THE ACCELERATED SCHOOLS

2026-2027
Parent-Student Handbook

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 (ACES, TAS, and WAHS) 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 Schools

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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 schools 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 their choice; who will enter the workplace as informed and productive employees, entrepreneurs, and community leaders; and who will act as responsible citizens.

Educational Equity
At The Accelerated Schools, educational equity is continuously creating and implementing practices that are culturally responsive, and honoring voices from all educational and community partners. Through curiosity, inquiry, self and system reflection, we disrupt inequitable systems so that students graduate in four years, college, career and/or life ready.

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.

The Accelerated Schools Website: Please feel free to visit our website at www.accelerated.org

WHAT IS A CHARTER SCHOOL?

A charter school is a publicly funded independent school that operates under a contract/charter with an authorizing agency. A charter school has more flexibility in their operations with a focus on student achievement. 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 a school closure.

GOVERNANCE STRUCTURE OF THE ACCELERATED SCHOOLS

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.

Parent Advisory Committee (PAC)

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 Parent Advisory Committee is to assess the effectiveness of the program. Finally, the Parent Advisory Committee annually reviews the Local Control Accountability Plan and gives input about the school improvement budget.

District/English Learner Advisory Committee (DELAC/ELAC/EL-PAC)

At each school where the total English Learner population 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.

Student Advisory Committee (SAC)

The Accelerated Schools' Student Advisory Committee (SAC) is a unique opportunity for school students throughout our organization to share feedback, experiences, and perspectives on various issues affecting our schools and communities. Elevating student voice is critical to shaping conversations about education and youth development. One key responsibility of the SAC is to ensure students participate in Network/college governance, and that students have a voice in the development of policies and processes that have a significant effect on students.

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 entryways 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 2025-26:

Leonard Rabinowitz, President
Hilton & Hyland

Peter B. Morrison, Vice President
Skadden, Arps, Slate, Meagher & Flom LLP

Lawrence Picus, Trustee
Rossier School of Education, USC

Lenita Lugo, Secretary
The Accelerated Schools
Ex-officio non-voting member

Lindsay Berz, Trustee
Oaktree Global

Brittany Brooks, Trustee
Parent Representative

Binti P. Yost, Trustee
KPMG LLP, Partner

Debbie Kukta, 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 INFORMATION AND PROCEDURES

School	Hours (during the school year)	Phone
Accelerated Charter Elementary School (ACES)	7:15 a.m. – 4:00 p.m.	(323) 846-6694
The Accelerated School (TAS)	7:00 a.m. – 4:00 p.m.	(323) 235-6343 ext. 1
Wallis Annenberg High School (WAHS)	7:30 a.m. – 4:00 p.m.	(323) 235-6343 ext. 2

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.

Please call the office at the numbers above. 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.

Raptor: Visitors/Volunteers

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.

The Accelerated Schools uses the **Raptor Visitor Management System** in all of our schools to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times, and the Raptor system will allow us to do that. The Raptor system will better allow us to screen visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff.

Upon entering a Network building, visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campuses without our knowledge. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork.

The safety of our students is our highest priority and the Raptor visitor management system allows us to quickly identify those that may present a danger to our students. Thank you in advance for your understanding and your support in enhancing the school safety protocols in our Network. Families will have an opportunity to interact with the Raptor System and learn more about in upcoming parent meetings and Coffee with the Principals.

Trespassing Signs are located outside all campuses, California Penal Code Section 602L. This code prohibits someone from entering or remaining on TAS property without permission. These actions threaten the smooth functioning of our operations and create safety hazards for everyone involved. All visitors are required to enter through the office. Visitors are required to Raptor each time visiting campus. This is to protect both our operations and safety on campus.

The Accelerated Schools are committed to maintaining orderly educational and administrative processes to maintain learning and working environments free from disruptions and prevent unauthorized persons from entering school/Network grounds.

Adults are role models for students, and how we interact with one another is critical to cultivating and maintaining a mutually respectful and effective intellectual environment that is safe, civil, and free from disruptions. All adults (parents, visitors, and staff) are expected to uphold the same policies and procedures as the students.

In the interest of presenting school employees as positive role models to the students of The Accelerated Schools and the community, the Schools encourage positive communication and discourage volatile, hostile, or aggressive actions. It is expected that communication in all forms, and at all times, whether verbal, non-verbal, or written (including email), will be professional and courteous. This policy is not intended to deprive any person of his/her right to freedom of expression; the intent is to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff, and a safe, harassment-free environment in which parents and community members can participate in school functions.

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of others; willfully causes property damage; uses loud and/or offensive language that could provoke a violent reaction; harasses with frequent and abusive emails; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed by the Principal or designee to cease the behavior and the offending person may be directed to leave the campus promptly. This policy promotes mutual respect, civility, and orderly conduct among school employees, parents, and the public. Thank you for your support and cooperation in this matter. (Ed Code 44811, Penal Codes 415.5 and 626.7)

Messages To The Teacher

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

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.

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 INSTRUCTIONAL TIME IS STRICTLY PROHIBITED. This includes when students are out of class with a hall pass. SEE ELECTRONICS POLICY.

We are excited to launch our **new anonymous reporting system We Tip**. A vital aspect of fostering a healthy and productive work environment is the transparent and effective communication of concerns. Students, parents, and staff play a crucial role in identifying and reporting issues that may impact their well-being or the overall functioning of The Accelerated Schools.

We Tip allows students, parents, and staff to anonymously report incidents related to, but not limited to: bullying, harassment, assault, vandalism, etc. Our new system is called WeTip 2.0. With WeTip, our community has a dedicated call number and web link to report these incidents anonymously. Reports will be monitored by the HR team and school site administrators during school operational hours. WeTip agents will monitor during the non-operational hours.

To access the We Tip system, please use the QR Code below:

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 or site administrator directly. For serious or recurring concerns, please use our We Tip Hotline. See below for the Order of Contact for Expressing Concerns to your students school.

To ensure the safety and security of all students, staff, and visitors, The Accelerated Schools utilize video surveillance on school premises. Cameras are strategically placed in public areas such as hallways, entrances, common spaces, and exterior school grounds.

The purpose of video surveillance is to:

- Promote a safe and secure learning environment
- Deter and monitor unauthorized or unsafe behavior
- Protect school property from theft or vandalism
- Support investigations of incidents as needed

Video surveillance footage is monitored and reviewed by authorized personnel only. All recordings are handled in accordance with applicable privacy laws and school policies. Surveillance is not conducted in areas where individuals have a reasonable expectation of privacy, such as restrooms or changing areas.

By entering school grounds, individuals acknowledge and consent to the use of video surveillance for the purposes stated above.

If you have any questions about our video surveillance practices, please contact the school administration.

*for complaints outside of regulatory scope of Uniform Complaint Procedure (UCP)

Purpose: The Accelerated Schools (ACES, TAS, & WAHS) is committed to fostering a positive and collaborative environment where students, parents, staff, and community members feel heard and valued. This policy provides a structured yet accessible process for addressing comments, concerns, and complaints regarding school operations, policies, and practices while promoting resolution at the lowest level possible. To ensure transparency and accountability, The Accelerated Schools will track and review complaint resolutions periodically and provide summaries in board meetings.

Scope: This policy applies to general concerns about school programs, classroom practices, communication, facilities, and other non-legal matters. Issues requiring a formal review, such as discrimination, harassment, or legal violations, should be directed to the Network's Uniform Complaint Policy (UCP).

