

**TEACH TECH Charter High School**



**Student and Parent Handbook  
2021-2022**

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## **Board of Directors**

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. The TEACH Public Schools Principal and the Executive Directors shall be ex officio members of the Board. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

## **ANNUAL NOTIFICATION AND GUIDELINES**

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

## From the Principal

Dear TEACH Tech Students, Parents, Teachers and Community Members,

My name is Dr. Monique Woodley and I am excited to serve as principal at TEACH Tech Charter High School! I am committed to executing our mission of providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.

I am beginning my thirteenth year in Education, I have eight years of school administration experience (as a principal and an assistant principal). I also have experience as a teacher and a professor. I am a Los Angeles (L.A) native. My parents migrated to L.A from Belize in Central America. From a young age they instilled diligence and perseverance in me. I received both my Bachelor's degree in English and my Master's degree in Education from USC. After seeing a small percentage of minorities at USC I decided to give back to my community by becoming a teacher and help more minority students become prepared to enter four-year universities.

I strongly believe in lifelong learning and its ability to shape, transform and strengthen individuals - so you can count on me to ensure that your son/daughter is prepared for college and beyond. More specifically, by the time your child graduates we will have:

1. Prepared him/her for academic success in high school; as well as, post-secondary education
2. Prepare him/her to be responsible and active participants in their community
3. Enable him/her to become life-long learners

This school year our instructional focus will be on critical thinking. Ideally, we want your child to be able to state a claim and justify their reasoning with evidence. They will need these skills in college and in their career.

We will also be implementing Project Based Learning into your child's learning experience. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

To accomplish all of our school goals I will be reviewing teacher lessons and conducting daily teacher observations. I look forward to working with all stakeholder groups to accomplish our school's vision and mission. Please contact me if you have any questions or concerns my email is [mwoodley@teachps.org](mailto:mwoodley@teachps.org) and my phone number is (213) 800-2526.

Dr. Monique Woodley  
Principal  
TEACH Tech Charter High School

Sincerely,

Monique Woodley  
Principal

*TEACH TECH Charter High School is*

- ❖ *An innovative, dynamic, creative, educationally enriching institute of positive-driven learning.*

*TEACH TECH Charter High School is*

- ❖ *A reflection of what is possible in urban schools*

### **Our Vision**

TEACH Academy seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Academy will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

### **Our Mission**

The mission of School Name is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

### **Our Goals**

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts
- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

### **Anti-Discrimination Statement**

TEACH Tech Charter High School will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

### **COVID 19 Statement:**

Due to covid 19 and the fluid nature of the situation policies and procedures may change throughout the year and that it will be communicated with parents. However, the parent student handbook might not be updated to reflect all the continuing changes throughout the year.

### **Equal Educational Opportunities- Gender Equity**

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and

validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

### **Student Bullying, Harassment, or Intimidation**

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

### **Bullying, Harassment, or Intimidation Reporting Form**

This form may be obtained from the uniform complaint coordinator.

### **Parking**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot across the street is for teachers and staff, please refrain from parking in the lot.

### **Library/Textbooks**

TEACH Tech Charter High School focuses on literacy. Excellent reading materials will be provided for students at school. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to School Name.

If a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with the Principal to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to take their children to the public library at least twice a month.

### **Counseling Program**

Group and individual counseling is provided for students at the school. Students may be recommended by parents or by the teacher for such service. Parents must give written consent for students to participate in any Counseling Program.

## **Visitor Identification**

Visitors are always welcome at TEACH Tech Charter High School, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Tech Charter High School are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification.

## **Conditions for Classroom and School Visitation and Removal Policy**

While TEACH Tech Charter High School (TTCHS) encourages parents/guardians and interested members of the community to visit School Name and view the educational program, TTCHS also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

### **Conditions for Classroom and School Visitation and Removal Policy Penalties**

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

### **Volunteers**

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers are required to take a TB test prior to volunteering on campus and have the results on file with the Office.

### **Telephone and Cell Phones**

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students carrying cellular phones to school will be responsible for leaving their phone in a locked "cell phone bin" which is kept in a secure location, before the start of the school day. All students are subject to random search upon entry to the TTCHS campus. Please be aware that students will not be excused for any tardiness due to this policy. Phones can then be retrieved at the conclusion of the school day. Students in possession of any personal electronic device, including but not limited to: cellular phones, smartphones, smartwatches, tablets, game systems, laptops, are not permitted on campus during the school day without the express prior permission of TTCHS administration. Any student who brings an electronic device to school without following the proper procedure for electronic devices, will have their electronic device confiscated. Confiscated devices will only be released to a parent/guardian or another adult already listed on the student's emergency card the first time the student violates the policy. A second violation results in an in-person parent, student, administration conference to discuss the TTCHS electronic device policy. A third violation will result in the student's device being held by TTCHS administration until the last day of the current semester.

Infractions and consequences are based on a school year unless otherwise noted.

### **Physical Education**

Students are required to participate in daily physical education activities. A varied program provides for participation geared toward individual growth and development. If a student is recovering from a minor illness, he/she may be excused from physical education for one to three days in a semester at the parent's request. If a student needs to be excused from physical education for longer than three days in congruence in a semester, a doctor's note is required. For student safety, tennis shoes are required for physical education class. Physical Education students may be accompanied to Jesse Owens Parks with his/her P.E Teacher. Parents will sign off at the beginning of the school year (see insert at the end of the handbook)

Students must wear the TTCHS physical education uniform during all physical education classes.

Students excused from physical education, due to medical reasons, will be required to complete and to submit written work assigned by the physical education instructor.

Students excused from physical education, due to medical reasons, may not participate in an athletic event that day.

### **Student Code of Internet Conduct**

The Internet is an exciting and powerful tool for students to research for both academic assignments as well as their own personal interests. As part of our curriculum, pupils have controlled access to the Internet and learn how to use libraries, databases and informational sources on a wide variety of topics. We recognize that some inappropriate material on the Internet may be accessed intentionally or by accident. To guard against this we will use a filtered service from a reliable software provider which regularly monitors web sites.

We will teach students the importance of responsible use of the web and e-mail as well as providing basic rules to maintain the privacy of students. At all times, pupils must agree to follow the Student Code of Internet Conduct summarized below.

1. Access to the Internet at TEACH is for educational purposes.
2. Students will not use the internet system here at TEACH to access material in violation of the following standards:
  - Prohibited Material: any material that appeals to a prurient interest and material that promotes or advocates illegal activities.
  - Restricted Material: sites that contain personal advertisements or facilitate making online connections with other people are restricted unless the school has approved such sites.
  - Limited Access Material: material that is generally considered to be non-educational or entertainment.
  - Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher or during periods of time that a school may designate as "open access" time. This includes such material as electronic commerce, games, jokes, recreation, entertainment, sports and investments.
3. Students will not disclose your full name or any other personal contact information for any purpose.
4. Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
5. Students will promptly disclose to their teachers or other school staff any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

## **Student Recruitment**

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in School Name Charter School. No Tuition will be charged. School Name is nonsectarian.

## **Application Process**

The application process is as follows:

1. Parent attendance at a school orientation meeting
2. Completion of the student enrollment forms
3. Parent signature of School Contract
4. Proof of Immunizations
5. Home Language Survey
6. Completion of Emergency Medical Information Form
7. Positive Behavior Intervention & Supports Parent / Student Contract
8. Verification of active account with Parent Communication System (Parent Square)

## **Applications of Admission**

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, School Name will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (2nd year forward) who are guaranteed enrollment in the following school year. All individuals who have contacted School Name regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. All prospective students who have completed the enrollment process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. In all situations, siblings will have first consideration.

## **Academic Program**

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for 9-12 grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of 12th grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level. Spanish, French, and Visual Arts will be among electives

available to students who have gone through the remediation courses and subsequently need significantly less time for literacy and numeracy remediation.

## Our Extended Day- Extended Year

Our extended daily schedule offers additional academic programming and culture-building, character-building, personalized support systems, and activities to help students develop the personal skills and resilience they need for college and life success.

- Tutoring - After -school classes where students receive individual guided practice and homework assistance from teachers and tutors. The Tutoring period is explicitly designed to respond to student achievement data and target student areas of difficulty. Students will also be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work. For those students needing further intervention, one-on-one tutoring and supplementary remedial instruction may be provided.
- Saturday Academies - students receive additional coaching and practice time to learn school culture and master key standards. The Saturday sessions will occasionally include team-building and college-related activities, along with arts and enrichment programs including practices reflecting Howard Gardner's 'eight intelligences', as well as restorative programs for behavior intervention.
- Summer Session \_ Summer programs will provide critical support for struggling students as well as acceleration and enrichment opportunities for students who have reached grade-level proficiency.

## Report Cards & Progress Reports

All grades can be accessed through our online grading system, and parents can contact teachers to request any one on one meeting to discuss the student's grades and assignments. Progress Reports will be prepared for each student twice a semester, with a Final Semester Report cards will be printed twice a school year.

## Grading System

TEACH Tech follows standards-based grading practices to determine the student's overall final grade that is recorded at the end of each semester. Students will be evaluated on their overall proficiency of the high-priority standards associated with this course. The teacher will evaluate student work and assessments to determine their skill level and assign a score of 1-4 based on the scale below. The overall grade will be determined by averaging the scores on the high-priority standards.

Score

4-Advanced

3-Proficient

2-Basic

1-Below

Basic

Grading

scale

A: 4.0-3.33

B: 3.32-2.70

C: 2.69-2.0

NP: 1.0-1.99

\*NP=No Progress (Student will not earn credit for the course)

Grades will be updated weekly on the PowerSchool website ([www.powerschool.com](http://www.powerschool.com)). Parents and students will receive online access to their grades and can check them at any time.

