice of our complaint procedures to students, employees, parents or guardians of its students, school and The Accelerated Schools advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding unlawful pupil fees and LCAP requirements.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

The following is responsible for receiving and investigating complaints and ensuring our compliance:

Name or title: Lenita Lugo, Director of Curriculum and Instruction

Unit or office: The Accelerated Schools

Address: 4000 S. Main Street, Los Angeles, CA 90037

Phone: 323-235-6343

E-mail address: llugo@accelerated.org

The above, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

An unlawful discrimination, harassment, intimidation and bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by our CEO or her/his designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by our CEO or his/her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our CEO shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

We ensure that complainants are protected from retaliation.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Complainants are advised of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time.

If we find merit in a pupil fees, LCAP, and/or a Course Period without Educational Content complaint, we shall provide a remedy. Specifically, in Course Period without Educational Content complaints the remedy shall go to the affected pupil. In LCAP and pupil fee complaints, the remedy shall go to all affected pupils, parents and guardians, which in the case of pupil fees, also includes reasonable efforts by us to ensure full reimbursement to all affected pupils, parents and guardians subject to procedures established through regulations adopted by the state board.

We submitted our UCP policies and procedures to our local governing board or authorized designee for approval and adoption (see the top of this document for final adoption date).

Filing a complaint with The Accelerated Schools

Except for Williams complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our CEO or his/her designee alleging a matter which, if true, would constitute a violation by our agency of federal or state law or regulation governing a program. A pupil fees complaint may be filed with the principal of a school.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by The Accelerated Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Except for Williams complaints and pupil fees complaints, a UCP complaint will be investigated and a written report (also known as the Decision) issued to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

We shall issue a Decision based on the evidence and will contain the following elements:

- (i) the findings of fact based on the evidence gathered,
 - (ii) conclusion of law,
 - (iii) disposition of the complaint,
 - (iv) the rationale for such disposition,
 - (v) corrective actions, if any are warranted,
 - (vi) notice of the complainant's right to appeal our agency Decision to the CDE,
- We shall inform the complainant of his or her right to appeal the agency Decision to CDE and
 - The complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.
- (vii) procedures to be followed for initiating an appeal to the CDE.
- To appeal our UCP Complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to The Accelerated School (TAS) Board of Trustees and/or to the California Department of Education (CDE).

A written appeal of the decisions and/or findings may be directed to:

The Accelerated School (TAS) Board of Trustees:
Mrs. Grace Lee-Chang
The Accelerated Schools
4000 South Main Street
Los Angeles, California 90037
Telephone: (323) 235-6343

Appeals of The Accelerated Schools decisions regarding allegations of discrimination, harassment, intimidation, or bullying may be sent to:

California Department of Education
Office for Equal Opportunity
1430 N Street, Suite 4206
Sacramento, CA 95814

Appeals of The Accelerated Schools decisions regarding educational program complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street, Suite 6408
Sacramento, CA 95814

Appeals of The Accelerated Schools decisions regarding special education compliance should be sent to:

California Department of Education
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

- This appeal to TAS Board of Trustees and/or to the CDE must fully explain the basis for the appeal, stating how the facts of the agency's Decision are incorrect and/or the law is misapplied.
- The appeal shall be sent with (1) a copy of the locally filed complaint and (2) a copy of the Decision.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem-solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Copies of these Uniform Complaint Procedures shall be available free of charge.

Pursuant to California Education Code § 262.3, persons who have filed a complaint, under the UCP, should be advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to them.

Complainants should be advised of the right to pursue civil law remedies under California or federal discrimination, harassment, intimidation or bullying laws.

AUTHORITY: This is the policy of The Accelerated Schools CEO of Schools. The following legal standard is applied to this policy: *California Code of Regulations*, Title 5, Sections 4600 - 4687

ASSISTANCE: For further information, to ask questions, seek assistance regarding the filing of complaints under the Uniform Complaint Procedures, or have questions regarding appeal procedures, contact: Ms. Lenita Lugo, Director of Curriculum and Instruction (323) 235-6343 Ext. 2553.