Procedure:

1. **Informal Resolution (Step 1 - Direct Communication)**
    - Stakeholders are encouraged to address concerns directly with the individual involved (e.g., teacher, staff member, administrator) to seek a resolution.
        i. If a concern involves a classroom issue, parents/guardians should contact the teacher via email, phone, or an in-person meeting scheduled through the school office before escalating the matter.
        ii. If a concern involves an out-of-classroom issue, parents/guardians should contact the operations manager via email, phone, or an in-person meeting scheduled through the school office before escalating the matter.

2. **School-Level Concern Resolution (Step 2 - Administrative Support)**
    - If the concern is not resolved at the informal level, educational partners may submit their concerns to the school principal or designee.
    - A meeting may be scheduled to discuss the concern and explore possible solutions.
    - The school administrator will provide a response within ten (10) school days.

3. **Network-Level Review (Step 3 - Escalation to TAS Administration)**
    - If the issue remains unresolved, the concern may be escalated to The Accelerated Schools' central administration by submitting a written statement detailing the concern and prior attempts at resolution.
    - The Network will review the concern and acknowledge receipt within three (3) school days, providing a full response within fifteen (15) school days.

4. **Final Review**
    - If the educational partner is unsatisfied with the Network response, they may request a review by the CEO or their designee.
    - If necessary, concerns may be presented to the TAS Board of Trustees.
    - A final written decision will be provided within twenty (20) school days.

Submitting a Concern

- Concerns may be submitted in writing via email, letter, or form. If parents/families don't submit a written complaint, the complaint will be documented by the school and shared with all parties.
- TAS provides complaint forms in multiple languages to ensure accessibility for all stakeholders.
- Anonymous complaints may be considered, but their resolution may be limited due to the lack of direct follow-up opportunities. TAS will still assess the information provided and take appropriate action where possible.

Resolution Process
The Network encourages timely and respectful dialogue at all levels. Every effort will be made to resolve concerns at the lowest possible level in a fair and timely manner. All concerns will be handled confidentially to the extent possible.

Exemptions:
- Complaints related to discrimination, harassment, intimidation, or bullying should be filed under the Uniform Complaint Policy (UCP).
- Personnel matters related to employment should be directed to Human Resources.

Contact Information
For more information or to submit a concern, please contact: Mairin Finn, Chief Schools Officer at mfinn@accelerated.org.

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 appropriate 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 waitlist 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 ad 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 waitlist. 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.

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 dismal 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

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 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 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.

We encourage our students to attend their full school day and that appointments be made at the end of the school 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.

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 ensure 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 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. Refer to the Bell Schedules above for specific times for each site.

ACES Bell Schedule:

Accelerated Charter Elementary School
ACES Bell Schedule / *Horario Escolar*
2025 - 2026

MONDAYS (Minimum day) **LUNES (día mínimo)**

Time/Hora	Activity/Actividad
7:00 a.m.	School Opens / Escuela abre
7:00 a.m. – 7:45 a.m.	Early Breakfast / Desayuno temprano
8:00 a.m.	Classes Begin / Clases comienzan
Morning Recess **Descanso Matutino**	**Grades/Grados**
9:00 – 9:20 a.m.	Transitional-kinder and Kinder
9:20 – 9:40 a.m.	Grade 1, 2
9:40 – 10:00 a.m.	Grade 3, 5
10:00 – 10:20 a.m.	Grade 4, 6
LUNCH/Almuerzo	**Grades/Grados**
11:00 – 11:40 p.m.	Transitional-Kinder and Kindergarten
11:40 – 12:20 p.m.	Grades 1, 2
12:20 – 1:00 p.m.	Grades 3, 5
12:40 – 1:20 p.m.	Grades 4, 6
1:00 p.m.	Dismissal / Salida: TK and Kinder (After School Begin/Después de escuela comienza)
1:10 p.m.	Dismissal / Salida: 1st – 3rd (After School Begin/Después de escuela comienza)
1:20 p.m.	Dismissal / Salida: 4th – 6th (After School Begin/Después de escuela comienza)

TUESDAY – FRIDAY **MARTES A VIERNES**

Time/Hora	Activity/Actividad
7:00 a.m.	School Opens / Escuela abre
8:00 a.m.	Classes Begin / Clases comienzan
Morning Recess **Descanso Matutino**	**Grades/Grados**
9:00 – 9:20 a.m.	Transitional-kinder, Kinder
9:20 – 9:40 a.m.	Grade 1, 2
9:40 – 10:00 a.m.	Grade 3, 5
10:00 – 10:20 a.m.	Grade 4, 6
LUNCH/Almuerzo	**Grades/Grados**
11:00 – 11:40 p.m.	Transitional-Kinder and Kindergarten
11:40 – 12:20 p.m.	Grades 1, 2
12:20 – 1:00 p.m.	Grades 3, 5
12:40 – 1:20 p.m.	Grades 4, 6
2:40 p.m.	Dismissal / Salida: TK and Kinder (After School Begin/Después de escuela comienza)
2:50 p.m.	Dismissal / Salida: 1st – 3rd (After School Begin/Después de escuela comienza)
3:00 p.m.	Dismissal / Salida: 4th – 6th (After School Begin/Después de escuela comienza)

TAS TK-8th Grade Bell Schedule:

2025-2026 The Accelerated School TK-5 Bell Schedule

TK-Kindergarten: Mondays 8:00-1:00 pm; Tuesdays-Fridays 8:00-2:30 pm
Grades 1-2: Mondays 8:00-1:15 pm; Tuesdays-Fridays 8:00-2:40 pm
Grades 3-5: Mondays 8:00-1:30 pm; Tuesdays-Fridays 8:00-2:50 pm

Grades *Grados*	1st Recess *Primero receso*	Lunch *Almuerzo*	2nd Recess *Segundo receso*	PE *Educación física*	Dance *Clase de baile*
TK & Kinder **TAS 2**	9:55-10:15 am	11:30-12:15 pm	1:30-1:45 pm	**T/Th/F**: 9:05-9:55 am	**T/W**: 9:05-9:55 am
1st	9:30-9:45 am	**M**: 11:00-11:30 am **T-F**: 11:15-11:35 am	**M**: 11:30-11:45 am **T-F**: 11:35-12:00 pm	**M (Lead only)**: 10:10-11:00 am **T/Th**: 1:00-1:50 pm	**W**: 10:20-11:10 am 1:00-1:50 pm
2nd	9:15-9:30 am	**M**: 11:00-11:30 am **T-F**: 11:15-11:35 am	**M**: 11:30-11:45 am **T-F**: 11:35-12:00 pm	**T (Lead only)**: 10:20-11:10 am **Th/F**: 10:20-11:10 am	**T/W**: 10:20-11:10 am
3rd	9:15-9:30 am	**M**: 11:00-11:30 am **T-F**: 11:15-11:35 am	**M**: 11:30-11:45 am **T-F**: 11:35-12:00 pm	**T (Lead only)**: 2:00-2:50 pm **Th/F**: 2:00-2:50 pm	**T/W**: 2:00-2:50 pm
4th	9:45-10:00 am	12:25-12:45 pm	12:00-12:25 pm	**M (Lead only)**: 11:10-12:00 pm **W/F**: 12:50-1:40 pm	**T**: 12:50-1:40 pm
4/5 Combo	9:45-10:00 am	12:25-12:45 pm	12:00-12:25 pm	**M/T/Th**: 11:10-12:00 pm	**W**: 11:10-12:00 pm
5th	9:45-10:00 am	12:25-12:45 pm	12:00-12:25 pm	**Th (Lead only)**: 11:10-12:00 pm **W/F**: 11:10-12:00 pm	**T**: 11:10-12:00 pm

