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# Academic Performance Excellence Academy

An LAUSD authorized public charter school

## 2021-2022

# PARENT/STUDENT HANDBOOK

**1309 North Wilton Place  
Los Angeles, CA 90028  
(323) 817-6550**



APEX ACADEMY

[apexacademyla.org](http://apexacademyla.org)

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2021-2022 PARENT/STUDENT HANDBOOK

Dear Parent/Guardian:

Please read the NEW Parent/Student Handbook and return the signed form below to the school. Your signature does not constitute consent to take part in any particular program. (revised 08/2021)

-----Tear-Off-----

RECEIPT OF ANNUAL NOTIFICATION OF 2021-2022 PARENT/STUDENT HANDBOOK

I acknowledge, with my signature below, the receipt of the required annual notification of parent/student rights on behalf of my son/daughter.

Please PRINT your child's name, birthdate and grade.

\_\_\_\_\_  
LAST NAME                  FIRST NAME                  MIDDLE NAME                  BIRTHDATE                  GRADE

\_\_\_\_\_  
SIGNATURE OF PARNET/GUARDIAN                  SIGNATURE OF STUDENT (Grades 7-12)

TABLE OF CONTENTS:

ATTENDANCE.....4

- ABSENCES – EXCUSED.....5
- ABSENCES – UNEXCUSED.....5
- ABSENCES FOR RELIGIOUS PURPOSES.....5
- ABSENCES/TRUANCY.....5

ALCOHOL, TOBACCO, DRUGS AND VIOLENCE – PREVENTION AND PROHIBITION.....6

**ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES.....6**

**ANNUAL NOTICE OF PHYSICAL EDUCATION REQUIRMENT.....6**

**BEFORE AND AFTER SCHOOL PROGRAMS.....7**

**BULLYING AND HAZING POLICY.....7**

**CALIFORNIA STATEWIDE TESTING NOTIFICATION.....7**

**CELLULAR TELEPHONES AND OTHER MOBILE DEVICES.....9**

**CHALLENGES TO PUPIL RECORD INFORMATION.....10**

**CHANGES TO RESIDENCE/EMERGENCY INFORMATION.....10**

**CHILD ABUSE/REPORTING.....11**

**CHARTER TRANSPARENCY.....11**

**CODE OF CONDUCT WITH STUDENTS.....11**

**COUNSELING COMPONENT.....11**

**DISCIPLINE FOUNDATION POLICY (PBIS AND RP).....12**

**DRESS CODES.....12**

**EDUCATION EQUALITY (AB699).....12**

**EMERGENCY PREPAREDNESS and LAUSD.....13**

- **What can parents do in an Emergency?.....14**
- **EMERGENCY RESPONSE.....14**

**EVERY STUDENT SUCCEEDS ACT: PARENTS RIGHT TO KNOW NOTIFICATION FOR TITLE 1 SCHOOLS.....14**

**FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHT AND PRIVACY ACT (FERPA).....14**

**FOSTER CARE.....15**

- **STUDENTS PLACED IN OUT-OF-HOME CARE BY DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS) OR PROBATION**

**FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES, DEMONSTRATIONS, ETC.....16**

**GRADE CHANGE REQUEST PROCESS.....16**

- **ASSEMBLY BILL (AB)104: PUPIL INSTURCTION: RETENTION, GRADE CHANGES, AND EXEMPTIONS.....16**

**GUN FREE SAFE SCHOOLS.....17**

**HEALTH INFORMATION.....17**

- **Communicable Disease Prevention.....18**
- **Immunization Requirements.....18**
- **Medication in School.....19**
- **School Mental Health and Resources.....19**
- **Suicide Prevention, Intervention & Postvention.....20**