Federal and State Laws cited:

20 United States Code [USC] § 6301 *et seq.*

34 Code of Federal Regulations [CFR] §§ 299.11 & 300.510–511

California Education Code [EC] §§ 200, 220, 222, 234.1 - 234.5, 262.3, 8200 - 8493, 8500 - 8538, 32280 - 32289; 33380 - 33385, 35186, 44500, 47606 - 47606.5, 47607.3, 48204, 48645.5, 48853, 48853.5, 48985, 49010 - 49013, 49069.5, 49490 - 49570, 51210, 51223, 51225.1, 51225.2, 51226 - 51226.1, 51228.1 - 51228.3, 52059, 52060 - 52075, 52160, 52300 - 52480, 52500 - 52616.4, 52800, 54100, 54440 - 54445, 56000 - 56865, 59000 - 59300, 64000 (a)

California Government Code [GC] §§ 11135, 11138

California Health and Safety Code [HSC] § 104420 California

Penal Code [PC] § 422.55

California Welfare and Institutions Code [WIC] §§ 300, 309, 602

California Code of Regulations [CCR] Title 5 §§ 4600–4687 The Accelerated Schools



UNIFORM COMPLAINT PROCEDURES FORM

Last Name _____ First Name _____

Student Name (if applicable) _____ Grade _____ Date of Birth _____

Address _____ Apt # _____

City _____ State _____ Zip Code _____

Home Phone _____ Cell Phone _____ Work Phone _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegation(s) of Noncompliance please check the program or activity referred to in your complaint, if applicable.

<input type="checkbox"/>	Adult Education	<input type="checkbox"/>	Consolidated Categorical Aid	<input type="checkbox"/>	Migrant Education
<input type="checkbox"/>	Career/Technical Education	<input type="checkbox"/>	Child Care & Development	<input type="checkbox"/>	Child Nutrition
<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Pupil Fees for Educational Activities	<input type="checkbox"/>	Local Control Accountability Plan

For complaints of discrimination, harassment, intimidation or bullying (employee-to-student, student-to-student, and third party to student), please check the protected classes (actual or perceived), upon which the alleged conduct was based, listed below:

<input type="checkbox"/>	Actual or Perceived Sex	<input type="checkbox"/>	Sexual Orientation	<input type="checkbox"/>	Gender
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Gender Expression	<input type="checkbox"/>	Ancestry
<input type="checkbox"/>	Ethnic Group Identification	<input type="checkbox"/>	Race or Ethnicity	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Nationality	<input type="checkbox"/>	National Origin	<input type="checkbox"/>	Age
<input type="checkbox"/>	Color	<input type="checkbox"/>	Mental or Physical Disability	<input type="checkbox"/>	Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected classes or characteristics, and other complaints not listed on this form, please contact the School Principal.

If you have contacted your school but still need assistance, referrals, or resources, please phone Ms. Lenita Lugo at (323) 235-6343 Ext. 2553.

- [illegible]

- [illegible]

- I have attached supporting documents. Yes_____ No_____

Signature _____ Date _____

Mail or fax your complaint/documents to:

Page 2 of 2

April 9, 2019



The Public Records Act is designed to give the public access to information in possession of public agencies. "Public records are open to inspection at all times during the office hours of the...agency and every person has a right to inspect any public record, except as...provided, [and to receive] and exact copy" of an identifiable record unless impracticable. Specific exceptions to disclosure are listed in Government Code sections 6253.2, 6253.5, 6253.6, 6254.1-6254.22, 6255, 6267, 6268, 6276.02-6276.48.