Monday (Alternating Blocks)		Tuesday (Odd)		Wednesday (Even)		Thursday (Odd)		Friday (Even)	
8:00 - 9:09	1/2	8:00 - 9:30	1	8:00 - 9:30	2	8:00 - 9:30	1	8:00 - 9:30	2
9:14 - 10:23	3/4	9:30 - 9:45	Nutrition	9:30 - 9:45	Nutrition	9:30 - 9:45	Nutrition	9:30 - 9:45	Nutrition
10:23 - 10:57	Brunch	9:50 - 11:20	3	9:50 - 11:20	4	9:50 - 11:20	3	9:50 - 11:20	4
11:02 - 12:11	5/6	11:25 - 12:55	5	11:25 - 12:55	6	11:25 - 12:55	5	11:25 - 12:55	6
12:16 - 1:25	7/8	12:55 - 1:25	Lunch	12:55 - 1:25	Lunch	12:55 - 1:25	Lunch	12:55 - 1:25	Lunch
1:30 - 2:30	GLT	1:30 - 3:00	7	1:30 - 3:00	8	1:30 - 3:00	7	1:30 - 3:00	8
2:30 - 4:30	PD								

TAS 6-8 Bell Schedule - Regular

2025-2026 WAHS Bell Schedule:

Monday	
8:30 - 9:30	Period 1/2
9:35 - 10:35	Period 3/4
10:40 - 11:35	Advisory
11:35 - 12:05	Brunch
12:10 - 1:10	Period 5/6
1:15 - 2:15	Period 7/8
2:30 - 4:20	PD

Tuesday	
8:30 - 10:00	1
10:00 - 10:15	Nutrition
10:20 - 11:50	3
11:50 - 12:20	Lunch
12:25 - 1:55	5
2:00 - 3:30	7

Wednesday	
8:30 - 10:00	2
10:00 - 10:10	Nutrition
10:15 - 11:45	4
11:45 - 12:15	Lunch
12:20 - 1:50	6
2:00 - 3:30	8

Thursday	
8:30 - 10:00	1
10:00 - 10:10	Nutrition
10:15 - 11:45	3
11:45 - 12:15	Lunch
12:20 - 1:50	5
2:00 - 3:30	7

Friday	
8:30 - 10:00	2
10:00 - 10:10	Nutrition
10:15 - 11:45	4
11:45 - 12:15	Lunch
12:20 - 1:50	6
2:00 - 3:30	8

Regular

Monday	
8:30 - 9:30	Period 1/2
9:35 - 10:35	Period 3/4
10:40 - 11:35	Advisory
11:35 - 12:05	Brunch
12:10 - 1:10	Period 5/6
1:15 - 2:15	Period 7/8
2:30 - 4:20	PD

Odd Periods	
8:30 - 9:30	1
9:35 - 10:35	3
10:35 - 10:45	Nutrition
10:50 - 11:50	5
11:50 - 12:20	Lunch
12:25 - 1:25	7

Even Periods	
8:30 - 9:30	2
9:35 - 10:35	4
10:35 - 10:45	Nutrition
10:50 - 11:50	6
11:50 - 12:20	Lunch
12:25 - 1:25	8

Minimum Day

Assembly A	
8:30 - 9:45	1/2
9:45 - 9:55	Nutrition
10:00 - 11:15	3/4
11:15 - 12:15	Assembly A
12:15 - 12:45	Lunch
12:50 - 2:05	5/6
2:05-2:10	Break
2:15 - 3:30	7/8

Assembly B	
8:30 - 9:45	1/2
9:45 - 9:55	Nutrition
10:00 - 11:00	Assembly B
11:00 - 12:15	3/4
12:15 - 12:45	Lunch
12:50 - 2:05	5/6
2:05-2:10	Break
2:15 - 3:30	7/8

Assembly

Monday	
8:30 - 9:30	Period 1/2
9:35 - 10:35	Period 3/4
10:40 - 11:35	Advisory
11:35 - 12:05	Brunch
12:10 - 1:10	Period 5/6
1:15 - 2:15	Period 7/8
2:30 - 4:20	PD

Tuesday	
8:30 - 9:25	1
9:25 - 9:35	Nutrition
9:40 - 11:55	Testing
11:55 - 12:25	Lunch
12:30 - 1:25	3
1:30 - 2:25	5
2:25-2:30	Break
2:35 - 3:30	7

Wednesday	
8:30 - 9:25	2
9:25 - 9:35	Nutrition
9:40 - 11:55	Testing
11:55 - 12:25	Lunch
12:30 - 1:25	4
1:30 - 2:25	6
2:25-2:30	Break
2:35 - 3:30	8

Thursday	
8:30 - 9:25	1
9:25 - 9:35	Nutrition
9:40 - 11:55	Testing
11:55 - 12:25	Lunch
12:30 - 1:25	3
1:30 - 2:25	5
2:25-2:30	Break
2:35 - 3:30	7

Friday	
8:30 - 9:25	2
9:25 - 9:35	Nutrition
9:40 - 11:55	Testing
11:55 - 12:25	Lunch
12:30 - 1:25	4
1:30 - 2:25	6
2:25-2:30	Break
2:35 - 3:30	8

Testing

Monday	
8:30 - 9:30	Period 1/2
9:35 - 10:35	Period 3/4
10:40 - 11:35	Advisory
11:35 - 12:05	Brunch
12:10 - 1:10	Period 5/6
1:15 - 2:15	Period 7/8
2:30 - 4:20	PD

Tuesday	
8:30 - 9:35	1
9:40 - 10:45	3
10:45 - 10:55	Nutrition
11:00 - 12:05	5
12:05 - 12:45	Lunch
12:50 - 2:20	Pep Rally
2:25 - 3:30	7

Wednesday	
8:30 - 9:35	2
9:40 - 10:45	4
10:45 - 10:55	Nutrition
11:00 - 12:05	6
12:05 - 12:45	Lunch
12:50 - 2:20	Pep Rally
2:25 - 3:30	8

Thursday	
8:30 - 9:35	1
9:40 - 10:45	3
10:45 - 10:55	Nutrition
11:00 - 12:05	5
12:05 - 12:45	Lunch
12:50 - 2:20	Pep Rally
2:25 - 3:30	7

Friday	
8:30 - 9:35	2
9:40 - 10:45	4
10:45 - 10:55	Nutrition
11:00 - 12:05	6
12:05 - 12:45	Lunch
12:50 - 2:20	Pep Rally
2:25 - 3:30	8

Pep Rally

Program Overview
In order to promote the well-being of all students in the Accelerated Schools (TAS, ACES, & WAHS), we will launch a robust menu of enrichment workshops, with the intention of serving all students across the Accelerated Schools network. These workshops will take place both during the traditional school day and after school.

The program is designed to meet the following objectives:

- Experience enrichment opportunities and collaborate with other students to build relationships and basic interpersonal communication skills.
- Build skills and talent through professional enrichment learning, such as learning an instrument or organized sports.
- Build Opportunities for students to broaden their experience and understanding of the world through field trips, community activism and cultural events.
- Provide additional time for academic tutoring opportunities

Program Hours

	Monday	Tuesday	Wednesday	Thursday	Friday
ACES	1:30pm - 6:00pm	3pm - 6:00pm	3pm - 6:00pm	3pm - 6:00pm	3pm - 6:00pm
TAS ES	1:30pm - 6:00pm	3pm - 6:00pm	3pm - 6:00pm	3pm - 6:00pm	3pm - 6:00pm
TAS MS	1:30pm - 6:00pm	3:00pm - 6:00pm	3:00pm - 6:00pm	3:00pm - 6:00pm	3:00pm - 6:00pm
WAHS	2:15pm - 6:00pm	3:30pm - 6:00pm	3:30pm - 6:00pm	3:30pm - 6:00pm	3:30pm - 6:00pm

Program Offerings
Through our afterschool programs, students will have the opportunity to participate in various enrichment activities, including:

- **Skill-based workshops**, in areas such as music, drama, dance, STEM, gaming/esports, and athletics, taught by professional practitioners.
- **Tutoring and Academic Support**

Extended Learning Opportunities, including field trips, college trips, and special events.