- Evidence of student learning can be captured using classroom work (formative) and benchmark tests (summative).
- Students are graded on mastery of the required California Standards. The comprehensive report cards at the end of each academic semester is information to parents about the student's performance in the core curriculum subjects and related elective courses.

- These reports should be examined by the parent/guardian. Non-custodial parents may request a copy of student reports by contacting the office in writing.

## **Grading Levels**

- **Advanced Mastery:** Outstanding level of performance (4) - Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.
- **Proficient Mastery:** High level of performance (3) - Indicates that the pupil has done above average work, mastered all of the course objectives; and has applied knowledge gained to new situations.
- **Approaching Proficient Mastery:** Satisfactory level performance (2) - Indicates that the pupil has done average work and has mastered many of the objectives of the course.
- **At Risk:** Needs improvement in performance (1) - Indicates that the pupil has done below average work and has mastered few of the objectives of the course OR the pupil's work fell below a level of acceptance for the course and was unsatisfactory.
- The final student grade is based on summative assessments (i.e. unit exams, standards-based projects, midterm exams, final exams, presentations, etc.).

All students are allowed to redo any non-passing standards/assessments. At TEACH we strive to make sure that all of our students are successful.

## **Make Up Work**

Students are allowed to make-up missed work, assignments and assessments without penalty. Students and parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

## **Student Records**

The type of information contained in a student's permanent record will be basically identifying information including:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.
8. The types of information contained in a student's temporary record will include:
9. Family background information.
10. Intelligence test scores, both group and individual.
11. Aptitude test scores.
12. Achievement test results.
13. Teacher anecdotal records.
14. Disciplinary information.

The contents of the school's student record may be challenged by filling out the proper form. This will explain what is being challenged, and why and what is required to remediate the situation. The request is to be brought to the attention

of the office manager or principal. Other school personnel, who are involved with the student and need the information, have access to the records without parental consent. The contents of the school student record will be held on file until the date that the student would have graduated. The record will then be destroyed, except for the student's name, address, grades, dates of attendance, and completion of 12th grade.

A listing of directory information, such as name of student, parent/guardian name, address, and telephone number will be made available to authorized school organizations only as needed. If the parent/guardian does not wish to have his or her name listed, he or she must indicate this in writing to the principal prior to the start of school. Student records are subject to the guidelines and regulations set forth in the Federal Family Educational Rights and Privacy Act of 1974 and the California School Student Records Act (Chapter 122, Article 50, California Revised Statutes 1975).

All parents, guardians, or an individual acting as a parent of a student in the absence of a parent, have the right to inspect and review educational records maintained by the school within seven days after the request has been made. Student records are kept in the school that the pupil attends. The right to inspect and review includes the right to a response from the school to reasonable requests for explanations and interpretations of the records, and the right to obtain copies of the records at a reasonable charge. We will make every effort to comply with parental requests as quickly as possible.

No person may condition the granting or withholding of any right, privilege, or benefit, or make as a condition of employment, credit, or insurance, the securing by any individual of any information from a student's temporary record which such individual may obtain by the exercise of any right secured by California law. Individuals have the right to contact the U.S. Department of Education to report alleged failures by any school to comply with student records laws.

### **Free and/or Reduced Breakfast or Lunch**

ALL students will receive a form to apply for free and/or reduced lunch and breakfast. If the family is entitled to this benefit, the information requested must be filled out and the form returned to school with the child. The forms will be sent to the school staff person in charge of this program.

### **TEACH Wellness Plan**

Due to children's need to access healthy foods and opportunities to be physically active in order to grow learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. You can find the TEACH Wellness Plan attached.

### ***Meals***

Breakfast and lunch are served to all students participating in the Free/Reduced Lunch program. Breakfast and lunch are designed to provide proper nutritional value.

### ***Snacks***

Students may bring nutritious snacks (fresh fruit, granola bars, cheese, peanut butter and crackers) for break time only.

### **Student Conduct:**

#### ***Attendance***

Students of TEACH Tech Charter High School are expected to maintain perfect attendance. Only excused absences are acceptable.

The following reasons are sufficient cause for an excused absence:

- Illness
- Death in the Family
- Emergency Conditions as determined by the school Principal

- Prior permission from the school Principal

California law states that every student shall attend school punctually and regularly and conform to the regulations of the school. It is our policy that students attend class regularly; that work missed because of school related activities or illness must be promptly made-up; that truancy is unacceptable; and that other absences approved by the parent be minimized or avoided whenever possible.

TEACH Tech strives to achieve our goal of at least a 96% attendance rate each month and for the entire school year (7 days for the entire school year).

## UNEXCUSED ABSENCE CONSEQUENCE CHART

Number of Unexcused Absences	Consequences
1-2	<ul style="list-style-type: none"> <li>● Call from school and request for written valid excuse</li> </ul>
3	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Truancy notice sent home</li> <li>● Call from school</li> </ul>
6	<ul style="list-style-type: none"> <li>● 2<sup>nd</sup> Truancy notice sent home</li> <li>● Meeting held and contract established</li> </ul>
9 or Broken Contract	<ul style="list-style-type: none"> <li>● 3<sup>rd</sup> Truancy notice sent home</li> <li>● Student classified as a Habitual Truant, referral to appropriate authorities</li> </ul>

## TARDY POLICY & CONSEQUENCE CHART

School begins promptly at 8:00am and all students are expected to arrive to school on time. Whenever a child enters a classroom late, it disrupts the entire class. Please make every effort to assure that your child arrives at school on-time.

<i>Number of Tardies (Less than 30 mins)</i>	<i>Consequences</i>
<b>1-2</b>	<ul style="list-style-type: none"> <li>● <b><i>Call from school and request for written valid excuse.</i></b></li> </ul>
3	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Official Notice sent home.</li> <li>● Call from school.</li> </ul>
6	<ul style="list-style-type: none"> <li>● 2<sup>nd</sup> Official Notice sent home.</li> <li>● Attendance Supervisor notified.</li> </ul>
9	<ul style="list-style-type: none"> <li>● 3<sup>rd</sup> Official Notice sent home.</li> <li>● Referral to School Attendance Team</li> <li>● meeting held and agreement established.</li> </ul>

### ***Absences***

Parents must contact the school office by phone whenever a child is going to be absent. A written excuse must accompany the child upon the return to school. If student is absent three or more days consecutively, a doctor's note is required.

### ***Tardiness***

Instruction at School Name begins promptly at 8:00 a.m. It is critical that all students be present and prepared to begin instruction on time. A student who is late misses valuable instructional time. Therefore, students must arrive at school by 7:50 a.m. If a student is tardy four times in a marking period, the problem will be regarded as chronic, and a parent conference will be requested to discuss correcting the problem.

### ***Dress Code***

TEACH Tech Charter High School adheres to a strict student dress code. Students at School Name are required to wear School Uniforms. This policy is designed to permit students to focus their attention away from fashion and style, and on to academics and those aspects of their personalities that are truly important.

Cleanliness and good grooming are encouraged at all times. A neat and attractive appearance encourages a child to do his/her best schoolwork, to maintain a high standard of academic achievement, and good relations with fellow students, teachers, and staff.



*Core Truths:*

- Wearing the School Uniform is less expensive than wearing regular school clothing
- Wearing the School Uniform eliminates label competition
- Wearing the School Uniform helps to create an environment conducive to learning
- Wearing the School Uniform enhances student achievement
- Wearing the School Uniform encourages positive behavior
- Wearing the School Uniform promotes a sense of school and community pride
- Wearing the School Uniform increases campus safety and security

## **Our Dress Policy**

School Name uniform may be purchased at the school site or at most department stores or clothing outlets.

- Every student is required to wear the School Uniform everyday
- All school related club, ASB, athletics, gear that is worn during the 2021-22 school year must be from the 2021-22 school year. No gear from last year.
- Hoods on sweatshirts may not be worn on campus.

### **Bottoms**

- Boys and Girls grades 9th-11th black, loose fitting, pants or shorts (shorts must be knee length)
- Boys and Girls grade 12 khaki, loose fitting, pants or shorts (shorts must be knee length)
- Absolutely no “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of TEACH Tech Charter High School (TTCHS). All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at TTCHS.
- Belts must be worn at all times by all students at TTCHS. The belt must be “Business Casual” and have a clasp with a tooth to secure the belt. No ring belt clasps. No Bling!

### **Tops**

- Girls and Boys grades 9th-11th appropriate grade level polo shirt with the school logo.
- Girls and Boys grade 12 white button-down collared shirt with Senior sports jacket with the school logo.
- All clothing must be clean and all uniform shirts will be tucked in for the entire instructional day.

### **Shoes**

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SOLID COLORED SNEAKERS that are white, brown, black or gray. Absolutely no other colors are allowed. Any accent colors on the shoes must also be white, black, brown or gray. No other accent colors are allowed on shoes worn to TTCHS.

### **Hair**

- Students must keep their hair neat, clean and well groomed.

### **Accessories**

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Female students may only wear a pair of earrings no larger than a quarter. Boys are not allowed to wear any earrings.
- All neckwear / jewelry must be tucked into the student’s uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, headbands, wigs with headbands, ribbons, hair wraps, etc.

## **Personal Belongings**

The school is not responsible for items that are lost or stolen, including any personal electronic devices brought to campus. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

**Vandalism, Theft, and Graffiti**

TEACH Tech Charter High School (TTCHS) considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any School Name student who commits an act of vandalism shall be subject to disciplinary action by TTCHS and also may be prosecuted through other legal means. If reparation of damages is not made, the TTCHS also may withhold the student's grades, diploma and/or transcripts in accordance with law.