Summary of Procedures

Requests can be made by mail, electronic mail, facsimile, telephone, etc., using the contact information indicated below:

The Accelerated Schools
4000 S. Main Street
Los Angeles, CA 90037
Phone: 323-235-6343
Fax: 323-235-6346
ATTENTION: Mr. Vincent Shih
Email: vshih@accelerated.org

The request need not be in writing. Although the TAS must accept verbal requests for records, to avoid ambiguity and confusion, it is encouraged that all requests be made in writing.

The TAS is allowed to charge a reasonable fee for the cost of copies provided to a Requestor. See section: Request Form & Fee Schedule.

The Respondent Responsibilities:

- Acknowledge receipt of the request within **10 calendar** days and will review the request to determine the appropriate office that may own the records being requested and whether the records requested fall within any exceptions listed in the Act.
- Refer the request to the appropriate office for records collection.
- If appropriate, notify the Requestor of an extension of time to determine if responsive records exist, on or before the 10th day after the request is received. This extension shall not exceed 14 days. On or before the 14-day period, Respondent should have determined if responsive records are available. If so, Respondent will either provide the Requestor with the records or will identify a date by which the records will be made available.
- Coordinate the collection of records from appropriate departments, review responsive records for exemptions and privilege, and produce responsive records to the Requestor.
- Provide Requestor cost of records, collect good faith deposit (when applicable), and provide invoice and/or receipt for costs associated with records upon request.
- Deny the request for records if, despite a diligent search effort, TAS was unable to locate any records responsive to the request. This response is only appropriate after a good faith effort to identify, locate and/or uncover responsive records has been exhausted.

The Custodian(s) of Records Responsibilities:

- Gather and produce responsive records immediately. Because of the exceedingly broad definition of what constitutes a writing or a public record, potentially all records within the possession of the Custodian(s) of Records are subject to disclosure under the Act.
- Adhere to the strict time requirements of the Act. Under the Act, the TAS cannot claim an inability to identify and gather the responsive records necessary for production on account of a lack of sufficient time, inadequate staffing, and/or funding limitations. It is, therefore, vital to adhere to all deadlines when gathering records in response to requests.
- Communicate with Respondent and/or Department Head if records or a portion thereof are suspected to be exempt from disclosure.
- Consult with the Respondent concerning how to proceed with gathering, organizing and producing the records, if request concerns an exceedingly large number of pages (hundreds or thousands).

Cost of Records

TAS is allowed to charge a reasonable fee for the cost of copies provided to a Requestor. TAS charges 10 cents for each page for copies of records up to 8 x 11 inches produced under a request, irrespective of whether they are produced in hard or electronic format. The actual cost of records larger than 8 x 11 inches, such as blueprints must be charged on a case-by-case, direct cost basis. Additionally, there are charges for postage, as well as media at \$1.00 for CDs and \$2.00 for DVDs.

When a request requires data compilation, the Requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services. The Requestor shall also bear the direct cost if unique software is needed to process the request. Respondent will provide an estimated cost for the request to the Requestor and will follow-up with an itemization of the actual costs when actual costs are determined.

Except as noted above and authorized by the Act, TAS may not charge for costs beyond the direct cost of duplication, which precludes overhead or the ancillary tasks associated with the retrieval, inspection and handling of the records. TAS is not required to produce copies of records to a Requestor until the costs for duplication have been paid. If the records exceed 200 pages, the Requestor may be required to post a non-refundable, good faith deposit equal to 50% of the total cost of fulfilling the request.

TAS will not waive fees authorized by the Act. Any requests for a waiver of fees shall be directed to the Chief Executive Officer.

Inspection of Records

The public has a general right to inspect and/or obtain copies of records maintained by state and local agencies pursuant to the Act. While many records are accessible, the PRA as well as other statutes may preclude disclosure of records including, but not limited to, specified personnel records, medical records, and records prepared in connection with pending litigation.