After School Program Sports:
The mission of the ARC After Schools Sports Program Athletic Department is to coordinate, supervise, and direct interscholastic activities that enhance and protect the total educational process of all student participants.

The Athletic Department believes that this program can assist in the academic, emotional, and physical development of our students through the promotion of teamwork, sportsmanship and athletic competition.

All activities programs shall be formulated to promote citizenship and the academic mission of the school. Our programs offer competitive league play in a variety of sports such as: soccer, basketball, volleyball, flag football, cooking, dancing, cheerleading, etc.

STUDENT SCHOOL POLICIES

Uniform/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 negative 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. If applied fairly, the uniform/dress code policy instills a sense of unity and pride.

Exceptions to the uniform/dress code will be made as necessary to avoid discrimination against any religions, cultural groups, or other protected classifications as approved by administration.

Please note that the uniform/dress code is mandatory for all students.

ACES	Uniform	Dress Code
Shirts	Polo shirt, in school colors: Navy Blue with school logo	Polo shirt, button-down shirt or T-shirt, in school colors (Navy Blue), without any logos larger than 3” x 3”
Pants / Shorts / Skirts	Blue (See guidelines below for length restrictions)	Any pants, jeans, shorts, or skirts.
Sweaters & Sweatshirts	Any school-issued sweater or sweatshirt	Sweaters or sweatshirts in school colors (Navy Blue) without any logos larger than 3” x 3”
Jackets & Other Outerwear	Students are permitted to wear jackets that comply with the guidelines below. Jackets may not be used to conceal violations of the uniform policy and/or code, and staff may request that students remove jackets while indoors.	
Headwear	• Students may wear school caps and beanies or plain caps and beanies in school colors (blue and red) or neutral colors (black, gray, white), but these items must be removed inside the classroom. • Cultural and/or religious headwear are permitted. • Headwear may NOT cover the ears and/or obstruct a clear view of the student’s eyes. • Headwear may not display any logos other than school logos.	
Notes	• In addition to the items listed above the school uniform policy and code permit school spirit gear, including school T-shirts, school sweatshirts, and letterman jackets. • On specified school spirit days, some aspects of the code may be waived in order to allow for thematic attire.	

TAS	Uniform
Collared Shirts	Light Blue Navy
Spirit Wear	Any school-issued Spirit Wear is acceptable
Pants **Shorts** **Skirts**	Navy
Sweaters & Sweatshirts	Any school-branded sweater or sweatshirt or plain navy blue or light blue (no large graphics)
Footwear	No open-toed shoes No slides, sandals, flipflops
Notes	● Any school issued shirt, sweatshirt, sweater, jacket, skirt, shorts, and sweatpants spirit wear is acceptable ● PE uniforms are allowed at all times ● In addition to the items listed above, all school spirit gear, including school T-shirts, school sweatshirts, and letterman jackets are allowed. ● On specified school spirit days, some aspects of the uniform policy may be waived to allow for thematic attire.
Prohibited Items	The following attire is prohibited AT ALL TIMES, including free dress days and thematic attire days: ● Violent language or images. ● Any items with large graphics that are not school-related ● Images or language depicting/suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity). ● Bulletproof vests, body armor, tactical gear, or facsimile. ● Hate speech, profanity, pornography. ● Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups. ● Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed) ● Swimsuits (except as required in class or athletic practice). ● Accessories that could be considered dangerous or could be used as a weapon. ● Any item that obscures the face or ears (except as a religious observance and personal protective equipment).

WAHS	Uniform	Dress Code
Collared Shirts	White Polo with School logo	White
Pants Shorts Skirts	Khaki or Navy pants, skirt, shorts	Khaki or Navy
Sweaters & Sweatshirts	Any school-branded sweater or sweatshirt	Or plain navy (no large graphics) or college-branded sweatshirt
Footwear	No open-toed shoes No slides, sandals, flipflops	No open-toed shoes No slides, sandals, flipflops
Spirit Wear	Any school-issued Spirit Wear is acceptable	
Notes	● Any school issued shirt, sweatshirt, sweater, jacket, skirt, shorts, and sweatpants spirit wear is acceptable ● PE uniforms are allowed at all times ● In addition to the items listed above, all school spirit gear, including school T-shirts, school sweatshirts, and letterman jackets are allowed. ● On specified school spirit days, some aspects of the uniform policy may be waived to allow for thematic attire.	
Prohibited Items	The following attire is prohibited AT ALL TIMES, including free dress days and thematic attire days: ● Violent language or images. ● Any items with large graphics that are not school-related ● Images or language depicting/suggesting drugs, alcohol, vaping, or paraphernalia (or any illegal item or activity). ● Bulletproof vests, body armor, tactical gear, or facsimile. ● Hate speech, profanity, pornography. ● Images or language that create a hostile or intimidating environment based on any protected class or consistently marginalized groups. ● Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed) ● Swimsuits (except as required in class or athletic practice). ● Accessories that could be considered dangerous or could be used as a weapon. ● Any item that obscures the face or ears (except as a religious observance and personal protective equipment).	

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 100%. However, all students are expected to maintain at least 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.
- In California, **chronic absenteeism** is defined as a student being absent for 10% or more of the school days they are enrolled, regardless of whether the absences are excused or unexcused. This metric is a key performance indicator on the California School Dashboard, particularly for students in transitional kindergarten through grade eight. High rates of chronic absenteeism are associated with lower academic achievement, increased dropout rates, and persistent educational inequities, especially among students from disadvantaged backgrounds.
- 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 daytime 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://TheAcceleratedSchools.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, they must obtain a late slip from the school office.

Tardies between Classes (Grades 6-12)
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 they has been reported truant three or more times per school year.

Absence Verification
Please call the school no later than 9:00 AM 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 an 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 the end of the third day. School administration must be contacted for students with extenuating circumstances and cases will be reviewed on an individualized basis.

Parents, please be advised that 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 their next break. If your child is ill, they must go to the health office, so the health office staff can take appropriate action including notifying parents.

At The Accelerated Schools, we recognize that cell phones are an essential tool for communication and can support student engagement when used appropriately. To maintain a focused and productive learning environment, we have established the following guidelines for cell phone use:

Permitted Use

- Students **may use cell phones during non-instructional times**, specifically during **nutrition and lunch breaks**.
- Cell phones must be used responsibly and in accordance with school rules during these times.

Restricted Use

- **Cell phone use is strictly prohibited during instructional time**, including while in classrooms, during interventions, and any other learning activities.
- Phones must be **turned off or set to silent and stored out of sight** (in backpacks or designated storage areas) during instructional blocks.