**HIGH SCHOOL GRADUATION REQUIREMENTS.....20**

**HOMELESS STUDENTS.....20**

**INTERNET ACCESS.....21**

**INTERSCHOLASTIC ATHLETIC DEPARTMENT.....21**

**MEALS/BREAKFAST IN THE CLASSROOM/MEAL APPLICATIONS.....22**

- **Eligibility Guidelines.....22**

**MIDDLE SCHOOL CULMINATION REQUIREMENTS.....22**

**NEWS MEDIA ACCESS.....23**

**NONDISCRIMINATION STATEMENT.....23**

**PARENTSQUARE – PARENT NOTIFICATION SYSTEM.....24**

**TABLE OF CONTENTS:**

**PHYSICAL FITNESS TEST.....24**

**RESTITUTION/PARENT LIABILITY.....24**

**SCHOOL ACCOUNTABILITY REPORT CARD.....25**

**SCHOOL SCHEDULES.....25**

**SEX EDUCATION COURSES -**

• Complying with the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.....	25
• Required HIV/AIDS Prevention Education.....	27
• In-Service Training for Staff.....	27
STUDENT SEARCHES.....	28
STUDENT’S PERSONAL PROPERTY.....	28
SENATE BILL 1375 – TITLE IX.....	28
STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION.....	29
STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973.....	29
SUSPENSIONS.....	29
• Grounds for Suspensions/Expulsion (Education Code 48900 et. Seq).....	30
UNIFORM COMPLAINT PROCEDURES.....	31
• Protected Groups Covered .....	31
• UCP Jurisdiction.....	31
• How to Submit a Complaint.....	32
• Complaint Investigation and Response.....	33
• How to Appeal.....	34
• Uniform Complaint Form.....	34
VISITORS TO SCHOOL CAMPUSES.....	36
WELLNESS POLICY.....	36
• Nutrition Education Guidelines.....	36
• Physical Education Goals.....	36
• Other School Related Activities.....	36
WILLIAMS UNIFORM COMPLAINT PROCESS.....	37
WILLIAMS UNIFORM COMPLAINT PROCEDURE FORM.....	38
CONTACT INFORMATION.....	39

**\*Please note that information related to the 2021-2022 Parent/Student Handbook may be updated during the 2021-2022 school year as Apex Academy continues to support families with Distance Learning and COVID-19 safety guidelines. We encourage families to check for APEX Academy web site for updates at apexacademy.org**

## **COVID-19 TESTING REQUIREMENTS**

**Baseline and ongoing weekly COVID-19 testing of all employees and students, both vaccinated and unvaccinated, is a requirement for return to school facilities and in-person work and learning. Covid-19 testing will be conducted to monitor and manage exposure to the virus in alignment with medical guidance. MATRIX for Success Academy will continue to offer nasal swap tests as the primary testing method performed by INNOVATIVE HEALTH DIAGNOSTICS.**

## **ATTENDANCE**

California Compulsory Full-Time Education Law Education Code section 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located and each parent, guardian or other person having control

or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

#### Los Angeles Municipal Code SEC. 45.04. DAYTIME CURFEW RESTRICTIONS FOR MINORS.

It is unlawful for any minor under the age of 18, who is subject to compulsory education or to compulsory continuation education, alone or in concert with others, to be present in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places or amusement and eating places, vacant lots or any place open to the public during the hours of the day when the school, which the minor would normally attend, is in session, on days when that school is in session. This section shall not apply to public sidewalks immediately adjacent to school grounds, the entrance areas to schools, or to school grounds.

#### Los Angeles County Chapter 13.57 - DAYTIME RESTRICTIONS FOR MINORS

It is unlawful for any minor under the age of 18 years, who is subject to compulsory education or to compulsory continuation education, to be "absent from school and found in a public place, unless the minor has one of the valid excuses (refer to Section 13.57.020). For purposes of this chapter, a minor is "absent from school and found in a public place" if said minor is found idling, wandering, strolling, playing, or aimlessly driving or riding about in or upon any public street, avenue, highway, road, curb area, alley, park, playground, or other public ground, public place or public building, place of amusement or eating place, vacant lot or unsupervised place, or any place open to the public during the hours of 8:30 and 1:30 p.m. of the same day on days when said minor's school is in session.

Every student is expected to attend school on a daily basis, unless there is valid justification for the absence [Education Code 48200]. Please refrain from allowing your child to have parent permitted truancies. These truancies are best described as absences for reasons other than what the law allows. They may include the following:

- Running errands for family
- Babysitting
- Vacations or trips
- Inclement weather
- Transportation problems

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation within ten (10) days after the student returns to school in order to prevent absences from being converted to truancies. Upon learning the reason(s) for a student's absence from a parent/guardian the following staff may verify the validity of an absence excuse (CA Code of Regulations, Title 5, Sec. 421):

- A school or public health nurse
- An attendance supervisor (e.g., PSA Counselor)
- A physician
- A principal
- A teacher
- Any other qualified employee of a school district assigned to make such verification.