TAS may not charge a Requestor who wishes to come and inspect records. The Requestor and the Respondent will need to arrange a mutually agreeable time for the Requestor to review records. However, following an inspection, any copies requested by Requestor will be made available according to the fees described above in "Cost of Records"

Records Exempt from Disclosure

With the assistance of the Respondent and/or custodian of record, TAS will determine which records or a portion thereof are exempt from disclosure. There are numerous exemptions from the disclosure requirements established under the Act. The applications of those exemptions are exceedingly case specific and usually not clear cut. Every exemption is narrowly construed and TAS has the burden of establishing whether or not a record was legally withheld from disclosure.

Once TAS discloses a record to any member of the public, the disclosure may constitute a waiver of any exemptions to future disclosure that may have applied. If TAS has waived exemption to disclosure, access to the same record may not be denied to others in the future. A record may not be withheld from production simply because part of the record may be exempt from production. Any reasonably segregable non-exempt portion of a record must be made available after deletion of the portions of the record that are exempt by law.

Records Subject to Production

When a Requestor reasonably describes an identifiable record, TAS has an obligation to make the records promptly available to the Requestor. TAS is prohibited from delaying or obstructing the inspection or copying of records.

Creating new documents in response to a request is not required by the Act or TAS policy, unless prior approval from the CEO has been obtained.

Electronic Records

TAS must provide a copy of an electronic record in the format requested, if the format requested is one TAS has used to create copies for its own use or to provide copies to other agencies. TAS can offer to produce records in electronic format, but cannot make information available only in electronic format. If TAS no longer has a record available in an electronic format, it is not required to reconstruct a record in an electronic format.

Requestor's Rights Under the Act

A Requestor who has been denied access to a record may file a lawsuit to enforce his/her right to inspect or receive a copy of the record. If the court finds that refusal to disclose the record was unjustified, the court may enter an order requiring its disclosure. The court may also order TAS to pay reasonable attorneys' fees and court costs. If the court finds the refusal to disclose was justified, TAS may recover its attorneys' fees only where it can demonstrate that the request was clearly frivolous.

Violations of the Public Records Act Policy

Violations of this policy may subject a TAS employee to professional liability, including, but limited to discipline, demotion, or dismissal. Violations of certain portions of this policy may also violate state and/or federal law. Failure of personnel to comply with these policies could result in the employee being sued for a violation of privacy rights or being prosecuted by a governmental agency charged with enforcing those rights.

REQUEST FOR INFORMATION UNDER CALIFORNIA PUBLIC RECORDS ACT

Note: The Accelerated Schools have ten (10) days to respond to your request. The response time may be extended for an additional fourteen (14) days in certain circumstances, pursuant to Government Code section 6253. You will be notified if the school needs additional time for research. Please be advised that there is a charge of 10 cents per copy to cover the cost of duplication of any records.

Fee Schedule*

Document Reproduction: For paper and electronic records up to 8 x 11 inches: 10 cents per page (Records larger than 8 x 11 inches will be charged on a direct cost basis.) For records provided on CDs: \$1.00 per disc. For records provided on DVD: \$2.00 per disc.

Computer Programming and Extraction For complex requests requiring special database queries: Charged on a direct cost basis. (The TAS will notify the Requestor if computer programming time is required to fulfill the request.)

** The Requestor may be required to post a non-refundable, good faith deposit equal to 50% of the total cost of fulfilling the request.*

Name:	Title:
Organization:	
Address:	
Phone #:	Fax #:
Email:	
Signature:	Date:

INFORMATION REQUESTED: Please be specific



1. General

- a) The Accelerated Schools complies with Federal guidelines regarding the release, inspection and review of education records of students in attendance at The Accelerated Schools.
- b) Parents of students who have been in attendance at The Accelerated Schools have the right to inspect and review the education records of their children.