Intervention System for Policy Violations

1. **First Infraction – Verbal Warning**
    - The student will receive a verbal reminder of the policy and be asked to put their phone away immediately.
    - Purpose: Reminder of the policy and why it has been implemented.
2. **Second Infraction – Confiscation and Parent/Guardian Retrieval Required**
    - The phone will be confiscated by school staff and secured in the main office.
    - **Only a parent or guardian may retrieve the phone in person** during regular office hours.
    - The student and parent/guardian may be required to attend a brief conference to review the policy.
    - Purpose: Review the policy, clarify any questions, and set a parent/guardian agreement.
3. **Third Infraction – Confiscation and Parent/Guardian Retrieval Required**
    - The phone will be confiscated by school staff and secured in the main office.
    - **Only a parent or guardian may retrieve the phone in person** during regular office hours.
    - The student and parent/guardian will be required to attend a brief conference to review the policy.
    - Purpose: Review the policy, clarify any questions, and set a parent/guardian agreement.
4. **Fourth Infraction – Confiscation and Parent/Guardian Retrieval Required**
    - The phone will be confiscated by school staff and secured in the main office.
    - **Only a parent or guardian may retrieve the phone in person** during regular office hours.
    - Parent conference with the Dean of Culture and students will be placed on a Device contract where the student will have to check their dive with the Dean/Front Office Team at the beginning of the day and retrieve at the end of the school day.
    - Purpose: Place the student on an electronic contract and explain the next steps.

Additional Considerations

- Continued violations beyond the second infraction may result in further disciplinary actions, including loss of cell phone privileges on campus or additional restorative interventions.

- The school is not responsible for lost, stolen, or damaged devices brought to campus.

We ask for the partnership of our families to help reinforce these expectations and ensure that our learning environment remains free of unnecessary distractions.

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 computers, textbooks, library books, and other school property.
- Help students find a safe place to keep computers and 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.

Personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players, computers, video cameras, 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 are not responsible for lost or stolen items (including those in lockers).

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.

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

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.

Technology Acceptable Use Policy (AUP)
The Network's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the Network (the "network."). **Only current students or employees are authorized to use the network.**

The Network will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The Network reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of Network property, network and/or Internet access or files, including email.

Acceptable Uses of the TAS Computer Network or the Internet
Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the Network's network due to violation of this policy or is no longer an TAS student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate Network personnel. Access is provided primarily for education and Network business. Staff may use the Internet, for incidental personal use during duty-free time**. By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate Network personnel.

Unacceptable Uses of the Computer Network or Internet
These are examples of inappropriate activity on the Network website, but the Network reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the Network, students, employees, schools, network or computer resources, or (2) that expend Network resources on content the Network in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by Network as inappropriate.

Violating any state or federal law or municipal ordinance, such as:
- Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:

a. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
b. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
c. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
d. Using any Network computer to pursue "hacking," internal or external to the Network, or attempting to access information protected by privacy laws; or
e. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

- Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
    a. Using another's account password(s) or identifier(s);
    b. Interfering with other users' ability to access their account(s); or
    c. Disclosing anyone's password to others or allowing them to use another's account(s).
- Using the network or Internet for Commercial purposes:
    a. Using the Internet for personal financial gain;
    b. Using the Internet for personal advertising, promotion, or financial gain; or
    c. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access TAS accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home ad, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all Network security policies.

Penalties for Improper Use

The use of a Network account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from Network employment, or criminal prosecution by government authorities. The Network will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The Network makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the Network's network are to be borne by the user. The Network also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the Network, its affiliates, or employees.

- **I have read, understand and agree to abide by the provisions of the Acceptable Use Policy of *The Accelerated Schools.***

Student Name	Grade	Teacher
Parent Name (Print)	Parent Signature	Date

OTHER SCHOOL POLICIES/PROGRAMS

School Supplies And Materials
All school supplies and materials will be provided to students free of charge

Caps and gowns are not required to graduate or participate in the graduation ceremony at Wallis Annenberg High School. In accordance with California state law, families cannot be mandated to purchase or rent caps and gowns for graduation.

Students are welcome to participate in the ceremony with or without a cap and gown. For families who wish to purchase them as keepsakes, our approved vendor will offer group rates to ensure affordability. A representative from the vendor will give a presentation to share details with students and families.

If you choose to purchase a cap and gown, please inform our college counselor. For any questions or concerns, feel free to contact the WAHS Office.

TAS
Students who are participating in Physical Education classes are not required to have a standard issue or purchased uniform, although uniforms will be available for optional purchase.

Students are required to change into athletic clothes for PE, as not doing so may pose health and sanitary concerns. Students must also change out of their PE clothes for their other classes. Also, in order to allow faculty and staff to identify which students are participating in Physical Education, all students must adhere to the following guidelines for PE:

- Shirt: Gray T-Shirt or Sweatshirt
- Pants: Black Athletic Shorts, Sweatpants, or Yoga pants
- Closed Toe Shoes with Socks

WAHS
Students enrolled in Physical Education are not required to purchase a standard School PE uniform, though optional uniforms will be available for families who wish to buy them.

However, all students must have appropriate clothing for PE to maintain health and hygiene standards.

To help staff easily identify students participating in PE, all students must follow the PE dress guidelines:

- Top: Gray t-shirt or sweatshirt
- Bottom: Black athletic shorts, sweatpants, or yoga pants
- Shoes: Closed-toe athletic shoes with socks

If you have any questions, please contact a WAHS Physical Education teacher.

ACES
Students are required to wear their ACES issued P.E. Uniform

The Accelerated Schools respect the importance of celebrating our students' 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. Healthy snacks are encouraged in alignment with our Wellness Policy. Additionally, we ask that families **be mindful of food allergies** and **refrain from bringing items containing shellfish, nuts, or nut-based products** to ensure the safety and well-being of all students.

Animals are not allowed on The Accelerated Schools campuses. **Only service animals as defined by the Americans with Disabilities Act (ADA) are permitted.** Emotional support animals, therapy animals, and pets are not allowed.

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.

At The Accelerated Schools, all members of the school community (faculty, staff, 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

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 and Family Engagement 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 and Family Engagement Policy, please refer to the schools' website.

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).

The Accelerated Schools are committed to providing a safe, civil and secure school environment. It is the Network'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.

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.
- Be a migratory or abandoned, runaway, or pushed out youth that qualifies as homeless because they 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

are 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 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.

In response to the growing concerns surrounding vaping among students, we have taken proactive steps to address this issue within our school community. As part of our ongoing efforts to maintain a healthy and safe environment for all students, we have installed vape detectors in various locations throughout the TAS/WAHS campus.

These detectors are designed to alert our staff immediately if any vaping activity is detected in the vicinity. This will enable us to intervene promptly and provide necessary support and guidance to students who may be engaging in this harmful behavior.

We believe that prevention and education are key in combating the rise of vaping among young people. Alongside the installation of these detectors, we are continuing to educate our students about the risks associated with vaping and providing them with resources to make informed choices about their health and well-being.

As partners in your child's education, we encourage you to initiate open and honest conversations with them about the dangers of vaping. Your support and involvement are invaluable in reinforcing the messages we convey at school.

If you have any questions or concerns about this initiative, please don't hesitate to reach out to us. We are committed to working together with parents and guardians to create a safe and nurturing environment for all students.

The Accelerated Schools participate in the National School Lunch Program and under the Community Eligibility Program. All students are eligible and provided daily nutritious meals: one free breakfast and one free lunch meal during the school sessions and one free meal after school to all students. Parents are asked to complete an income survey for each student and household for Title I purposes.

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.

Emergency Preparedness & Student Release Procedures

The safety and well-being of our students and staff is our highest priority. To ensure we're ready for emergencies, The Accelerated Schools conducts regular drills throughout the year, including fire, earthquake, shelter-in-place, and lockdown drills. Each October, we also participate in the statewide Great ShakeOut earthquake preparedness exercise.

These drills help us strengthen our ability to protect students, save lives, and reduce injuries. During each drill, students and staff follow the steps in our Safe School Plan. Families are encouraged to participate in the Great ShakeOut and stay informed about emergency procedures.