School-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse the absence (CA Code of Regulations, Title 5, Section 306).

#### **ABSENCES – EXCUSED**

Excused Absences: California E.C. 48205 provides that a student shall be excused from school when the absence is due to:

- Illness or injury of pupil
- Quarantine
- Medical, dental, optometric or chiropractic services

- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent.
- Justifiable Personal Reasons is when the pupil's absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:
  - Active Duty Military (Immediate Family Member- 1-3 days: local (within US) 4-5 days: overseas)
  - Mental Health Day Treatment
  - Appearance in court
  - Educational conference offered by non-profit organization (legislative/judicial)
  - Entertainment Industry- no more than 5 consecutive days or maximum of 5 absences per school year
  - Medical Exclusion or exemption
  - Member of a precinct board for an election
  - Participation in not-for-profit performing arts organization (maximum 5 per school year)
  - Pre-arranged Mental Health Services
  - Attendance at a funeral service (Extended days)
  - Observance of religious holiday or ceremony
  - Attendance at a religious retreat (shall not exceed 4 hours per semester)
  - Revoked suspension through appeal's procedure
  - Attendance at an employment conference
  - Take Our Daughters and Sons to Work Day®

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

#### **ABSENCES - UNEXCUSED**

Any absence, for reasons other than those listed as EXCUSED ABSENCES, are unexcused. The District is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences within ten (10) days. The student may be classified as truant (refer to Truancy section) and this could be grounds for referral to the Student Attendance Review Board (SARB) and to the City or District Attorney's Office.

#### **ABSENCES FOR RELIGIOUS PURPOSES**

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the school principal [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.

#### **ABSENCES/TRUANCY**

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school and/or tardy in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination thereof, is considered to be a truant under the law. [Education Code 48260 (a)]. Upon a pupil's initial classification as a truant, the school district shall utilize the Notification of Truancy Letter to notify the pupil's parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.

- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Any pupil is deemed a habitual truant who has been reported as a truant three (3) or more times per school year and an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself [Education Code 48262].

#### **ALCOHOL, TOBACCO, DRUGS AND VIOLENCE – PREVENTION AND PROHIBITION**

PazLo Education Foundation does not tolerate the use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, tobacco or related paraphernalia on campus and at school activities. In cooperation with School Police and community agencies in disciplining students in violation, school administrators may use prevention-education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence free. Parents and students are encouraged to seek assistance at their school site.

Smoking and the use of all tobacco products, marijuana, alcohol or other drugs, including misuse of prescription drugs, are prohibited on all PazLo Education Foundation campuses, at all times by all persons, including employees, students, and visitors at any school PazLo Education Foundation school site of sponsored events. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroine

PazLo Education Foundation also prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroine.

Penal Code Section 308(a)(1)(H) prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Student using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action.

#### **ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES**

California Education Code Section 32255.1 provides that students with a moral objection to participation in science laboratory instruction in which animals are used must be informed of the opportunity to be excused or provided with alternative activities. Students objecting to participation in science laboratory in which animals will be used must have a note from their parents or guardians requesting an alternative assignment. This assignment must require a comparable time and effort investment by the student.

#### **ANNUAL NOTICE OF PHYSICAL EDUCATION REQUIREMENT**

California Education Code Section 51222(a) requires that secondary students receive physical education instruction for a total period of time of no less than 400 minutes each ten school days.

Please note that during the period of school closure due to COVID-19 State of Emergency, Governor Newsome issued an executive order waiving the requirements specified in Education Codes sections 51210(a) and 51222(a) related to minimum instructional minutes in physical education for grades 1-12. During this time, however, physical education instruction for students continues to be included through distance learning.

#### **BEFORE AND AFTER SCHOOL PROGRAMS**

Before and after school programs are in partnership with **Think Together**. **Think Together** provides a variety of academic assistance, enrichment activities and recreation under the supervision of their staff. All participants receive a free nutritious snack or supper meal. Students who are interested must fill out an enrollment packet and enrollment is on a first-come first served basis until capacity is met. Please ask for an Application from the APEX Academy Main Office, room 321.