2. Definition

- a) "Education records" means those records, files, documents, and other materials which:
 - i) Contain information directly related to a student; and
 - ii) Are maintained by The Accelerated Schools or a person acting for The Accelerated Schools
- b) "Education records" does not include:
 - i) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to the student which are not in the sole possession of the person who created the record and which are not accessible or revealed to any other person except a substitute;
 - ii) Records made and maintained in the normal course of business that relate exclusively to an Accelerated Schools employee in his or her capacity as an employee and not available for use for any other purpose;
 - iii) Records that are not contained in the student's educational file, exist in multiple locations, or are otherwise not maintained as part of the student's educational file, such as individual assignments, unprinted e-mails and personal staff notes.
- c) "Directory information" includes the student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, heights and weights of members of athletic teams, dates of attendance, awards received, and the most recent previous educational agency or institution attended by the child.
 - i) Parents may designate that this information may not be released without his or her prior consent as part of The Accelerated School's annual notice.
- d) "Student" includes any person with respect to whom The Accelerated School maintains educational records or personally identifiable information but does not include a person who has not been in attendance at The Accelerated School.

3. Release of student records

- a) The Accelerated School shall not permit the release of education records (or personally identifiable information, as described in (2)(c) above) of students without the written consent of their parents, other than to:
 - i) Other school officials, including teachers, who have been determined by The Accelerated Schools to have a legitimate educational interest in the child;
 - ii) Officials of other schools or school systems in which the student seeks to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.
 - iii) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, or State educational authorities for the purpose of the enforcement of federal legal requirements and Federally-supported education programs. Any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable information shall be destroyed when no longer needed for such audit, evaluation and enforcement of Federal legal requirements.
 - iv) In connection with a student's application for, or receipt of, financial aid;

- v) State and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to a state statute adopted if:
 - (1) The disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; and
 - (2) The officials and authorities to whom such information is disclosed in writing to the educational agency or institution that the information will not be disclosed to any other party except as provided under State law without prior written consent of the parent and the student.
 - vi) Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing testing materials, student aid programs and improving instruction. Studies must be conducted in a manner that will not permit personal identification of students and their parents and such information will be destroyed when no longer needed for the purpose for which it is conducted;
 - vii) Accrediting organizations in order to carry out their accrediting functions;
 - viii) Parents of a dependent student as defined in 26 U.S.C. § 152.
 - ix) Subject to state and federal regulations, in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health and safety of the student or other persons;
 - x) A subpoena issued by a Federal grand jury or for a law enforcement purpose which a court may order not to disclose to any person the existence or contents of the subpoena or any information furnished in response to the subpoena;
 - xi) The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service or contractors for the purpose of program monitoring, evaluations and performance measurements of the state. Results of any monitoring will be provided in aggregate form that does not identify any individual, no personal identification of students or parents is permitted and any personally identifiable information shall be destroyed when data no longer needed for program monitoring, evaluations and performance measures.
 - xii) An agency or other representative of a State or local child welfare agency, or tribal organization, who has the right to access a student's case plan, when such agency or organization is legally responsible for the care and protection of the student. Any educational records provided will not be disclosed by the agency or organization except to an individual or entity engaged in addressing the student's educational needs and authorized by such agency or organization to receive such disclosure and is consistent with the protection of the confidentiality of student's educational records.
- b) The Accelerated Schools shall not release or provide access to, any personally identifiable information in education records other than directory information or as provided in (3)(a) unless:
 - i) Parent provides written consent specifying records to be released, the reasons for such release and to whom. The records to be released can be provided to the student's parents as desired; or
 - ii) Such information is furnished in compliance with judicial order or pursuant to any lawfully issued subpoena. Parents and students and students will be notified of all such orders or subpoenas in advance of compliance except when a parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of that proceeding.
 - c) The Accelerated Schools shall maintain a record, kept with the education records of each student, that indicates all individuals, agencies, or organizations which have requested access to a student's education records, and which will indicate specifically the legitimate interest that each person, agency or organization has in obtaining this information. This record of access shall be available only to parents, to the school officials and assistants responsible for the custody of the records, or for the audit of the operation of the system.
 - d) Personal information shall be transferred to a third party on the condition that such party will not permit any other party to have access to the information without written consent of the parents of the student. If a third party outside of The Accelerated Schools violates this provision, The Accelerated Schools shall be prohibited from permitting access to information from education records to that third party for a period of not less than five years.