## **Weapons and Dangerous Instruments**

In order to maintain order and discipline in School Name and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

## **Reporting of Injurious Objects**

TEACH Tech Charter High School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Principal or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

## **Discipline**

TEACH Tech Charter High School (TTCHS) believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. With that in mind, all students and their parents must sign the TTCHS PBIS contract which holds our students to a high standard of personal conduct. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of School Name are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

### **Responsibility**

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

### **Appropriateness**

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

#### Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TTCHS believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

## **Restorative Justice**

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

## **Health and Safety**

### **Emergency Numbers**

For the safety of every child, it is very important that parents complete the Emergency Card providing the school with an emergency telephone number so that someone may be notified in case of an emergency. This card should be signed and dated. The card will be maintained on file to use in the event of an emergency.

If no telephone is in the home, a telephone number of a relative or family friend must be provided. Any change in address, telephone number, parent's work, physician, or name of the person or persons authorized to pick the child up if the parent is ill or injured should be reported to the office immediately.

### **Accidents**

Although School Name makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Principal or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents. Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident. School Name staff shall appropriately report and document student accidents.

### **Health Services**

TEACH Tech Charter High School is regulated by the State Department of Health Services. All facility inspection reports are available upon request. The health and safety of each student is the foremost responsibility of the school. Health services will be made available to any student needing it. If a student becomes ill at school, and needs assistance, he/she should inform the teacher to receive a referral to go to the office. All injuries must be reported to the teacher. If injuries occur after school they must be reported to the After School Director, after school aide or to the Principal.

It is necessary for current emergency information be on file at all times. Parents must up-date emergency information on a regular basis.

## **Immunizations / Physical Exams Applicability**

This policy applies to all applicants to TEACH TECH Charter High School and the administration of the school in charge of admissions.

### **Immunizations**

School Name will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. School Name requires written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria.
- Measles.
- Mumps, except for children who have reached the age of seven years.
- Pertussis (whooping cough), except for children who have reached the age of seven years.
- Poliomyelitis.
- Rubella.
- Tetanus.
- Hepatitis B.
- Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

### ***School verification of immunizations is to be by written medical records from your doctor or immunization clinic.***

Exceptions are allowed under the following conditions:

The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

- A parent may request exemption of their child from immunization for personal beliefs.
- Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

### **Physical Examinations**

All pupils are to have completed a health screening examination on or before the day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the office with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

## **Communicable, Contagious, or Infectious Disease Prevention Policy**

TEACH Tech Charter High School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See "Immunizations I Physical Exams" Policy) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

## **Science Laboratory Instruction**

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

## **Injuries and Accidents**

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

## **Illness**

If a child is ill he or she **MUST NOT BE SENT TO SCHOOL**. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions **SHALL NOT ATTEND SCHOOL**. The child must remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school.

## **Medication at School**

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office manager will be permitted to dispense the medication to the student.

The Office Manager and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage. If medication needs to be administered to the child when the Office manager is not present, a trained staff member will administer the medication.

## Administration of Medications

TEACH Tech Charter High School (TTCHS) staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School Name receives the appropriate written statements

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

In order for a pupil to be assisted by designated school personnel, School Name shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that School Name assist the pupil in the matters set forth in the statement of the physician.

### Guidelines:

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

## Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.

- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

### **Guidelines to Help Promote a Healthy Environment**

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

### **First Aid, CPR, and Health Screening**

TEACH Tech Charter High School (TTCHS) recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, TTCHS expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TTCHS facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

### **Resuscitation Orders**

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Executive Director, or designee, shall ensure that all parents/guardians are informed of this policy.



## Head Lice

To prevent the spread of head lice infestations, TEACH Tech Charter High School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

## Releasing Students

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

### ***TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.***

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

## Fire and Earthquake Drills

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

## Student Supports and Protections

### ***Section 504 Plan***

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)  
 The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

**Parents**

Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Therefore, parental involvement at TEACH Tech Charter High School is required. Our Parents are encouraged to participate individually and as a group for the benefit of the school.

Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

Required Parental Attendance

The Board of Directors of School Name believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The Board of Directors encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher may also inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The Principal

or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

### **Parent's Right to Know**

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at [www.cde.gov](http://www.cde.gov). You may also send an information request to the, Freedom of Information Act Office at the SED or the District can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

### **Pupil Rights Act (20 U.S.C. 123H)**

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the Argenta-Oreana CUSD #1 will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

### **Parent/Teacher Conference**

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving, tardy or truant student.

### **Picking Up Students from School**

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

### **After-School Pick-Up of Students**

Please note the parking signs. Double parking is illegal, unsafe and prohibited. The parking lot next to the school is for teachers and staff, please refrain from parking in the lot. Students will be dismissed from the northern gate on Western Ave and at the southern gate on 107th St. You may find a parking spot in front of the school on Western Ave. or on 107th St. and collect your child.

## **Money and Other Valuable Property**

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

## **Candy & Toys**

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

## **Lost & Found**

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

## **Pets & Toys**

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

## **Student Records**

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the TEACH Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the TEACH Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent, guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## Uniform Complaint Policy and Procedures

### Scope

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

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any TEACH program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: After School Education and Safety Programs, Consolidated Categorical Aid Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. 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.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

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

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer.

d. If the TEACH finds merit in a pupil fees complaint TEACH shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by TEACH to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If TEACH finds merit in a complaint, or if the Superintendent finds merit in an appeal, TEACH shall provide a remedy to the affected pupil.

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

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

#### Compliance Officers

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

Superintendent  
TEACH Public Schools  
1846 W. Imperial Hwy.  
Los Angeles, CA 90047

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

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of TEACH Board of Directors.

#### Notifications

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

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in TEACH speak a single primary language other than English.

The Superintendent or designee shall make available copies of TEACH's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that TEACH is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal TEACH 's decision to the CDE by filing a written appeal within 15 days of receiving TEACH decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

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

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

- **Step 1: Filing of Complaint**

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

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

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

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

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

- **Step 2: Mediation**

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

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

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

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

- **Step 3: Investigation of Complaint**

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

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

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

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

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

TEACH's decision shall be in writing and sent to the complainant. TEACH's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
  2. The conclusion(s) of law.
  3. Disposition of the complaint.
  4. Rationale for such disposition.
  5. Corrective actions, if any are warranted.
  6. Notice of the complainant's right to appeal TEACH's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
  7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
  8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.
- If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with TEACH's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving TEACH's decision. The appeal should be sent to:

California Department of Education  
1430 N Street  
Sacramento, CA 95814  
Telephone: (916) 319-0800

When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of TEACH's decision.

Upon notification by the CDE that the complainant has appealed TEACH's decision, the Superintendent or designee shall forward the following documents to the CDE:

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

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

#### Civil Law Remedies

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

## Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt.#: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Special Education   | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Foster/Homeless Youth            |
| <input type="checkbox"/> Pupil Fees          | <input type="checkbox"/> Consolidated Categorical Aid      | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Child Nutrition                   | <input type="checkbox"/> Lactating Pupils                 |
|  | <input type="checkbox"/> No Child Left Behind Programs     | <input type="checkbox"/> Economic Impact Aid              |
|  | <input type="checkbox"/> Every Student Succeeds Act Prog.  |   |
|  | <input type="checkbox"/> Local Control Funding Formula     |   |

### For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression / | <input type="checkbox"/> Sex (Actual or Perceived)     |
| <input type="checkbox"/> Ancestry                        | Gender Identity                                       | <input type="checkbox"/> Sexual Orientation (Actual or |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Genetic Information          | Perceived)   |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> National Origin              | <input type="checkbox"/> Based on association with a   |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Race or Ethnicity            | person or group with one or more                       |
| <input type="checkbox"/> Medical Condition               | <input type="checkbox"/> Religion                     | of these actual or perceived                           |
|  |   | characteristics  |
|  |   | <input type="checkbox"/> Marital Status                |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

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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: \_\_\_\_\_

Mail complaint and any relevant documents to:  
Superintendent  
TEACH Public Schools  
10600 S. Western Avenue  
Los Angeles, CA 90047

## **General Complaints**

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to address concerns about TEACH generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the TEACH Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or TEACH Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

### **Internal Complaints**

(Complaints by Employees against Employees)

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

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

1. The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report his or her findings to the Board of Directors for review and action, if necessary.

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

### **Policy for Complaints Generally**

(General Complaints and Complaints by Third Parties against Employees)

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

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

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

1. The Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.

2. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Superintendent may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

### **General Requirements**

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

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

3. Resolution: The TEACH Board of Directors (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## General Complaint Form

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

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

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

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

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

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

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

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

To be completed by TEACH:

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

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

**Parent/Student Signature Page**

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2017-2018.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## **SFA Wellness Policy**

**Due to children’s need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive; TEACH Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of TEACH SFA that:**

- The schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing TEACH SFA school-wide nutrition and physical activity policies.
- All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

### **TO ACHIEVE THESE POLICY GOALS:**

#### **Creation of Wellness Committee**

TEACH SFA has created, strengthened, or worked within existing school advisory councils developing, implementing, monitoring, reviewing, and, as necessary, revising school nutrition and physical activity policies. The councils serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

#### **Nutrition and Physical Activity Promotion and Food Marketing**

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;<sup>2</sup>
- calories and sodium will be specific for grade levels
- no more the 10% of total calories from saturated fat, averaged over a week;
- serve only low-fat (1%) and fat-free milk<sup>3</sup> and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that grains are whole grain.<sup>3,4</sup>

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information can be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

## **Breakfast**

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children.

## **Free and Reduced-priced Meals**

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

## **Meal Times and Scheduling**

Schools:

- will provide students with enough time to consume their meal after it has been served.
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will encourage students to wash or hand sanitize hands before they eat meals or snacks; and
- should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

## **Qualifications of School Food Service Staff**

Qualified nutrition professionals will administer the school meal programs. As part of TEACH SFA it is our responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

## **Sharing of Foods and Beverages**

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

## **Middle/Junior High and High Schools**

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

- **Beverages**

Allowed:

- Fruit or Vegetable juice:
  - 100% juice (can be diluted with water, no dilution limit)
  - No added sweeteners
  - 12 fl. oz. serving size or less
- Milk:
  - 1 % (unflavored), nonfat (flavored, unflavored),

- 12 fl oz. serving size or less
- Water:
  - No added sweeteners, flavors etc.
  - No serving size
- Other flavored beverages (“no calorie”) **(Not Allowed in Middle School)**
  - 5 calories/8 fl. oz. or less
  - 20 fl. oz. serving size
- Other flavored beverages (“low calorie”) **(Not Allowed in Middle School)**
  - 40 calories/8 fl. oz. or less
  - 12 fl. oz serving size

Not allowed: Caffeinated beverages are not allowed in middle school.