## **BULLYING AND HAZING POLICY**

APEX Academy is committed to providing a safe and civil learning and working environment. The District takes a strong position against bullying, hazing or any behavior that infringes on the safety and well being of students and employees, or interferes with learning or teaching. The District prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all persons within the District's jurisdiction.

All students and staff of public primary, elementary, middle, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful [Article 1, Section 28(c) of the California State Constitution]. The bullying and hazing policy, written in accordance with Federal guidelines and California Education Code, requires that all schools and all personnel promote respect and acceptance.

This policy shall encompass behaviors and actions that occur among students, District employees, and associated adults. The policy is applicable in schools, at school and District-related programs, activities and events, traveling to and from school, and all other areas of the District's jurisdiction [Ed Code 489009(s)].

Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:

- Reasonable fear of harm to person or property.
- Substantially detrimental effect on physical or mental health.
- Substantial interference with academic performance.
- Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

Cyberbullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying. A person who engages in cyberbullying at school or school-related activities and events may be subject to disciplinary action. Cyberbullying that occurs off-campus but substantially disrupts the instructional environment of the school may fall under PazLo Education Foundation's jurisdiction.

Hazing is any humiliating or potentially harmful initiation, pre-initiation, or rite of passage associated with membership in a student organization whether or not it is officially recognized by the educational institution.

Sexting or Cybersexual bullying is electronic communications of an inappropriate sexual nature. Once posted, a student has no control over the use of their image. The posting and sharing of sexual images of minors could be considered child pornography or child abuse. Participants could be subject to disciplinary or criminal action.

Parents and students are encouraged to contact their school administrator if they have a concern. The school site administrator will investigate the allegation and work with all parties involved to reach a resolution. For more information, resources, allegations of discrimination/harassment call 323-817-6550 and speak to an administrator.

## **CALIFORNIA STATEWIDE TESTING NOTIFICATION**

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

### **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)**

California has transitioned to a new state assessment program called California Assessment of Student Performance and Progress (CAASPP). The CAASPP assessments consist of the following:

- **Smarter Balanced Assessment Consortium Assessments**

The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.



- **California Science Test (CAST) grades 8 and 12**

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

- **California Alternate Assessments (CAAs)**

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

- **California Spanish Assessment (CSA) for Reading/Language Arts**

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

Starting with spring 2019 CAASPP administration, the California Department of Education (CDE) stopped printing CAASPP Student Score Reports(SSR) for parents. Hence, parents/guardians will no longer receive their child's CAASPP SSR by mail. CAASPP SSRs will include an overall score and a description of the student's achievement level for ELA and mathematics. The CAASPP SSR includes Early Assessment Program (EAP) status for grade 11. EAP scores provide an early indication of readiness for college-level coursework. Score reports for student in grades 8 and 11 will include Science test results. Students who take the CSA will get a separate report.

- **2020-2021 Spring Assessment Administration – COVID-19 Assessment Info**

Due to COVID-19 in the spring of 2020, the CDE suspended CAASPP testing for the 2019-2020 school year. For the 2020-2021 school year, the CDE approved LEAs to use the most viable option for assessment in their local context, including the Smarter Balanced Summative Assessments and CAAs for the ELA and mathematics, or other diagnostic, benchmark, or interim assessments that:

- Are aligned with California Common Core State Standards for ELA and mathematics.
- Are available to assess students in grades three through eight and grade eleven.
- Are uniformly administered across a grade span, school, or district.
- Provide results that can be reported to parents/guardians, educators about individual students, and to the public by school and by district and are disaggregated by student group.

For more information regarding the 2021 Spring Summative Assessment administration, please visit <https://www.cde.ca.gov/ta/tg/ca/covid19assessmentfaq.asp>

- **ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)**

State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be English language learners in order to determine each student's level of English proficiency in listening, speaking, reading, and writing.

California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

The Initial ELPAC must be administered to new enrollees in the District with a home language other than English, unless they have been assessed at another California Public School. The Initial ELPAC is used to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Students who have previously been identified as being English Learners must also be administered the Summative ELPAC annually to determine annual English language development progress until the EL student has been reclassified.