Contact Information

Please make sure your contact details are up to date both at the school and in Parent Portal/PowerSchool. In a real emergency, accurate contact information is critical.

Student Release During Emergencies

If an actual emergency occurs, the school will determine when it is safe to begin releasing students. When that time comes, two designated Reunion Gates will be used for student pick-up. Students will only be released to individuals listed on their Emergency Information Card, and a valid photo ID is required.

Reunion Gate Locations:

- ACES (Grades TK–5): Parking Lot Gate on Main Street
- TAS (Grades 1–8): Main Front Entrance on Main Street
- TAS 2 (Grades TK–K): Front Gate on 36th Street
- WAHS (Grades 9–12): Field Gates on Woodlawn

TAS 2 Emergency Notes:

In the event of an emergency at TAS 2, students will remain in the play area, and the main front entrance will serve as the reunion gate. If that area is unavailable, students will walk to the south parking lot across from St. Stephen's Hall. The alternative reunion gate will be on the north entrance of that lot.

Release Procedures:

- Five parents will be admitted at a time.
- Parents will check in at the Help Desk and show ID.
- Staff will verify ID and coordinate student retrieval.
- Families will reunite at the designated gate and exit through:
    - Main Street Front Gate (TAS & ACES)
    - Woodlawn Field Gate (WAHS)

General Emergency Protocols

Public schools are among the safest buildings in the community, built to strict seismic and safety standards under the California Field Act. Most schools experience less structural damage in an earthquake compared

to residential or commercial buildings. Campuses are equipped with fire alarms and sprinkler systems to protect students and staff.

- Fire/Earthquake: Students will be moved to outdoor assembly areas (field or play yard).
- Lockdown/Shelter-in-Place: Students will remain safely indoors until further notice.
- Threat of Violence: Students will be secured in locked classrooms. No student release will occur until law enforcement declares the campus safe.

During a campus lockdown, parents will not be able to pick up students until the all-clear is given. Please trust that students are being sheltered securely and will be released as soon as it is safe.

Questions?
For questions about your school's emergency procedures, please contact your site's administration. And don't forget to keep your emergency contact information up to date.

SCHOOL/HOME COMMUNICATION

Parent/Family Agreement Outline

Every year parents and students are asked to agree to comply with the conditions of the Parent/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, being in the classroom on time, well rested, fed, in 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 uniform or code policy

III. **Participate by:**
   a) Attending and participating at parent meetings
   b) Complying with school rules and procedures for a safe school environment

Parent Meetings
Parent meetings are an important time for parents and staff members to communicate and plan with each other. Please read notices sent home and listen to Parent Square messages for school-wide meeting information. There may be slight variances due to calendaring issues.

1. Parent Conferences
2. Back to School Night
3. Family Conference
4. Student Showcase

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 learn about available volunteer opportunities. Some activities include: helping in the classroom, supporting field trips, assisting 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.

For the safety of all students, all visitors and volunteers must check in at the main office and be screened through the Raptor Visitor Management System. This process helps us ensure a secure learning environment by verifying visitor identity and screening against relevant safety databases.

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

Parent Newsletter
Please make sure you read the Parent Newsletter as they will include important information, dates and school activities. All information included in the parent newsletters as well as additional attachments must be first approved by the school principal(s).

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

PowerSchool
To strengthen our school to home communication and to better support your child academically, all parents at The Accelerated Schools have access to our online 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. If you have any issues accessing this platform, please be sure to reach out to your site's Main Office for support.]

ParentSquare is our primary tool for school communication. Make sure your contact information is up to date in Parent Portal/PowerSchool to receive important updates, reminders, and messages from your child's school. This includes announcements about events, schedule changes, and emergency alerts. If you need help accessing ParentSquare, please contact the Main Office.

SCHOOL & CLASSROOM EXPECTATIONS

At The Accelerated Schools, we believe that clear expectations help students thrive. The following guidelines support a positive, respectful, and focused learning environment for all:

- 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
- Uniform or Dress Code required Monday - Friday
- Ask for help

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

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.

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. Please be sure to keep your mailing address updated with your child's school.

- **ACES** students will receive Report Cards in January and June
- **TAS** students in grades K-5 will receive progress reports every 9 weeks and students in grades 6-8 will receive progress reports every 5 weeks.
- **WAHS** students will receive 2-3 progress reports each semester

State testing takes place once a year during the spring semester. Please refer to our parent reminders for specific testing dates and any bell schedule changes.

To support your child's success on testing days:

- Ensure they get plenty of rest the night before
- Provide a healthy breakfast
- Make sure they arrive at school on time

Students who miss a test will be scheduled for make-up sessions during regular school hours the following week.

To monitor academic progress, students also take internal assessments at the beginning, middle, and end of the school year:

- Elementary students iReady Assessments
- Secondary students: NWEA Assessments

- Grades 3–11 (All Sites): Interim Comprehensive Assessments (ICA), which help track progress toward the CAASPP SBAC state test

Attendance is especially important on testing days, as results help us identify progress and determine any support or interventions your child may need.

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.

- Call the school and leave a message in the main office or on the voicemail system.
- Email 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

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.

All students may be assigned 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 (6^{th}-12^{th}) students can check missing homework assignments on our various learning platforms:

Core Curriculum		
ACES	**TAS**	**WAHS**
English: Wonders/Maravillas **Math**: Eureka Math **Science**: Inspire Science	TK-8 Literacy: EL Education TK-5 Math: Ready Math 6-8 Math: Illustrative Math TK-5 Science: Inspire 6-8 Science: OpenSciEd 6-8 History: DBQ Project 6-8 Spanish: Vista	English: Odell Education Math: Illustrative Math Science: OpenSciEd History: DBQ Project Spanish: Vista
Testing Platforms		
K-6 iReady	K-5 iReady 6-8 Gradient 6-8 NWEA	Gradient NWEA

Tutoring: ACES, TAS, & WAHS
If your child is selected for tutoring, you will be contacted by the school or classroom teacher. Please visit the main office to obtain a tutoring schedule.

Parents may also contact the teachers directly or visit the main office about tutoring opportunities.

Elementary School - Grading Scale:

TAS TK - 5

4 = Standards Exceeded
3 = Standards Met
2 = Standards Nearly Met
1 = Standards Not Met

ACES TK - 6

4 = Consistent Mastery
3 = Approaching Mastery
2 = Partial Application
1 = Minimal Application

Middle School & High School (TAS 6 - 8, WAHS 9 - 12) Grading Scale:

Students will be graded on the following scale:

A = 4 = Exceeding Standards
B = 3 = Met Standards
C = 2 = Standards Nearly Met
NC = 1 = No Credit

Graduation Requirements
In order to graduate from WAHS, students must meet the A-G Requirements (for admission to the University of California and California State University systems), along with the courses required for high school graduation by the State of California. (See yellow column, labeled "WAHS Graduation."

WAHS students are expected to work toward the prestigious "Accelerated Diploma," which requires additional coursework in excess of what is required for graduation from WAHS.

Recognizing that our graduation requirements are stringent, we have established a process through which we identify students who will have alternate graduation requirements. Graduation requirements are changed on a case-by-case basis and in agreement with the student and parents.