### **Foods**

- A food item sold individually:
- will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
- will have no more than 35% of its *weight* from added sugars;<sup>8</sup>
- will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- It is encouraged to offer a choice of two fruits and/or non-fried vegetables for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; cooked, dried, or canned fruits (canned in fruit juice or light syrup), juice; and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).<sup>9</sup>

### **Snacks**

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The TEACH SFA will disseminate the guidelines for compliant snacks.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

### **Rewards**

Schools are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

### **Celebrations**

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

### **School-Sponsored Events**

**(such as, but not limited to, athletic events, dances, or performances)**

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

## **Nutrition and Physical Activity Promotion and Food Marketing**

### **Nutrition Education and Promotion**

TEACH SFA aims to teach, encourage, and support healthy eating by students. It's encouraged that schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### **Integrating Physical Activity into the Classroom Setting**

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Communications with Parents**

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

### **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

## **Staff Wellness**

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

### Physical Education and Physical Activity Opportunities

#### **Daily Physical Education (P.E.) 5-10**

All students in grades 9-10, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 400 minutes for every 10 school days for students in grades 9-12
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

#### **Physical Activity Opportunities Before and After School**

All middle and high schools will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools, when appropriate, will offer, interscholastic sports programs. Schools will offer, when feasible, a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

#### **Physical Activity and Punishment**

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

#### **Safe Routes to School**

TEACH SFA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk, skate and bike to school. When appropriate, TEACH SFA will work together with local public works, public safety, and/or police departments in those efforts. TEACH SFA will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements. TEACH SFA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

#### **Use of School Facilities Outside of School Hours**

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## **Monitoring**

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes. The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

### Monitor and Policy Review

## **Policy Review**

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

## Footnotes

<sup>2</sup> To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

<sup>3</sup> As recommended by the *Dietary Guidelines for Americans 2010*

<sup>4</sup> A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.

<sup>5</sup> It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.

<sup>6</sup> School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

<sup>7</sup> Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

<sup>8</sup> If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

<sup>9</sup> Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate

<sup>10</sup> Unless this practice is allowed by a student's individual education plan (IEP).

<sup>11</sup> Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

<sup>12</sup> Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

<sup>13</sup> Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

(cf. 6142.7 - Physical Education)

## Legal Reference:

### EDUCATION CODE

**49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001**

**49500-49505 School meals**

**49510-49520 Nutrition**

**49530-49536 Child Nutrition Act**

**49540-49546 Child care food program**

**49547-49548.3 Comprehensive nutrition services**

**49550-49560 Meals for needy students**

**49565-49565.8 California Fresh Start pilot program**

**49570 National School Lunch Act**

**51222 Physical education**

**51223 Physical education, elementary schools**

**CODE OF REGULATIONS, TITLE 5**

**10060- Criteria for Physical Education Program**

**15500-15501 Food sales by student organizations**

**15510 Mandatory meals for needy students**

**15530-15535 Nutrition education**

**15550-15565 School lunch and breakfast programs**

**UNITED STATES CODE, TITLE 42**

**1751-1769 National School Lunch Program, especially:**

**1751 Note Local wellness policy**

**1771-1791 Child Nutrition Act, including:**

**1773 School Breakfast Program**

# APPENDIX A

## HARASSMENT COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.*

*If you are an employee of the School, you may file this form with the Principal or Board President.*

*Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.*

*The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

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

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

Name of Person(s) you believe sexually harassed you or someone else:  
\_\_\_\_\_

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

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

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

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: \_\_\_\_\_

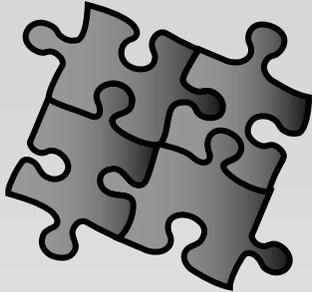
Print Name: \_\_\_\_\_

**To be completed by School:**

Received by Name: \_\_\_\_\_

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

## SU ESCUELA PUEDE AYUDAR A UNIR TODAS LAS PIEZAS



El Distrito Escolar Unificado de Los Ángeles está comprometido con atender las necesidades educativas de cada uno de sus estudiantes.

Los niños aprenden de diversas maneras, y la mayoría de nuestros estudiantes pueden aprender eficazmente en un entorno tradicional. No obstante, a veces los niños necesitan ayuda adicional. Los niños con discapacidades podrían calificar para recibir servicios de educación especial. Estos servicios fueron diseñados para satisfacer sus necesidades educativas y serán provistos sin cargo adicional para sus familias. En algunas circunstancias, los servicios de educación especial pueden comenzar en el nacimiento y continuar hasta los veintidós años.

## ¿Cómo puedo averiguar más acerca de los derechos de mi hijo y mis derechos como padre/madre?

Bajo la Ley de Educación para Individuos con Discapacidades (IDEA, por sus siglas en inglés), un niño con discapacidades podría tener el derecho a una educación pública diseñada para satisfacer sus necesidades únicas. Para averiguar más acerca de los derechos de su hijo, solicite una copia de la publicación del Distrito, *Una Guía para Padres sobre los Servicios de Educación Especial*, en su escuela u oficina local. Este folleto brinda información detallada sobre sus protecciones bajo la ley.

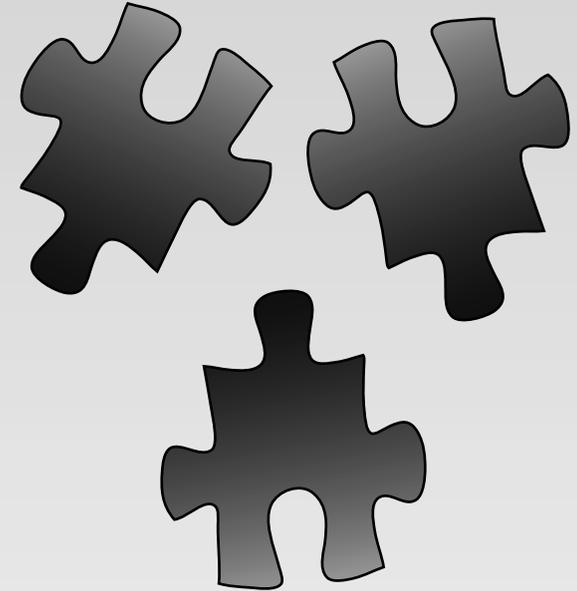
## ¿Adónde llamo para obtener más información?

Llame a su escuela pública local o al siguiente número del Distrito si necesita asistencia adicional:

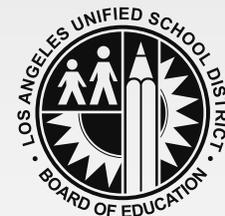
**213-241-6701**



## ¿ESTÁ DESCONCERTADO CON LAS NECESIDADES ESPECIALES DE SU HIJO?



## Información sobre los servicios de educación especial para padres



Publicado por el  
Distrito Escolar Unificado de Los Ángeles

Revisado en septiembre de 2016

CC # 966-52-60274 Spanish

## ¿Cómo sé si mi hijo necesita servicios de educación especial?

Su hijo podría tener dificultades que interfieren con su capacidad de asistir a la escuela o el aprendizaje. Estas dificultades podrían darse en una de estas áreas generales:

### Desarrollo del habla y el lenguaje

Algunos niños podrían tener una gran dificultad para aprender a hablar con claridad y/o comprender lo que se les dice.

### Problemas de visión

Algunos niños podrían tener una gran dificultad para ver los objetos y/o palabras impresas a pesar de que ya estén usando anteojos.

### Problemas de audición

Algunos niños podrían tener dificultad para escuchar y/o distinguir sonidos y voces, aún con audífonos.

### Desarrollo físico

Algunos niños podrían tener problemas para aprender a caminar, moverse o trabajar con objetos pequeños.

### ❖ Desarrollo académico

Algunos niños podrían tener una gran dificultad para aprender a leer, escribir o hacer aritmética. Los niños pequeños podrían tener problemas con los conocimientos de preescolar, tales como el aprendizaje de formas y colores.

### ❖ Capacidad de razonamiento/memoria

Algunos niños podrían tener más dificultad que otros para recordar lo que ven o escuchan. Como resultado, podría costarles resolver problemas de la vida cotidiana o la tarea escolar.

### ❖ Capacidad de atención/percepción

Algunos niños podrían tener dificultad para procesar o comprender la información. Como consecuencia, les podría costar prestar atención o seguir las indicaciones.

### ❖ Desarrollo social/emocional

Algunos niños podrían tener problemas para lidiar con sus sentimientos y/o comportamiento. Les podría resultar muy difícil llevarse bien con los demás. Les podría costar hacer amigos o hacer frente a los cambios en sus vidas.

### ❖ Aptitudes necesarias para la vida

Algunos niños podrían tener impedimentos con las actividades diarias como vestirse, alimentarse o atender sus necesidades básicas de salud y aseo.

### ❖ Otras condiciones de salud

Algunos niños tienen afecciones médicas graves o crónicas que podrían interferir con la asistencia escolar o el aprendizaje.

## ¿Qué debo hacer si creo que mi hijo necesita educación especial?

Llame a su escuela pública local para recibir ayuda. Si su hijo necesita una evaluación para los servicios de educación especial, a usted se le pedirá que conceda su permiso para la evaluación por escrito.