The Summative ELPAC is administered to students who are already identified as English Learners in the spring semester between February 1<sup>st</sup> and May 31<sup>st</sup>. The Summative ELPAC is used to measure progress toward English proficiency and to help determine if a student is ready to be reclassified fluent English proficient. This is important to ensure that students continue to receive the support they need to do well in school. For new enrollees who have a home language other than English, the Initial ELPAC must be administered within 30 days of enrollment in a California public school.

Due to the impacts of the coronavirus disease 2019 (COVID-19) and the decision for schools to continue with distance learning, the 2020–2021 Initial ELPAC will be available to administer either online in the test delivery system (TDS) or using the paper-based Initial ELPAC. The California Department of Education and Educational Testing Service have developed test administration options for 2020–2021, beginning with the Initial ELPAC and the optional fall Summative ELPAC administrations. Any in-person testing is subject to approval by LAUSD since APEX is co-located on the Bernstein campus and the Public Health Department and health officials. Please see your ELPAC Coordinator with any questions regarding remote online testing or using the paper-based Initial ELPAC.

In addition to developing test administration options, the Summative ELPAC testing for 2019–2020 was suspended on March 16<sup>th</sup>, 2020. To support reclassification of students who were unable to complete testing in 2019–2020, the California Department of Education (CDE) is extending an optional administration of the 2019–2020 Summative ELPAC into the fall 2020–2021 school year. The Summative ELPAC 2019–2020 optional test administration window will open on August 20, 2020, and close on October 30, 2020. The optional test administration will provide MATRIX for Success with an opportunity to reclassify English learner students who were unable to either start or complete testing in the spring. Again, this is an optional summative assessment that may be used.

For the 2020-2021 school year, the Summative ELPAC Assessment was administered remotely.

For the 2021-2022 school year, we will continue to assessment remotely and in-person as long as MATRIX is open for in-person learning.

***\*\*Updated on August 11, 2021. Please see your ELPAC Coordinator with any questions.***

Score reports for student in grades 8 and 11 will include Science test results Students who take the CSA will get a separate report.

## **CELLULAR TELEPHONES AND OTHER MOBILE DEVICES**

It is the policy of PazLo Education Foundation to prohibit the use of cellular phones or any electronic mobile device by students on campus during normal school hours. Students are permitted to possess cellular phones, or other electronic mobile devices such as cameras, electronic games, radios, MP3 players, computing devices, tablets, etc. on campus provided that any such device shall remain turned off and stored in a locker, backpack, purse, pocket, or other places where it is not visible during normal school hours. Students are permitted to use cellular phones and other electronic mobile devices on campus before and after school or during school activities that occur outside of school hours. For state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session. Students must comply anytime a request is made by school personnel to cease

the use of a cellular phone or other electronic devices. PazLo Education Foundation is not responsible for lost or stolen cellular telephones or other electronic devices.

### **CHALLENGES TO PUPIL RECORD INFORMATION**

A. The inspection/review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A District certificated employee must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent (or student, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or student, when applicable) requests a copy of the whole or any part of a pupil record, the copy will be provided. The school or the 6 Educational Service Center may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested. For all pupil records other than grades, California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside of the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. In violation of the privacy or other rights of the student

The parent may challenge the content of such records by first meeting with the school principal. If the principal sustains the parent's challenge, the record will be corrected or removed. If the school principal does not sustain the parent's challenge, the parent may appeal. Appeals from a school principal's adverse decision are to be made to the School's Director, and then if necessary, to the PazLo Education Foundation Board. The Educational Service Center Instructional Area Superintendent and the Board of Education may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge. If the panel sustains the parent's challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide written statement of his or her objection to the information. This statement becomes a part of the student's school record unless and until such time as the information objected to is changed or removed.

- B. With regard to the challenge of grades, there is a separate process. California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law and with LAUSD policy. Please see section regarding Parents' Right to Request a Grade Change.
- C. Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.
- D. Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to that school.

### **CHANGE OF RESIDENCE/EMERGENCY INFORMATION**

It is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their child(ren).

Every parent/legal guardian or caregiver must complete a Student Emergency Form for each student at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers

- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached. If the student rides the school bus to and from school, include his/her routing information; route number, pick/up and drop off location. Parents of students with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency.

Students will only be released to a person listed on the emergency card unless the parent/legal guardian has provided written authorization on a case-by-case basis. Parents are required to update this information at least twice per school year.