Graduation Requirements for Classes of 2026, 2027, 2028	A-G	WAHS Diploma	Accelerated Diploma***
History (A)	2 years	3 years	3 years
English (B)	4 years	4 years	4 years
Mathematics (C)	3 years	3 years	4 years
Science (D)	2 years	2 years	4 years
World Language (E)	2 years	2 years	3 years
Visual & Performing Arts (F)	1 year	1 year	1 year
College Prep Elective (G)*	1 year	1 year	1 year
Physical Education		2 years	2 years
Other		Health**	Health** One of the following: ● Complete 3-Year CTE Pathway ● 1 Year of College Coursework ● State Seal of Biliteracy ● Score of 3+ on 2 AP Exams
Credits		220	250

Notes:
* Students can meet the "G" requirement by completing any 1-year course from any of the A - F categories.
** Health may be taught as a 1-semester course, incorporated into the content of another course, or offered as a supplement.
*** Prestigious Diploma

Beginning with the graduating class of 2029, new requirements have been introduced. The graduation requirements are outlined below.

Graduation Requirements beginning with Classes of 2029	A-G	WAHS Diploma	Accelerated Diploma***
History (A)	2 years	3 years	3 years
English (B)	4 years	4 years	4 years
Mathematics (C)	3 years	3 years	4 years
Science (D)	2 years	2 years	4 years
World Language (E)	2 years	2 years	3 years
Visual & Performing Arts (F)	1 year	1 year	1 year
College Prep Elective (G)*	1 year	1 year	1 year
Physical Education		2 years	2 years
Other		Health** Ethnic Studies** Personal Finance**	Health** Ethnic Studies** Personal Finance** One of the following: • Complete 3-Year CTE Pathway • 1 Year of College Coursework • State Seal of Biliteracy • Score of 3+ on 2 AP Exams
Credits		220	250

Notes:

* Students can meet the “G” requirement by completing any 1-year course from any of the A - F categories.

** A 1-semester course

*** Prestigious Diploma

Course Sequences

Although courses sequences may be modified to meet the needs of individual students, a typical sequence of courses for a WAHS student is represented below:

	9th Grade	10th Grade	11th Grade	12th Grade
History (A)	Ethnic Studies (G)	World History	US History or AP US History	US Government (1 Sem.) or Virtual Enterprise
English (B)	English 9	English 10	ERWC 11 or AP Language	ERWC 12 or AP Literature
Mathematics (C)	Algebra 1 (Double Block)	Geometry (Double Block)	Algebra 2 (Double Block)	AP Pre Calc AP Stats AP Calc MathBridge Stats
Science (D)	Physics	The Living Earth	Chemistry	AP Bio (G)
World Language (E)	Spanish 1 or Native Sp./Span. 1	Spanish 2 Native Sp./Span. 2	Native Sp./Span. 2 AP Sp. Lang.	Native Sp./Span. 2 AP Sp. Lang. AP Sp. Lit.
Vis. & Perf. Arts (F)	VAPA or CTE Elective *May be completed at any time in grades 9-12* Music | Arts, Media, Design Pathway (Graphic Design or Digital Media Production)			
College-Prep Elective (G)	Health (1 Sem.)			Economics (1 Sem.)
Physical Education	PE 9 Athletics	PE 10 Athletics	Athletics	Athletics

- All WAHS courses are transferable. WAHS is accredited by the Western Association of Schools and
- Colleges (WASC). Therefore, all of our courses will be honored by other institutions.
- WASC accreditation assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program and that it is a trustworthy institution for student learning.
- This accreditation validates the integrity of the school's program and transcripts.

Note: Courses in yellow are considered electives.

Participation in athletics at Wallis Annenberg High School (WAHS) is a privilege that comes with academic, attendance, and behavioral expectations. This policy outlines the eligibility standards that apply both before and during each athletic season. A student is eligible to participate in athletics if they have:

- A GPA of 2.0 or better
- No NCs for any class

Weekly Grade Checks During the Season

Once a student has made the team and is eligible to start the season, weekly grade check are conducted to monitor academic progress.

Grade Check Process

- Grade checks must be submitted by 11:30 AM each Monday of the season.
- Eligibility will be assess for the entire week based on submitted grades

Probation Criteria (During Weekly Grade Checks)

A student who began the season eligible may continue participating under probation if they meet the following criteria during the season.

- Have two (2) or less NC grade(s), and
- Maintaining a GPA of 1.75 or better

Conditions

- Student meeting the probation criteria remain eligible to participate for the remainder of the grading period
- At the next grading period, the student must have no NCs.
- If not, the student becomes ineligible until they meet full eligibility at the next grading period.

Game Day Attendance

To be eligible for any athletic event on a school day, a student must be present at school and attending all classes for at least four (4) hours of the game day.

Behavior and Attendance Expectations

Athletic participation may be suspended or revoked by school administration based on behavior or attendance concerns. A student may be suspended from athletics for:

- Two (2) minor behavior infractions, or
- One (1) major behavior infraction, or
- Ten (10) or more unexcused tardies or absences combined

All decisions regarding athletic suspension or removal are at the discretion of school administration.

For questions or clarifications, please contact the WAHS Athletic Director at athletics@accelerated.org

Senior contract are provided to students at the beginning of the year. The contract outlines the specifics of eligibility for Senior Activities. A Senior Contract must be signed and returned to be eligible. Additionally, the student must maintain a 2.0 GPA, no NCs in required class(es) to graduate, no more than two (2) NC's, no more than 10 total class period unexcused absences and/or unexcused tardies, and no major discipline incidents during the identified grading window.

Students whose GPA is below a 2.0, who have an NC in a required class(es) to graduate or who have more than two (2) NC's may attend after school tutoring in order to qualify for senior activity participation.

Students who possess a 2.0 or higher GPA, but have exceeded the attendance limits may regain eligibility by performing community service at Wallis Annenberg High School. The site administration will determine what type and amount of community service is necessary to regain senior activity eligibility. The hours must be recorded on the Volunteer form.

Detail on Senior Activities and eligibility will be in the Senior Contract given to Seniors at the beginning of the school year.

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

SCHOOLWIDE PLAN FOR PROACTIVE BEHAVIOR SUPPORT

At The Accelerated Schools, we believe that positive behavior support is rooted in helping students develop personal responsibility, self-awareness, and social-emotional skills. Discipline is not about punishment; it is about guiding behavior and fostering a supportive learning environment. We recognize that students are growing through various developmental stages, and it is our responsibility as a learning community to understand and respond to age-appropriate behaviors with empathy and consistency.

To promote personal responsibility and positive social interactions, The Accelerated Schools have established a proactive, schoolwide plan for behavior support. Together, students, staff, and families build the foundation needed to create a safe, respectful, and inclusive learning environment where everyone can thrive. The success of this plan requires active participation and collaboration from all members of our school community, including support and consistency at home.

“We at The Accelerated Schools 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.”

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 Behavior

The Accelerated Schools embrace the guiding theme: **“Do the Right Thing!”** This theme reflects our belief that each person contributes to a safe, responsible, and respectful community.

Safety: Move safely through all areas of campus; engage in safe and respectful play; avoid bringing prohibited items such as drugs or weapons.

Ready to Learn/Be Prepared: Arrive at school on time and prepared; bring necessary materials; use learning time productively.

Responsible: Eat only in designated areas; refrain from using personal electronic devices during instructional time; cell phone use is allowed before and after school only.

Good Citizenship: Follow staff directions and activity guidelines; help keep our environment clean; demonstrate fairness, academic integrity, and responsible decision-making.

Respect: Use appropriate voice levels in shared spaces; keep hands, feet, and personal belongings to yourself; show kindness and respect toward others; avoid harassment, bullying, or intimidating behavior.

Students who need additional support to meet behavior expectations will be provided with interventions that help restore positive behavior and maintain a safe learning environment for all.