## ¿Qué implica una evaluación para los servicios de educación especial?

Una evaluación implica reunir información sobre su hijo para determinar si tiene una discapacidad. La evaluación podría incluir pruebas individuales, observaciones, entrevistas y revisiones de registros escolares, informes o muestras de tareas realizadas.

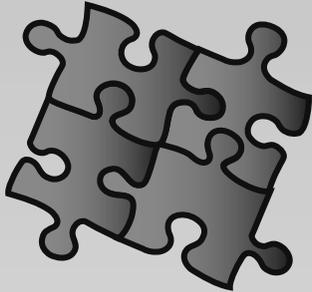
## ¿Cuánto tiempo llevará la evaluación?

Cuando la escuela está en sesión, el Distrito debe responder por escrito su solicitud de evaluación dentro de los 15 días. Usted deberá firmar un Plan de Evaluación. Una vez que el Distrito haya recibido su Plan de Evaluación firmado, deberá completarse la evaluación y deberán compartir los resultados con usted en una reunión del Programa de Educación Individualizado (IEP, por sus siglas en inglés) dentro de los 60 días.

## ¿Qué puedo esperar en una reunión del IEP?

Lo invitarán a una reunión del Programa de Educación Individualizado (IEP), que se celebrará para compartir los resultados de la evaluación de su hijo y determinar si su hijo tiene necesidades especiales que lo califican para recibir servicios de educación especial. Si su hijo reúne los requisitos, el IEP describirá los servicios y programas que podría necesitar. Si el Distrito determina que su hijo no califica, usted tiene derecho a apelar la decisión.

**YOUR SCHOOL CAN HELP  
PUT ALL THE PIECES  
TOGETHER**



The Los Angeles Unified School District is committed to serving the educational needs of each of its students. Children learn in a variety of ways and most of our students can learn effectively in a traditional setting. However, sometimes children need additional help. Children with disabilities may be eligible to receive special education services. These services are designed to meet their educational needs and will be provided at no additional cost to their families. In some circumstances, special education services can begin at birth and continue until age twenty-two.

**How do I find out more about my child's rights and my rights as a parent?**

Under the Individuals with Disabilities Education Act (IDEA), a child with disabilities may have the right to a public education designed to meet their unique needs. To find out more about your child's rights, ask for a copy of the District's publication, *A Parent's Guide to Special Education Services*, at your local school or office. This booklet provides detailed information about your protections under the law.

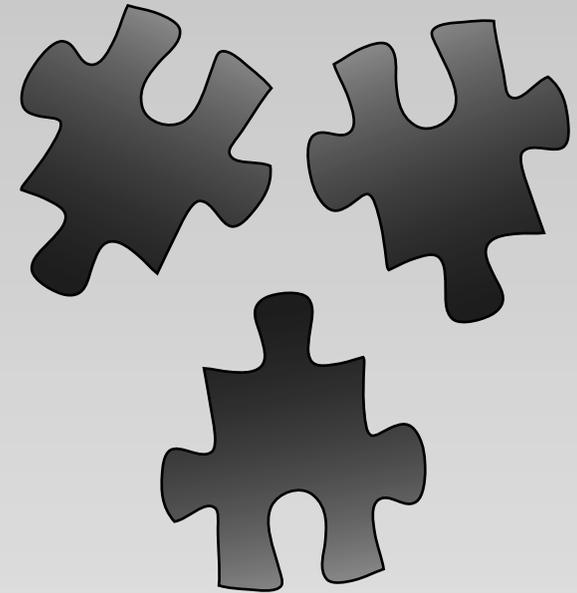
**Where do I call for more information?**

Call your local public school or the following District number if you require additional assistance:

**213-241-6701**



**ARE YOU PUZZLED  
BY YOUR CHILD'S  
SPECIAL NEEDS?**



**Special Education Services  
Information For Parents**



Published by the  
Los Angeles Unified School District

Revised September 2016  
CC # 966-52-60273 English

## How do I know if my child needs special education services?

Your child may have difficulties that interfere with his/her ability to go to school or to learn. These difficulties may be in one of these general areas:

### ❖ Speech and language development

Some children may have a very difficult time learning to speak clearly and/or understand what is said to them.

### ❖ Vision problems

Some children may have great difficulty seeing objects and/or printed words even though they may already be wearing glasses.

### ❖ Hearing problems

Some children may have difficulty hearing and/or distinguishing sounds and voices, even with hearing aids.

### ❖ Physical development

Some children may have trouble learning to walk, move, or work with small objects.

### ❖ Academic development

Some children may have great difficulty learning to read, write, or do arithmetic. Young children may have trouble with pre-school skills such as learning shapes and colors.

### ❖ Thinking/Memory skills

Some children may have more difficulty than others in remembering what they see or hear. As a result, it may be a challenge for them to solve problems in daily living or schoolwork.

### ❖ Attention/Perception skills

Some children may have difficulty processing or understanding information. As a result, it may be hard for them to pay attention or follow directions.

### ❖ Social/Emotional development

Some children may have trouble managing their feelings and/or behavior. They may find it very difficult to get along with others. It may be hard for them to make friends or to cope with changes in their lives.

### ❖ Living skills

Some children may be challenged by day-to-day activities such as dressing, feeding themselves, or taking care of their basic health and grooming needs.

### ❖ Other health conditions

Some children have serious or chronic medical conditions that may interfere with school attendance or learning.

## What should I do if I believe my child needs special education?

Call your local public school for assistance. Should your child need assessment for special education services, you will be asked to give permission for assessment in writing.

## What is involved in an assessment for special education services?

An assessment involves gathering information about your child to determine whether your child has a disability. An assessment may include individual testing, observations, interviews, and reviews of school records, reports, or work samples.

## How long will the assessment take?

When school is in session, the District must respond in writing to your request for an assessment within 15 days. You will be asked to sign an Assessment Plan. Once the District has received your signed Assessment Plan the assessment must be completed and the results shared with you at an Individualized Education Program (IEP) meeting within 60 days.

## What can I expect at an IEP meeting?

You will be invited to an Individualized Education Program (IEP) meeting which will be held to share the results of your child's assessment and determine if your child has special needs which make him or her eligible for special education services. If your child is eligible, the IEP will describe the services and programs they may need. If the District determines that your child is not eligible, you have the right to appeal the decision.

## How to Submit a Complaint:

Any person, organization or public agency may mail, fax or email a written UCP complaint to:

**Julie Hall-Panameño, Director**  
**Educational Equity Compliance Office**  
**Los Angeles Unified School District**  
**333 South Beaudry Avenue - 20<sup>th</sup> Floor**  
**Los Angeles, CA 90017**  
**Fax: (213) 241-3312**  
[Equitycompliance@lausd.net](mailto:Equitycompliance@lausd.net)

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site administrator/designee or from the EECO at (213) 241-7682.

The District assures confidentiality to the maximum extent possible. Complainants are protected from retaliation. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

Pursuant to E.C. §262.3, Complainants are advised civil law remedies, including but not limited to, injunctions, restraining orders or other remedies/orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws if applicable.

A copy of the District's UCP policy and complaint procedures shall be available free of charge.

For UCP related questions, contact Dr. Joseph Green, UCP Coordinator at (213) 241-7682.

## Complaint Investigation and Response:

Each complaint is investigated by the appropriate office knowledgeable about applicable laws, programs and compliance in accordance with UCP policies/procedures. The investigation and District response:

BUL-5159.8  
Office of the General Counsel

1. Provides an opportunity for complainant and District personnel to present information relevant to the complaint
2. Obtains relevant information from other persons or witnesses who can provide evidence
3. Reviews related documents
4. Results in a written report of findings in English or in the primary language of the complainant which contains the investigative findings and District's decision, including any corrective actions
5. Concludes the investigation in a written report sent to complainant within 60 days from the date of receipt of the written complaint unless the complainant agrees in writing to extend the investigative timeline
6. Provides appeal procedures

## How to Appeal:

District decisions/findings regarding programs and activities subject to UCP may be appealed by complainants to the State by filing a written appeal within 15 days of receipt of the District's decision. The appeal must explain the basis for appealing the decision, state how the facts of the District's decision are incorrect and/or the law is misapplied and include a copy of the original complaint and District's decision. The appeal should be sent to:

**California Department of Education**  
**1430 N Street**  
**Sacramento, CA 95814**  
<http://www.cde.ca.gov/re/cp/uc>

**The 60-day timeline  
for investigation and District  
response shall begin when  
the written complaint is received.**

# Los Angeles Unified School District

## Uniform Complaint Procedures (UCP)



## Educational Equity Compliance Office (EECO)

**(213) 241-7682**

## Why This Brochure?

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This is annual notice to all stakeholders that the District has primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those including, but not limited to allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group or noncompliance with laws relating to all programs and activities subject to UCP cited in this brochure. The District shall seek to resolve complaints in accordance with procedures in California Code of Regulations §§4600-4687 and District policies/procedures, including retaliation for participation in the UCP process and/or in appeals of District decisions regarding such complaints.

Standardized notice of educational rights and complaint processes for pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in the district and pupils in military families is posted as specified in Education Codes (EC) §§48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2.

## Protected Groups Covered:

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Allegations of unlawful discrimination, harassment, intimidation or bullying of students based on protected groups, set forth in Penal Code §422.55, EC §§200, 220, and Government Code §11135 include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, immigration status, 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 categories, in any program or activity it conducts or to which it provides significant assistance.

Complaints of discrimination, harassment, intimidation or bullying must be filed within six months from the date the alleged incident occurred or the date when knowledge of the facts of the alleged incident was first obtained.