## **CHILD ABUSE**

### **Reporting Requirements**

Any District employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency (CPA): either the local police or Sheriff's Department, or the Department of Children and Family Services within 36 hours. Additionally, the CPA must be contacted immediately or as soon as practical via telephone. LAUSD School Police Department (LASPD) by law is not considered a child protective services agency. Therefore, LASPD officers may not be the recipients of child abuse reports. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

## **CHARTER TRANSPARENCY**

APEX Academy charter public schools governed by a nonprofit board of directors and overseen by the Los Angeles Unified School District. On January 12, 2016, the LAUSD board voted to approve a Board Resolution, "Keeping Parents Information: Charter Transparency" which was passed with the support of the LA charter community. The resolution highlighted commonly requested information and data that charter public schools share with parents through their charter petitions, School Accountability Report Cards, Local Education Agency Plans, Local Control Accountability Plans, Annual Audits, and other publicly available documents. More information can be found on the [apexacademy.org](http://apexacademy.org) website.

## **CODE OF CONDUCT WITH STUDENTS**

APEX is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. The District will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students. Parents or guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

Education Code Section 44807 states that every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. California law prohibits the use of corporal punishment against students. However, a teacher, assistant principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The provisions of this Section are in addition to and do not supersede the provisions of Section 49000.

## **COUNSELING COMPONENT**

The Middle School/High School Supplemental Counseling Program (AB1802) requires annual student, parent, and counselor conferences for all students in grades 7-12.

When the student enrolls in middle school the parents/guardians and student will work with the counselor to develop an Individual Graduation Plan (IGP) and when the student matriculates to high school they will update the IGP annually.

SB 405 expands the requirements to include a review of the career goals of the pupil, academic and career-related opportunities available to the pupil and for explanation of the coursework and academic progress required for eligibility for admission to a four-year college. Students not on track to satisfy the A-G requirements must be identified and monitored.

## **DISCIPLINE FOUNDATION POLICY (PBIS and RP)**

APEX is committed to providing and maintaining safe classrooms and healthy school environments. Every student has the right to learn in an environment that supports his or her well-being. Every educator has the right to teach in a setting that is free from disruption and obstacles that impede learning. Every employee has the right to work in a safe and respectful atmosphere.

The Discipline Foundation Policy establishes a consistent plan for developing, refining, and implementing a culture of discipline built on positive behavior. Since 2012, APEX's foundational discipline policy has focused on School-Wide Positive Behavior Intervention and Support (**PBIS**). PBIS practices support students, teachers and staff by providing structures and practices that establish a culture of learning and positive behavior, relationship building, and strategies that address the wellness and social emotional needs of the whole child, whole classroom, whole school, and whole community. This is a three-tiered model that shifts from a reactive model, resulting in punitive consequences towards a proactive approach to discipline, one that promotes appropriate student behavior, increased learning opportunities, and Restorative Justice practices.

APEX Academy is committed to PBIS and Restorative Practice (RP) which can reduce suspensions, increase attendance, and improve test scores .

## **DRESS CODES**

Students found to be wearing inappropriate clothes or accessories will be asked to change clothes or amend their outfit to comply with the dress code.

**Any logos, writing, or pictures on any article of clothing, hat, or accessory must be school appropriate.**

### **Clothing**

- Pants, skirts and shorts can be any color and must be worn at appropriate waist level.
- Shorts and skirts must be longer than the student's fingertips when their arms are held at their side.
- Tights can be worn under shorts, skirts, or pants, but are not school appropriate by themselves.
- Blouses and shirts can be any color but must be sleeved and appropriate length.
- Appropriate shoes required at all times.
- No undergarments should be visible.

### **Hats & Accessories**

- All accessories (jewelry, backpacks, belts, etc.) and hats must be school appropriate.
- Caps, hats, or beanies may be worn outside of the classroom.
- Hoods on sweatshirts should not be worn as a hat or cap.
- Teachers may ask students to remove hats or accessories while in the classroom.