4. Age of majority

- a) Whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of any of the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.
- b) The Accelerated Schools shall inform the parents of students or the students, if they are eighteen years and older, of these rights.

5. Disciplinary records

- a) The Accelerated Schools is not prohibited from:
 - i) Including appropriate information in the education record of any student concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety and well-being of that student, other students or other members of the school community; or
 - ii) Disclosing such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.
- b) The Accelerated Schools is not prohibited from disclosing, to the parent or legal guardian of a student, any violation of any Federal, State or local law governing the use or possession of alcohol or a controlled substance, regardless if that information is contained in the student's records if:
 - i) The student is under the age of 21; and
 - ii) The Accelerated Schools determines that the student has committed a disciplinary violation with respect to such use or possession.

6. Procedure for inspecting and reviewing student records

- a) Parents of students who have been in attendance at The Accelerate Schools may request to inspect and review the education records of their children. Parents may fill out The Accelerated Schools' *Request for Student Information/Check Out Form* or submit a request in writing stating which records they wish to inspect and review.
 - i) If any material or document in the education record of a student includes information on more than one student, the parent has the right to review only the portion of the record that contains information about their own child.
 - ii) Any request to inspect and review records is confidential and cannot be disclosed without the written consent of an authorized person.
 - iii) All requests require at least five business days for processing.
 - iv) The Accelerated Schools is required to make records available for inspection and review within 45 days of the request.
 - v) The Main Office will contact the requesting party to arrange for the parent to inspect and review the records.
- b) The Accelerated Schools shall respond to reasonable requests for explanations and interpretations of the records.
- c) If circumstances effectively prevent the parent from exercising the right to inspect and review the student's educational records, The Accelerated Schools shall:
 - i) Provide the parent with a copy of the records requested;
 - ii) Make other arrangements for the parent to inspect and review the records;
 - iii) Not destroy the records if there is an outstanding request to inspect and review the records under this section.
- d) The Accelerated Schools may impose a fee to copy an educational record for a parent unless the imposition of a fee effectively prevents the parent from exercising his or her right to inspect and review the records.

7. Amendment of records

- a) If a parent believes that the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask The Accelerated Schools to amend the record.
- b) The Accelerated Schools shall decide whether to amend the record as requested within a reasonable time after they receive the request.

- c) If The Accelerated Schools decides not to amend the record as requested, it shall inform parent of its decision and of his or her right to a hearing.

8. Hearings

- a) The Accelerated Schools shall hold a hearing within a reasonable time after it has received the request for the hearing from the parent.
- b) The Accelerated Schools shall notify parent of the date, time and place of the hearing reasonably in advance of the hearing.
- c) The hearing may be conducted by any individual, including an official of The Accelerated Schools, who does not have a direct interest in the outcome of the hearing.
- d) The Accelerated Schools shall give the parent a full and fair opportunity to present evidence relevant to the issues raised regarding the student's records. The parent may, at his or her own expense, be assisted or represented by one or more individuals of his or her choice, including an attorney.
- e) The Accelerated Schools shall make a decision in writing within a reasonable period of time after the hearing.
 - i) This decision must be based solely on evidence presented at the hearing.
 - ii) This written decision must include a summary of the evidence and reason for the decision.
- f) If, as a result of the hearing, The Accelerated Schools determines that the information in the student education record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall:
 - i) Amend the record accordingly; and
 - ii) Inform the parent of this amendment in writing.
- g) If, as a result of the hearing, The Accelerated Schools determines that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall:
 - i) Inform the parent of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of The Accelerated Schools;
 - ii) Maintain this statement with the contested part of the record for as long as the record is maintained;
 - iii) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

Adopted on: February 23, 2016

References:

Family Educational and Privacy Rights Act (FERPA), 20 U.S.C. § 12323(g)

34 C.F.R. §300.611

34 C.F.R. § 99.3

34 C.F.R. §99.20

34 C.F.R. §99.21

34 C.F.R. §99.22

Owasso Independent School Dist. No. 1-011 v. Falvo, 534 U.S. 426 (2002)

S.A. v. Tulare County Office of Education, WL 3126322 (E.D. Cal. 2009)



Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. This policy describes the protections required by law. Violations of this policy could result in a lawsuit against the District and/or any employee that permits an improper disclosure.