## UCP Jurisdiction:

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- Unlawful discrimination, harassment, intimidation or bullying of protected groups (employee-to-student, student-to-student, third party to student, employee-to-third party)

### Other Programs and Activities Subject to UCP:

- Adult education
- After school education and safety
- Agricultural career technical education
- American Indian education centers and early childhood education program assessments
- Bilingual education
- California peer assistance and review programs for teachers
- Career technical and technical education and career technical; technical training (State)
- Career technical education (Federal)
- Child care and development
- Child Nutrition
- Compensatory Education
- Consolidated categorical aid
- Course periods without educational content
- Economic impact aid
- Education of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district and children of military families
- Every Student Succeeds Act/No Child Left Behind (Titles I-VII)
- Local Control & Accountability Plans (LCAP)
- Migrant education
- Physical education instructional minutes
- Pupil fees
- Reasonable accommodations to a lactating pupil
- Regional Occupational Centers and Programs
- School safety plans
- Special education
- State preschool
- Tobacco-use prevention education

A pupil enrolled in a school in the District shall not be required to pay a pupil fee for participation in an educational activity. Pupil fees are fees charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit; a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment; a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A pupil fee complaint may be filed with the principal of a school, the Superintendent or designee.

A complaint may be filed anonymously if it provides evidence or information leading to evidence to support an allegation of noncompliance, including pupil fee and LCAP complaints. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

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

If merit is found in a complaint, a remedy shall be provided to the affected pupil in cases regarding course periods without educational content, reasonable accommodations to a lactating pupil, education of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in our school district and/or pupils in military families; a remedy shall be provided to all affected pupils and parents/guardians in cases involving pupil fees, physical education instructional minutes and/or LCAPs.

## Cómo presentar una queja:

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Cualquier persona, organización o entidad pública puede enviar por correo, fax, o correo electrónico una queja por escrito a:

**Julie Hall-Panameño, Director**  
**Educational Equity Compliance Office**  
**Los Angeles Unified School District**  
**333 South Beaudry Avenue - 20<sup>th</sup> Floor**  
**Los Angeles, CA 90017**  
**Fax: (213) 241-3312**  
[Equitycompliance@lausd.net](mailto:Equitycompliance@lausd.net)

Cualquier persona con una discapacidad, o que no pueda preparar una queja por escrito, puede recibir ayuda del administrador del plantel/persona designada o llamar a la Oficina de Equidad Educativa y Cumplimiento al (213) 241-7682.

El Distrito garantiza la confidencialidad en la mayor medida posible. Los demandantes están protegidos contra represalias. El Distrito prohíbe las represalias contra cualquier persona que presente una queja o que participe en el proceso de investigación de una queja.

De conformidad con el Artículo 262.3 del Código de Educación, se informa que quienes presenten quejas también podrían tener disponibles los recursos para la reparación de agravios de la ley civil estatal o federal contra discriminación, acoso, intimidación y/o "bullying."

Una copia de la política y los procedimientos de presentación de quejas del Distrito (UCP) estará disponible de forma gratuita.

Para preguntas sobre el Procedimiento Uniforme para Presentar Quejas (UCP), comuníquese con el Dr. Joseph Green, Coordinador de UCP al (213) 241-7682.

## Investigación de Queja y Respuesta:

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Cada queja es investigada por la oficina apropiada que tenga conocimiento de las leyes, programas y cumplimiento aplicables de acuerdo con las políticas/procedimientos de UCP. La investigación y respuesta del Distrito:

1. Brinda una oportunidad para que el demandante y el personal del Distrito presenten información relevante a la queja;
2. Obtiene información relevante de otras personas o testigos que puedan proporcionar evidencia;
3. Revisa los documentos relacionados;
4. Resulta en un Informe de los Hallazgos, escrito en inglés o en el idioma natal del demandante, con los resultados de la investigación, la decisión del Distrito, incluyendo las acciones correctivas;
5. Concluye la investigación en un informe escrito dentro de los 60 días a partir de la fecha en que se recibió la queja escrita, excepto si el demandante expresara por escrito ampliar el plazo de investigación;
6. Proporciona procedimientos de apelación.

## Cómo apelar:

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Las decisiones/hallazgos del distrito con respecto a programas y actividades sujetas a UCP pueden ser apeladas por los demandantes ante el Estado mediante la presentación de una apelación por escrito dentro de los 15 días después de recibir la decisión del Distrito. La apelación debe explicar la base para apelar la decisión, indicar cómo los hechos de la decisión del Distrito son incorrectos y/o la ley se aplica incorrectamente e incluir una copia de la queja original y la decisión del Distrito. La apelación debe enviarse a:

**Departamento de Educación de California**  
**1430 N Street**  
**Sacramento, CA 95814**  
<http://www.cde.ca.gov/re/cp/uc>

**El plazo de sesenta (60) días para la investigación y respuesta del Distrito comenzará cuando se reciba la queja por escrito.**

# Distrito Escolar Unificado de Los Angeles

## Procedimiento Uniforme para Presentar Quejas (UCP)



Oficina de Equidad Educativa y Cumplimiento

**(213) 241-7682**

## ¿Por qué este folleto?

Este es un aviso anual a todas las partes interesadas de que el Distrito tiene la responsabilidad principal de garantizar el cumplimiento de las leyes y regulaciones estatales y federales aplicables, e investigará las quejas de incumplimiento de aquellas que incluyen, entre otras, acusaciones de discriminación ilegal, acoso, intimidación o “bullying” contra cualquier grupo protegido o incumplimiento de las leyes relacionadas con todos los programas y actividades sujetos a UCP citados en este folleto. El Distrito buscará resolver las quejas de acuerdo con los procedimientos del Código de Regulaciones de California §§4600-4687 y las políticas/procedimientos del Distrito, incluyendo repesalias por la participación en el proceso de UCP y/o apelaciones de decisiones del Distrito con respecto a dichas quejas.

Notificación estandarizada de derechos educativos y procesos de quejas para alumnos en cuidado de crianza, alumnos sin hogar, ex-alumnos de corte juvenil ahora inscritos en el distrito y alumnos en familias militares publicados como se especifica en los códigos de educación (EC) §§48645.7, 48853, 48853.5, 49069.5, 51225.1 y 51225.2.

## Grupos protegidos bajo UCP:

Los alegatos de discriminación ilegal, acoso, intimidación o intimidación de estudiantes basadas en grupos protegidos, establecidas en el Código Penal §422.55, EC §§200, 220, y el Código de Gobierno §11135 incluyen razones, reales o percibidas, género/sexo, orientación sexual, identidad de género, expresión de género, raza o etnia, identificación étnica, ascendencia, nacionalidad, origen nacional, estado migratorio, religión, color, discapacidad mental o física, edad o sobre la base de la asociación de una persona o grupo con uno o más de estas categorías reales o percibidas, en cualquier programa o actividad que conduzca o a la que brinde asistencia significativa.

Las quejas de discriminación, acoso, intimidación o “bullying” se deberán presentar dentro de los seis meses desde la fecha en que ocurrió el supuesto incidente o la fecha en que se tuvo conocimiento por primera vez de los hechos del supuesto incidente.

## Jurisdicción bajo UCP:

- Discriminación ilegal, acoso, intimidación o “bullying” de grupos protegidos (empleado a estudiante, estudiante a estudiante, tercero a estudiante.)

Programas y actividades bajo la jurisdicción de UCP:

- Educación para Adultos
- Educación y Seguridad después de la Escuela
- Educación Técnica de Carreras Agrícolas
- Centros de Educación para Indoamericanos y Evaluaciones del Programa de Educación Preescolar
- Educación bilingüe
- Asistencia de Colegas y Revisión de Programas para Maestros de California
- Educación Técnica y Técnica Profesional y Técnica Profesional; Entrenamiento Técnico (Estado)
- Educación Técnica Profesional (Federal)
- Cuidado y Desarrollo Infantil
- Nutrición Infantil
- Educación Compensatoria
- Programas de Asistencia bajo la Solicitud Consolidada
- Cursos sin Contenido Educativo
- Ayuda para Compensar los Efectos Económicos
- Educación de Alumnos en Cuidado de Crianza/ Sin Hogar, Ex-Alumnos de la Corte Juvenil ahora Inscritos en el Distrito y Hijos de Familias Militares
- Ley de Éxito para Todos los Estudiantes/Ley Que Ningún Niño Se Quede Atrás (Titles I-VII)
- Plan de Control Local Para Rendir Cuentas (LCAP)
- Educación para Migrantes
- Minutos Instructivos de Educación Física
- Tarifas por Actividades Educativas
- Razonable Alojamiento a una Alumna Lactante
- Programas y Centros Regionales Ocupacionales
- Planes de Seguridad Escolar
- Educación Especial
- Preescolar Estatal
- Educación Para la Prevención del Consumo de Tabaco

Un alumno inscrito en una escuela en el Distrito no deberá pagar una tarifa de alumno por participar en una actividad educativa. Las tarifas de los estudiantes son tarifas que se le cobran a un alumno como condición para inscribirse en la escuela o clases, o como condición para participar en una clase o actividad extracurricular, independientemente de si la clase o actividad es electiva u obligatoria o es para crédito; un depósito de seguridad, u otro pago, que se requiere de un alumno para obtener un candado, casillero, libro, aparato de clase, instrumento musical, ropa o otros materiales o equipos; una compra que un alumno debe hacer para obtener materiales, suministros, equipo o ropa asociada con una actividad educativa. Se puede presentar una queja de tarifa de alumno ante el director de una escuela, el Superintendente o su designado.

Se puede presentar una queja de manera anónima si proporciona evidencia o información que conduzca a la evidencia para respaldar una alegación de incumplimiento, incluidos tarifas de los alumnos y quejas LCAP. Se deberá presentar una queja de tarifa de alumno no más de un año después de la fecha en que ocurrió la presunta infracción.

El Distrito intentará, de buena fe, realizar esfuerzos razonables para identificar y reembolsar por completo a todos los alumnos, padres/tutores que pagaron una tarifa de alumno hasta un año anterior a la fecha de la presentación de la queja.