### **What is NOT School Appropriate?**

- Clothing that is oversized, extra wide, see-through or revealing.
- Halter tops, cropped tops, tank tops, backless tops, and low cut tops are not school appropriate.
- Clothing with profanity, gang affiliation, racist, sexually explicit or lewd messages.
- Clothing with images or writing that promotes violence or is offensive.
- Clothing with images or writing that promotes alcoholic beverages, tobacco, marijuana or other drugs.
- Clothing, accessories and shoes with spikes or studs are not school appropriate.
- Pajamas are not school appropriate.
- Sandals and open toed shoes are not school appropriate

## **EDUCATION EQUITY (AB699) REGARDLESS OR IMMIGRATION STATUS, CITIZENSHIP, OR RELIGIOUS BELIEFS**

On October 5, 2017, the California Legislature passed Assembly Bill 699 titled the *EDUCATION EQUITY; IMMIGRATION AND CITIZEN STATUS* bill (AB 699) AB 699 protects the rights of undocumented students and their families. California law not only empower schools to provide all students equal access to a public education, but also provide equal educational rights to immigrant students in safe and welcoming school environments.

As part of AB 699, Attorney General Xavier Becerra published, "*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigrant Issues,*" found here:

<http://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>. This guide equips California’s public schools with information and resources to safeguard the right and privacy of students and their families in the event of immigration enforcement at public schools. The guide offers governing law and model policies for handling and responding to the following circumstances:

1. Gathering and Handling Student and Family Information
2. Sharing Student and Family Information
3. Responding to Requests for Access to School Grounds for Immigration-Enforcement Purposes
4. Responding to Detention or Deportation of a Student’s Family Member
5. Responding to Hate Crimes and Bullying Related to National Origin or Ethnicity

AB 699 encompasses the following requirements for all Local Educational Agencies (LEA), including Charter Schools:

- a) To adopt the Attorney General’s model policies, or equivalent policies, by July 1, 2018
- b) Requires the “Principal of a charter school, as applicable” to report to the governing board in a timely manner any requests for information or access to a school site by a law enforcement agency for the purpose of enforcing immigration law.
- c) Requires the governing board of an Local Educational Agencies (LEA), including Charter Schools to provide information to parents/guardians regarding their children’s rights to a free public education, regardless of immigration status or religious beliefs.
- d) Local Educational Agencies (LEA), including Charter Schools to educate pupils about the negative impact of bullying based on actual or perceived immigration status or religious beliefs.
- e)

In compliance with the above, PazLo Education Foundation (APEX Academy) and the PazLo Governing Board have formally adopted AB 699 and the Attorney General’s model policies. Governing Board Agenda, Minutes, and Policy are available for viewing. Please refer to Office Staff for assistance. In addition, AB 699 is available for viewing on the school website:

APEX – [apexacademy.org](http://apexacademy.org)

## **EMERGENCY PREPAREDNESS and LAUSD**

APEX Academy is co-located with an LAUSD school and we work diligently to make sure that students and staff are prepared for emergencies. Every school has a detailed Emergency Plan that provides guidance for the school staff in an emergency. Every school conducts regular drills that meet or exceed the state mandated requirements and accommodates persons with disabilities.

Regular drills are a part of a school’s activities. Every school conducts the following types of drills:

- Fire Drill – Every elementary and middle school practices this procedure once a month; high schools practice once each semester.
- Earthquake Exercise – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school’s disaster plan are practiced. District-wide.
- Lockdown Drill – During the first month of each semester, schools practice how they will respond to a threat of violence on or near the campus.
- Shelter- in-Place Drill – At least once per semester, schools practice how they will respond to an environmental hazard on or near the campus.
- Drop, Cover, and Hold On (Earthquake) Drill – Every month, schools use this drill to remind students how to protect themselves during an earthquake.
- Take Cover Drill – At least once per semester, students practice how they would respond to gunfire or an explosion in the neighborhood.

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills help make public schools the safest place for students during an emergency. Each school stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies and sanitation items. These supplies are checked regularly by school staff and inspected by Office of Environmental Health and Safety inspectors.

## **WHAT CAN PARENTS DO DURING AN EMERGENCY?**

Parents need to be familiar with the school's emergency procedures and update contact information whenever it changes. Parents should also keep their cell phones with them to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency; parents who are calm and prepare for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school's emergency procedures are encouraged to contact the school's administration at 323-817-6550.

### **EMERGENCY RESPONSE**

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

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

During an emergency, parents who want to pick up their children may be asked to go to the Request Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release students. Please remember that students will only be released to a person whose name is listed on the student's Emergency Information Form. Parents must make sure that the Student's Emergency Information Form is current and correct. Please notify your child's school anytime the emergency contact information changes.