This “Family Educational Rights and Privacy Act (FERPA)” policy must be followed any time there is a request for access to or the possibility of the “disclosure” of the contents of a student’s educational records. As used in this policy, “disclosure” means to permit access to or the release or other communication of information contained in student records, by any means, including oral, written, or electronic. Please note that improperly disposing of student records can constitute a “disclosure” under the law. Use secure disposal methods, such as the shredding of paper records.

In any case where there is a question about whether student record information should be disclosed, contact the Office of the CEO as soon as possible. In all cases, disclosure may occur only in accordance with the terms of this policy.

1. What kind of information is being requested?

Two general categories of student information must be protected by all District employees—
“Confidential Student Information” and “Directory Information.” The following general rules apply:

“Confidential Student Information”

“Confidential Student Information” includes any item of information, other than Directory Information, that is directly related to an identifiable District student and is maintained in the student’s educational records or in any files maintained by a District employee. The format of the information does not matter—items recorded by handwriting, print, tapes, film, microfilm, hard disk or any means can all qualify as Confidential Student Information. The general rule is that Confidential Student Information may not be released without written consent from a parent or legal guardian. Exceptions to this rule are detailed below. In any event, Confidential Student Information may only be disclosed in accordance with this policy.

If you have any questions about whether or not Confidential Student Information may be disclosed, contact the Office of the CEO before any disclosure is made.

“Directory Information”

“Directory information” means a student’s name, address, telephone number, date and place of birth, dates of attendance, and most recent previous public or private school attended. Student email addresses, and class schedules are not considered Directory Information and generally may not be released without consent.

Directory Information may not be disclosed to or accessed by private, profit-making entities other than the following: current and potential employers of District students, representatives of the news media, accredited colleges and universities, the PTA, Health Department, elected officials and the military (17 and 18 year olds only; name address and telephone only). If you have questions about whether Directory Information should be released call the Office of the CEO before releasing the information.

A student’s parent or legal guardian (or, in some cases, a student) may notify the District of any information they refuse to permit the District to designate as directory information about that student. This designation will remain in effect until the parent or legal guardian (or, in some cases, the student) modifies this designation in writing. When this request has been made, written consent is required before disclosing the applicable Directory Information relating to that student. The procedure for obtaining consent is described below. Questions about releasing Directory Information should be directed to the office of the CEO.

2. Is there an emergency requiring the disclosure of student information?

Any time an emergency creates an immediate danger to the health or safety of a student or other individuals, consent is not required to disclose Confidential Student Information to persons in a position to deal with the emergency, as long as (1) the emergency has been verified by a teacher or other school official, and (2) knowledge of the Confidential Student Information is necessary. Disclosure should be limited to only that Confidential Student Information that is necessary under the circumstances.

3. Who is requesting access to student records?

A request for disclosure of Confidential Student Information will come from one of these four kinds of requesters: (1) the student or his or her parent; (2) a District employee; (3) a representative or agent of a state or federal government (other than a District employee), such as representatives of departments of education, law enforcement agencies, and state and federal courts; or, (4) a third party not within any of the first three categories. Each of these possible requesters is discussed below.

For purposes of this policy, a student's "parent" is his or her natural parent, adopted parent, or legal guardian. If a student's parents are divorced or legally separated, only the parents with custody have rights under this policy unless the student's file contains a written agreement signed by both parents indicating that either parent may access student records and give consent to disclosure.