Si se encuentra mérito en una queja, se proporcionará una solución al alumno afectado en casos relacionados con cursos sin contenido educativo, adaptaciones razonables para un alumno lactante, educación de alumnos en cuidado de crianza, alumnos sin hogar y ex-alumnos de la corte juvenil inscrito en el distrito escolar y/o alumnos/hijos de familias militares; se debe proporcionar un remedio a todos los alumnos afectados y a los padres/tutores en casos que involucren tarifas de alumnos, minutos instructivos de educación física y/o LCAPs.

Home > Special Education > Families > Parent Resources for Engagement & Student Success (PRESS) - Parent Workshop Calendars and Brochures

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[Back to Special Education Home Page](#)

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[Back to Special Education Home Page](#)

Parent Resources for Engagement and Student Success (PRESS)

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**Classes are offered on a first come first served basis.**

**Pre-registration is not required.**

**Parent Workshops (Click Link to Local District for Detailed Information)**

- [Local District Central](#)
- [Local District East](#)
- [Local District Northeast & Northwest](#)
- [Local District South](#)
- [Local District West](#)

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**Parent Workshop Descriptions: [English](#) / [Spanish](#)**

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**Parent Workshop Brochures: [English](#) and [Spanish](#)**

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**Los Angeles Unified School District**

*"Every School, Every Child"*



## **Division of Special Education** **SCHOOL AND FAMILY** **SUPPORT SERVICES (SFSS)**

### **Contact Information:**

**TELEPHONE: (213) 241-6701**

**FAX: (877) 339-2684**

**Hours of Operation**

**Monday-Friday  
8:00 AM to 5:00 PM**

**EMAIL: [spedsfss@lausd.net](mailto:spedsfss@lausd.net)**

**WEBSITE: <http://achieve.lausd.net/sped>**

### **Our dedicated team is ready to assist you with:**

- Answering your questions about special education
- Understanding policies and procedures related to special education
- Addressing your inquiries and/or concerns about your child's IEP
- Mediating and resolving complaints related to your child's IEP
- Fostering a collaborative relationship with school staff to support your child's education

**School and Family Support Services**

**TELEPHONE: (213) 241-6701**

**FAX: (877) 339-2684**

**TTY: (213) 241-2511**

**EMAIL: [spedsfss@lausd.net](mailto:spedsfss@lausd.net)**

**WEBSITE: <http://achieve.lausd.net/sped>**

**Hours of Operation**

Monday-Friday  
8:00 AM to 5:00 PM

Interpreter Services Available



**Our Mission**

The Division of Special Education's **School and Family Support Services (SFSS)** unit is committed to working collaboratively with our LAUSD families, students, colleagues, and other partners in education to promote each student's success and well-being as he/she prepares for future endeavors by providing all partners with the ongoing delivery of the most accurate information, resources, assistance, and guidance regarding [special education](#).

*Revised February 2021*



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Division of Special Education**

**School and Family Support Services (SFSS)**



LOS ANGELES UNIFIED SCHOOL DISTRICT

**Division of Special Education**

*"every school, every child"*

## What We Do

If you have an inquiry, concern or complaint related to special education or your child's IEP, we can assist. The Division of Special Education is committed to:

- Providing information to increase understanding and awareness about [special education](#), so parents can better participate in the educational decision-making process for their child
- Promptly responding to inquiries, and helping to mediate and/or resolve concerns related to the Individualized Education Program (IEP)
- Investigating complaints of alleged special education violations, and facilitating appropriate resolutions in a timely manner
- Listening to parent concerns and providing resources that support informed decision-making
- Offering information about parent engagement opportunities
- Facilitating collaboration between District staff and parents
- Providing answers to IEP related questions
- Assisting with transportation needs as stated on the IEP
- Providing the most current information related to [special education](#)



**School and Family  
Support Services**  
**(213) 241-6701**

## Parent Resources

<http://achieve.lausd.net/sped>

### A Parent's Guide to Special Education Services

*This guide is available on the Division of Special Education's website and is intended to answer general questions regarding the special education process including: referral procedures, assessments, IEPs, and parents' rights.*

### Answers to Frequently Asked Questions

*Find the answers to parents' most frequently asked questions regarding special education and the IEP process.*

### Parent Workshops

*Information on parent workshops offered in various locations throughout the District can be found by going to the Division of Special Education's website and clicking on the **PARENTS** tab and the **LOCAL DISTRICTS/COMMUNITY OF SCHOOLS** icon.*



## Parent Resources

### Community Advisory Committee (CAC)

*This committee is an advisory group to the District's Special Education Local Plan Area (SELPA). It is composed of parents, professionals, and community members who act to support students with disabilities. Monthly meetings are held at the following location:*

**Parent and Community Services  
Auditorium  
1360 West Temple St.  
Los Angeles, CA 90026**

*Call (213) 481-3350 for additional information*



### Parent and Community Engagement

*Provides parents of students with disabilities information regarding parent training opportunities and community resources.*



**Parent and Community Liaison**  
**(213) 241-5445**



# Distrito Escolar Unificado de Los Ángeles

*“Todas las escuelas, todos los niños”*



## División de Educación Especial **SERVICIOS DE APOYO ESCOLAR Y FAMILIAR (SFSS)**

### Información de contacto:

**TELÉFONO:** (213) 241-6701

**FAX:** (877) 339-2684

### Horarios de atención

**Lunes a viernes**

**8:00 a. m. - 5:00 p. m.**

**CORREO ELECTRÓNICO:** [spedsfss@lausd.net](mailto:spedsfss@lausd.net)

**SITIO WEB:** <http://achieve.lausd.net/sped>

### **Nuestro equipo dedicado está listo para ayudarle a:**

- Responder sus preguntas sobre educación especial
- Entender políticas y procedimientos relacionados con educación especial
- Abordar sus inquietudes o preocupaciones sobre el IEP de su hijo
- Mediar y resolver quejas relacionadas con el IEP de su hijo
- Alentar una relación colaborativa con el personal escolar para apoyar la educación su de hijo

Servicios de Apoyo

Escolar y Familiar

TELÉFONO: (213) 241-6701

FAX: (877) 339-2684

CORREO ELECTRÓNICO: [spedsfss@lausd.net](mailto:spedsfss@lausd.net)

SITIO WEB: <http://achieve.lausd.net/sped>

**Horario de atención**

Lunes a viernes  
8:00 a. m. - 5:00 p. m.

Servicios de interpretación disponibles



**Nuestra misión**

La unidad de **Servicios de Apoyo Escolar y Familiar (SFSS)** de la División de Educación se compromete a trabajar de manera colaborativa con nuestras familias, estudiantes, colegas del LAUSD y con otros socios del ámbito educativo para promover el éxito y el bienestar de cada estudiante a medida que estos se preparan para abordar futuros proyectos, al brindar constantemente a todos los socios la información más precisa posible, recursos, ayuda y acompañamiento lo que a educación especial respecta.

Revisión: febrero de 2021

*“todas las escuelas, todos los niños”*



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**División de Educación Especial**

**Servicios de Apoyo Escolar y Familiar (SFSS)**



*“todas las escuelas, todos los niños”*

## Nuestras tareas

Si tiene una consulta, inquietud o queja relacionada con la educación especial o el IEP de su hijo, podemos ayudarle. La División de Educación Especial se compromete a:

- Brindar información para que haya más entendimiento y consciencia sobre la educación especial, de modo que los padres y las madres puedan tomar decisiones más informadas sobre la educación de su hijo
- Responder en tiempo y forma las consultas, y ayudar en la mediación o la resolución de inquietudes relacionadas con el Programa de Educación Individualizada (IEP)
- Investigar las quejas sobre supuestas violaciones de educación especial y facilitar las resoluciones adecuadas en tiempo y forma
- Escuchar las inquietudes de los padres y las madres, y brindar recursos que faciliten las decisiones informadas
- Ofrecer información sobre oportunidades de participación para los padres y las madres
- Facilitar la colaboración entre el personal del distrito y los padres
- Brindar respuestas a las preguntas sobre el IEP
- Ayudar con las necesidades de transporte como se informa en el IEP
- Brindar la información más reciente sobre educación especial

**Servicios de Apoyo  
Escolar y Familiar  
(213) 241-6701**

## Recursos para padres y madres

<http://achieve.lausd.net/sped>

### Una guía para padres y madres sobre los servicios de educación especial

Esta guía está disponible en el sitio web de la División de Educación Especial y tiene como fin responder preguntas generales sobre el proceso de educación especial, incluidos los procedimientos de remisión, las evaluaciones, los IEP, y los derechos de los padres y las madres.

### Respuestas a las preguntas frecuentes

Encuentre las respuestas a las preguntas más frecuentes de los padres y las madres sobre educación especial y el proceso del IEP.

### Recursos para padres y madres para el éxito y la participación estudiantil (PRESS)

PRESS es un calendario de talleres para padres y madres que se ofrecen en distintas partes del distrito. Los padres y las madres pueden obtener información sobre los cursos en el sitio web de la División de Educación Especial, en la pestaña **FAMILIAS** y en el ícono **Talleres para padres y madres**.



## Recursos para padres y madres

### Comité Asesor Comunitario (CAC)

Este comité es un grupo asesor del Área de Planificación Local de Educación Especial del Distrito (SELPA, por sus siglas en inglés). Está conformado por padres, profesionales y miembros de la comunidad que participan para apoyar a los estudiantes con discapacidad.

El CAC se reúne mensualmente. Puede encontrar información sobre las reuniones en el sitio web del Distrito de Educación Especial, en la pestaña **FAMILIAS** y en el ícono **Comité Asesor**.



### Enlace entre padres, madres y la comunidad

Brinda a padres y madres de estudiantes con discapacidad información sobre formaciones para padres y madres, y recursos comunitarios.