Progressive Responses to Behavior

To maintain a productive and supportive environment, clear policies and responses to behavior are necessary. Interventions are designed to guide positive behavior and include:

- Verbal Redirection or Warnings
- Loss of Privileges (e.g., time-outs, restricted participation in activities)
- Community Contribution (e.g., helping to clean shared spaces)
- Parent/Guardian Notifications
- Parent/Guardian Conferences
- Development of Behavior Support Plans through the Student Success and Progress Team (SSPT)
- In cases of ongoing or severe behavior, Suspension or Expulsion as outlined by school policy.

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.

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 Recognition

We believe in celebrating and reinforcing positive behaviors and contributions to our school community. Incentive programs will be implemented to recognize students who consistently demonstrate responsible behavior, good citizenship, and a commitment to our shared values.

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.

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district 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.

(l) Knowingly received stolen school property or private property.

(m) 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.

(n) 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.

(o) 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.

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

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, 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.

(r) 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.

(E)

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) 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).

(II) 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.

(III) 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.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) 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.

(s) 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 district or principal or occurring within any other school district. 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.

(t) 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).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to ad and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) 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. (2) It is further the intent of the Legislature that the department’s Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

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 parents 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 is 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 $3^1/_2$ 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.

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.

The discipline policy is not discriminatory, arbitrary, nor implemented in a capricious manner. The Accelerated Schools will follow all applicable California laws in regard 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.

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.

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

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.

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.

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.

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 the 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.

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.

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.

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.

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 an IEP or 504 Plan, The Accelerated Schools administrator will convene a Manifestation Determination IEP/504 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?

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.

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).

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 (Network) will promptly investigate any complaints of disability-based discrimination, harassment, intimidation and/or bullying, and take reasonable actions to stop future incidents.

The Network has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. The Network 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 Network 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

Alcohol, Tobacco, Vape, Drugs, and Violence – Prevention And Prohibition
The Accelerated Schools does not tolerate the use, possession, or sale of drugs, alcohol, vape, 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.

Dangers Associated with Using Synthetic Drugs (Fentanyl)
This notice aims to address the crisis with a preventative approach, ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created to evade existing restrictions against illegal substances.

Assembly Bill 889 requires that California public school districts, county offices of education, and charter schools annually inform parents/guardians of the dangers associated with using synthetic drugs and post this information on their websites. Dangers to the health and welfare of students can occur when an individual uses synthetic drugs that are not prescribed by a physician, such as Fentanyl, and there is a possibility that dangerous synthetic drugs can be found in counterfeit pills. The illicit use and abuse of synthetic drugs represent an emerging and ongoing public health threat in California. The fentanyl crisis specifically has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

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.

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 overall 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 Trustees 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.

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 ofstate and federal laws, as well as Network 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 intimidation 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 determined 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 ad 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 CEO.

TITLE IX & STUDENTS

Based on **Federal law, Title IX, State law and Network 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 Network 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 Network school or program and to do so in an environment free of discrimination or harassment. The Network 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 Complaint Manager, school psychologist, school 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 Title IX Representative
Lenita Lugo, Director of Access, Equity, and Compliance
The Accelerated Schools (ACES, TAS, WAHS)
Email: llugo@accelerated.org

HEALTH INFORMATION

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, they 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 who is unable to participate in a 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 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 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 diseases 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.

Children and youth that are overweight 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.

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 Network, or transfer students within the Network, 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 childcare 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.

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 athletics must pass a comprehensive physical examination yearly by a licensed health provider that complies with current Network policy.

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.

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, Advil, 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.

- 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:

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.

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 they 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/guardian's 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 they will need to return to class after approximately 15 minutes. If, however, they is deemed quite ill, they 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.

UNIFORM COMPLAINT PROCEDURES

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP)

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

The Accelerated Schools have the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to ad 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 or 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
- 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 fee 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 Access, Equity, and Compliance
Unit or office: The Accelerated Schools
Address: 4000 S. Main Street, Los Angeles, CA 90037
Phone: 323-235-6343
Email: 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.

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.

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: June 9, 2024

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 the Human Resources Dept. 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:

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.

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 ensure 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 Access, Equity, and Compliance
Unit or office: The Accelerated Schools
Address: 4000 S. Main Street, Los Angeles, CA 90037
Phone: 323-235-6343
Email: 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 or 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 pupil fees, LCAP, and/or a Course Period without Educational Content complaint, we shall provide a remedy. Specifically, in Course Periods 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:
Chief Executive Officer
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.

The Accelerated Schools (ACES, TAS, WAHS)
Uniform Complaint Procedures Form (Page 1)

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.

	Adult Education			Consolidated Categorical Aid			Migrant Education
	Career/Technical Education			Child Care & Development			Child Nutrition
	Special Education			Pupil Fees for Educational Activities			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:

	Actual or Perceived Sex			Sexual Orientation			Gender
	Gender Identity			Gender Expression			Ancestry
	Ethnic Group Identification			Race or Ethnicity			Religion
	Nationality			National Origin			Age
	Color			Mental or Physical Disability			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 email Lenita Lugo at llugo@accelerated.org

The Accelerated Schools (ACES, TAS, WAHS)
Uniform Complaint Procedures Form (Page 2)

1. Please give facts about your complaint. Provide details such as names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator. Please use backside or additional pages if necessary.

_____

_____

_____

_____

_____

2. Have you attempted to discuss your complaint with any School personnel? If so, with whom and what was the result? Please use backside or additional pages if necessary.

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents: Yes: _____ No: _____

Signature: _____ Date: _____

Drop-off in main office, mail, or email your complaint/documents to:

Lenita Lugo
Director of Access, Equity, and Compliance
The Accelerated Schools (ACES, TAS, WAHS)
4000 S. Main Street
Los Angeles, CA 90037
Phone: 323-235-6343
Email: llugo@accelerated.org

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 at llugo@accelerated.org

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

WILLIAMS 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 mis-assignments. 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.

1. 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.

PUBLIC RECORDS REQUEST POLICY

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] an 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 (TAS/WAHS)
4000 S. Main Street
Los Angeles, CA 90037
Phone: 323-235-6343
ATTN: Office Manager

The Accelerated Schools (ACES)
3914 S. Main Street
Los Angeles, CA 90037
Phone: 323-846-6694
ATTN: Office Manager

The request need not be in writing. Although 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 Requester 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, the Respondent should have determined if responsive records are available. If so, the 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.

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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 the 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 Requester 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 Requester shall also bear the direct cost if unique software is needed to process the request. Respondents 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:	
Ad:	
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 emails and personal staff notes.

c) "Directory information" includes the student's name, ad, 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.

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 Controller 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 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 are 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 decide not to amend the record as requested, it shall inform parents 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 parents 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 Network and/or any employee that permits 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 Network 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 Network student and is maintained in the student's educational records or in any files maintained by a Network 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, ad, telephone number, date and place of birth, dates of attendance, and most recent previous public or private school attended. Student email ades, 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 Network 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 ad 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 Network of any information they refuse to permit the Network 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 Network employee; (3) a representative or agent of a state or federal government (other than a Network 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 Network Employees and Representatives

Confidential Student Information may only be disclosed to Network staff who will be using the information for internal Network purposes in connection with their assigned duties and have a legitimate interest in the information. Network representatives include teachers, school administrators, and Network 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 Network employee or representative for any other purpose (including for any use with persons or organizations outside the Network) 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 a 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 Network 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 discernible." Therefore, the demographic breakdown 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, ad, 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, ages, and telephone listings to military recruiters and to institutions of higher education when they request that information. The Network 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 Network'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 Director of Operations, who can assist in all matters related to this policy and to complying with its terms.