Requests from Parents and Students

Confidential Student Information may be disclosed to students and parents as follows:

The parent of a currently enrolled or former student under the age of 18 may access Confidential Student Information concerning his or her student, as may the parent of any student over the age of 18 who is considered a "dependent."

Any student who is 16 years of age or older, or who has completed the 10th grade, may access Confidential Student Information about himself or herself.

Once a student reaches the age of 18, the student is thereafter the only person who is entitled to exercise rights related to, and grant consent for the disclosure of, his or her Confidential Student Information contained in those records.

Requests from District Employees and Representatives

Confidential Student Information may only be disclosed to District staff who will be using the information for internal District purposes in connection with their assigned duties and have a legitimate interest in the information. District representatives include teachers, school administrators, and District administrative personnel. In addition, Confidential Student Information may be disclosed without consent to any established member of a school attendance review board with a legitimate educational interest in the requested information. Disclosure to any other District employee or representative for any other purpose (including for any use with persons or organizations outside the District) requires written consent from the student's parent or legal guardian.

Requests from Government Representatives

Any request for Confidential Student Information from an agency, official, or other representative of a state or federal government must be promptly referred to the Office of the CEO, which will respond to the request. Examples of this kind of request include a subpoena, summons or other demand by a court or administrative tribunal, a request from probation officer conducting any kind of investigation, or a request made by a police officer, state or federal criminal investigator, or a truancy officer. Requests from District Police do not require referral to the Office of General Counsel.

Requests from Third Parties

The general rule is that Confidential Student Information cannot be released to third parties without written consent from a parent or legal guardian. There are, however, exceptions. Confidential student information may be disclosed without consent in response to a request from:

- Officials at private schools and in other school systems where a student intends or seeks to enroll;
- Agencies or organizations requesting information in connection with a student's application for, or receipt of, financial aid (but only as may be necessary to determine the student's eligibility for financial aid, the amount of the financial aid, or conditions that will be imposed in connection with the financial aid, or to enforce the conditions of the financial aid); and

- County elections officials, only for the purpose of identifying students who are eligible to vote and conducting programs offering students the opportunity to register to vote.

The District may provide aggregate and statistical data to third parties where such data is not personally identifiable to any individual student. Under FERPA, the definition of personally identifiable information includes “any set of facts that makes a student’s identity easily discernable.” Therefore, the demographic break down of the student population from which the data is extracted and the size of the pool of students used for such data analysis must be taken into consideration so that it is not easy to discern any individual student’s identity. Further, no information that could be used to identify a student, such as student identification number, address, telephone number or social security number may be included.

For all other requests from third parties, consent must be obtained before Confidential Student Information may be disclosed. All questions about disclosing Confidential Student Information to a third party, or about the manner in which consent must be obtained, should be referred to the Office of General Counsel as quickly as possible after receipt of any request.

Requests from Military Recruiters

The No Child Left Behind Act requires secondary schools to provide students’ names, addresses, and telephone listings to military recruiters and to institutions of higher education when they request that information. The District is required to provide this information unless the parent, guardian or, in some cases, the student, has made an election to refuse to allow disclosure of that information without prior written consent.

4. Has the proper written consent been obtained?

“Consent” under this policy means written consent, which must come either from a student’s parent or an adult student, as applicable. Consent must be obtained on the District’s standard form for consenting to the disclosure of Confidential Student Information, and all blanks on the form must be fully and accurately completed before any information may be released. Any consent to disclose Confidential Student Information (which includes Directory Information for those students whose file includes a written request to withhold Directory Information) must specify the student records to be released, must identify the party or class of parties to whom the records may be released, and must be permanently kept within the student’s cumulative file.

5. Are there any other questions or concerns?

Any and all other questions and concerns about student record information and the disclosure of any student record information should be directed to the Office of the CEO, which can assist in all matters related to this policy and to complying with its terms.