Llame al (213) 241-5445 para comunicarse con el Enlace entre padres, madres y la comunidad.

## SECTION 504 PARENT/GUARDIAN PROCEDURAL SAFEGUARDS INCLUDES:

- written notification of any decisions concerning the identification, evaluation, and/or accommodation of students;
- information needed to appeal any such decisions; and
- examination of relevant records.

## SECTION 504 COMPLAINT PROCESS

Written Section 504 complaints that involve the following may be taken to the school site administrator:

- disagreements with decisions or actions taken or not taken in regard to a student's Section 504 evaluation or plan
- discrimination/harassment that is based on a student's actual or perceived disability

Please note that discrimination/harassment complaints must be filed within six (6) months from the date that the last incident(s) occurred or from the date the complainant first obtained knowledge of the facts of the alleged discrimination.

Local school site resolutions are encouraged. However, if the complaint cannot be resolved, a written complaint may be filed with the Education Service Center Section 504 Designee.

## WHERE CAN I OBTAIN FURTHER INFORMATION OR ASSISTANCE?

At your school site/or Education Service Center, ask to speak to the Section 504 Designee.

At the District central offices, call or write to:

District Section 504 Coordinator  
333 South Beaudry Ave., 18th Floor  
Los Angeles, California 90017

Telephone: (213) 241-7682  
Fax No: (213) 241-3312

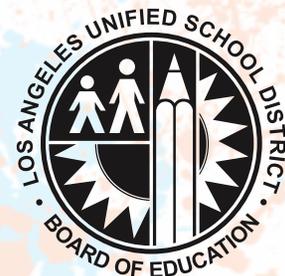
Website:

[eeco.lausd.net](http://eeco.lausd.net)

Published by:  
Educational Equity Compliance Office  
Los Angeles Unified School District

Dec 2019

# Educational Equity Compliance Office



## SECTION 504 and Students with Disabilities

Section 504

"No otherwise qualified individual with a disability...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."



## **SECTION 504 OF THE REHABILITATION ACT OF 1973 IS A FEDERAL CIVIL RIGHTS LAW THAT:**

- prohibits discrimination/harassment against individuals with mental or physical disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education.
- requires that students with disabilities be provided a free appropriate public education.

## **WHAT IS DISABILITY-BASED DISCRIMINATION/HARASSMENT?**

Disability-based discrimination/harassment is intimidation or abusive behavior toward a student based on disability that interferes with or denies a student participation in or receipt of benefits, services, or opportunities in District programs and activities.

## **HOW DOES SECTION 504 APPLY TO STUDENTS WITH DISABILITIES?**

Under Section 504, a plan may be developed to assist those students with disabilities who do not qualify for special education services but who may need accommodations that can be provided to them within the general education program.

## **HOW DOES SECTION 504 DEFINE “DISABILITY?”**

A student is considered to have a disability if he/she has a physical or mental impairment that substantially limits one or more major life activities.

## **WHAT IS A “SUBSTANTIAL LIMITATION?”**

A student is considered to have a substantial limitation when the student is “unable to perform a major life activity that the average student in the general population can perform.” The impairment must be somewhat unique when compared to the average student of approximately the same age.

## **WHAT ARE “MAJOR LIFE ACTIVITIES?”**

Major life activities may include, but are not limited to, functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating.

## **HOW IS A STUDENT EVALUATED UNDER SECTION 504?**

A school team will conduct a Section 504 evaluation for a student who, because of a disability, may need accommodations in the general education program. The team will:

- (1) be knowledgeable about the student;
- (2) evaluate the nature of the student’s disability and the impact of the disability upon the student’s education;
- (3) consider all available relevant information about the student drawn from a variety of sources; and
- (4) develop a Section 504 Plan if the student meets the criteria and accommodations are needed.

## **SOME EXAMPLES OF ASSISTANCE THAT CAN BE PROVIDED IN A SECTION 504 PLAN ARE:**

- Changing the way tests are given
- Seating the student in the front of the class
- Developing a behavior support plan
- Using additional study aids



## EL ARTÍCULO 504, GARANTÍAS PROCESALES DE LOS PADRES OTUTORES LEGALES INCLUYE:

- notificación escrita de toda decisión concerniente a la identificación, evaluación, y/o modificaciones realizadas en relación con el estudiante;
- información necesaria para apelar cualquiera de dichas decisiones; e
- inspección de los expedientes pertinentes.

## ARTÍCULO 504 PROCEDIMIENTO PARA PRESENTAR QUEJAS

Se pueden presentar por escrito ante el administrador del plantel escolar quejas con base en el Artículo 504 que tengan que ver con lo siguiente:

- desacuerdo con decisiones o medidas, tomadas o no, en relación con el plan o la evaluación de un estudiante conforme al artículo 504
- discriminación o acoso basado en una discapacidad del estudiante, tanto real como supuesta

Favor de tener en cuenta que las quejas por discriminación o acoso se deberán presentar dentro de los seis (6) meses a partir de la fecha en que ocurrió el último incidente(s) o a partir de la fecha en que el demandante se enteró de los hechos relacionados con el alegato por discriminación.

Se recomienda llegar a una resolución en la escuela local. Sin embargo, si la queja no se puede resolver, es posible presentar una queja por escrito ante el miembro del personal designado para encargarse del artículo 504 en el Centro de Servicios Educativos correspondiente.

## ¿DÓNDE PUEDO OBTENER MÁS INFORMACIÓN O AYUDA?

En el plantel de su escuela local o en el Centro de Servicios Educativos, pida hablar con el miembro del personal designado para los asuntos del artículo 504.

En las oficinas del Distrito Central, llame o escriba a:

Coordinadora del Artículo 504  
en el Distrito  
333 South Beaudry Ave., 18th Floor  
Los Angeles, California 90017

Teléfono: (213) 241-7682  
FAX: (213) 241-3312

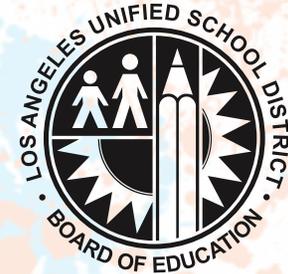
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Angeles

Dec 2019



## Oficina de Cumplimiento de las Leyes de Equidad Educativa



## EL ARTÍCULO 504 y los Estudiantes Discapacitados

### Artículo 504

"A ninguna persona acreditada que tenga alguna discapacidad ... y simplemente por razón de su discapacidad, se le excluirá de participar, se le negarán beneficios ni será discriminada en cualquier programa o actividad financiado con fondos federales."



## **EL ARTÍCULO 504 GARANTÍAS PROCESALES DE LOS PADRES OTUTORES LEGALES INCLUYE:**

- prohíbe la discriminación o el acoso contra las personas con discapacidades mentales o físicas que participen en los programas y actividades financiadas con fondos federales, provenientes de la Secretaría Federal de Educación.
- requiere que se les brinde a los estudiantes discapacitados educación pública, gratuita y adecuada.

## **¿QUÉ ES LA DISCRIMINACIÓN O EL ACOSO BASADO EN UNA DISCAPACIDAD?**

La discriminación o el acoso basado en una discapacidad se trata del comportamiento intimidatorio o abusivo en contra de un estudiante con base en su discapacidad, el cual interfiere o niega al estudiante la participación o la recepción de beneficios, servicios u oportunidades de los programas y actividades del Distrito.

## **¿CÓMO SE APLICA EL ARTÍCULO 504 A LOS ESTUDIANTES DISCAPACITADOS?**

Bajo el Artículo 504, se debe crear un plan para ayudar a los estudiantes discapacitados que no reúnen los requisitos para Educación Especial pero que puedan necesitar modificaciones proporcionadas en el programa educativo general.

## **¿CÓMO DEFINE EL ARTÍCULO 504 A LA “DISCAPACIDAD”**

Se considera que un estudiante es discapacitado si tiene un impedimento físico o mental que limite considerablemente una o más de las actividades principales para desenvolverse en la vida diaria.

## **¿QUÉ ES “LIMITAR CONSIDERABLEMENTE”**

Un estudiante está limitado considerablemente cuando “es incapaz de desempeñar las actividades principales para desenvolverse en la vida diaria que puede desempeñar un estudiante regular del público en general.” El impedimento debe ser hasta cierto punto singular al comparar al estudiante con otro estudiante promedio que tenga una edad aproximada.

## **¿QUÉ SIGNIFICA “ACTIVIDAD ESENCIAL PARA DESENVOLVERSE EN LA VIDA DIARIA?”**

Actividades principales de la vida diaria pueden incluir (pero no limitarse) a funciones tales como: autosuficiencia, desempeñar trabajos manuales, caminar, ver, escuchar, hablar, respirar, aprender, trabajar, comer, dormir, mantenerse de pie, levantar cosas en peso, agacharse, leer, concentrarse, razonar y comunicarse.

## **¿CÓMO SE EVALÚA A UN ESTUDIANTE BAJO EL ARTÍCULO 504?**

Un comité escolar llevará a cabo la evaluación bajo el artículo 504 de un estudiante que, debido a una discapacidad, pueda necesitar modificaciones en el programa de educación regular. El comité deberá:

- (1) conocer la situación del estudiante.
- (2) evaluar la naturaleza de la discapacidad del estudiante y cómo afecta dicha discapacidad a la educación del estudiante.
- (3) considerar toda la información importante disponible sobre el estudiante, proveniente de diferentes fuentes.
- (4) elaborar un plan según el Artículo 504 si el estudiante cumple con los criterios establecidos y si necesitara modificaciones.

## **ALGUNOS EJEMPLOS DE LA AYUDA QUE SE PUEDE PROPORCIONAR EN UN PLAN DEL ARTÍCULO 504:**

- Cambiar la manera de tomar las pruebas
- Sentar al estudiante al frente de la clase
- Elaborar un plan de apoyo conductual
- Utilizar dispositivos adicionales para el estudio