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

### **EVERY STUDENT SUCCEEDS ACT: PARENTS' RIGHT TO KNOW NOTIFICATION FOR TITLE 1 SCHOOLS**

Parents/guardians of students attending a Title 1 can request, in writing, the professional qualifications of the student's classroom teachers, including at a minimum whether the student's teacher:

- Has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Is teaching under emergency or other provisional status through which the state qualification or licensing criteria have been waived
- Is teaching in the field of discipline of the certification of the teacher

Parents/guardians of students attending a Title 1 can request, in writing, the qualifications of teacher assistants servicing his/her child.

- Earned a high school diploma or equivalent
- Completed 48 semester units or 72 quarter units of college-level courses or Associate degree or higher

### **FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The privacy of school records is protected by federal and state laws, which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records. School and District employees and officials

who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A legitimate educational interest is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. In general, other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order, natural parent, adopted parent or legal guardian consent, or by statute.

Directory information is routine information maintained by school districts about students. It is this special category of pupil record information that does not require the same level of confidential treatment as pupil record information. Under the law, a school district may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file to withhold its release as indicated in the Information Release Form submitted to the school.

- Name
- Address
- Date of birth
- Dates of attendance
- Previous school(s) attended

## **FOSTER CARE**

### **STUDENTS PLACED IN OUT-OF-HOME CARE BY DEPARTMENT OF CHILDREN AND FAMILY SERVICES (DCFS) OR PROBATION**

Children supervised by Department of Children and Family Services or Department of Probation and placed in licensed foster homes, short term residential therapeutic programs (formerly group homes), with relative caretakers, or with biological parent(s) have special enrollment provisions. Education Code section 48853.5 mandates that students in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall all work together to serve the educational needs of students living in foster care.

Education Code section 48853.5 allows students in foster care to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even when the child is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue his or her education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of an academic year, the student in foster care shall be allowed to continue his or her education in the school of origin for the duration of the academic school year.

Education Code section 51225.1 provides certain graduation exemptions for students in foster care. Students in foster care or students involved in the juvenile justice system who meet graduation exemption criterion, may be exempt from all coursework and other requirements adopted by the governing board of the school district. The high school graduation exemption eligibility criteria are as follows:

- The student must be in foster care.
- The student transferred schools after their second year of high school
- The student cannot reasonably complete the additional graduation requirements within four years
- The educational rights holder must determine that the graduation exemption is in the student's best interest
- The student must complete the California high school graduation requirements

Once a student is found eligible for this exemption, his/her eligibility continues even if the student's foster care or probation case closes or the student is transferred to another school. It is unlawful for a school, student, education rights holder, social worker, or probation officer to request or require a school transfer for the purpose of making a student eligible for an exemption from local requirements.



Parents, guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a child is changing school placements so that partial credits may be calculated (if applicable) and school records can be transferred in a timely manner. For students experiencing a change of residence, a Best Interest Determination meeting must be held with the Holder of Educational Rights to determine the school of origin and if transportation is needed to their school of origin. For further information regarding school-related foster care concerns, contact the Student Health and Human Services, Student Support Program at (213) 241-3844.

### **FREE EXPRESSION INCLUDING POLITICAL CONDUCT, RALLIES, ASSEMBLIES, DEMONSTRATIONS, ETC.**

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, and does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and District employees. Students who fail to follow the directive of school site administrators concerning demonstrations, assemblies, sit-ins, etc., may be disciplined.

Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walkout causes a disruption to the general public, then local law enforcement may respond to the situation. APEX Academy has no control over how local law enforcement will handle the situation.

While APEX Academy recognizes and respects a student's freedom of speech rights, District employees shall not promote, endorse, or encourage students to participate in any student demonstration, distribution of materials, assembly, sit-in, or walkout. For further information concerning this issue, please contact your student's school administrator.

### **GRADE CHANGE REQUEST PROCESS**

Under Education Code section 49066, parents have a right to request a change of a pupil's grade on the following grounds:

- Mistake
- Fraud
- Bad faith; and/or
- Incompetency in assigning the grade

When grades are earned for any course of instruction taught in the public schools, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within 30 days of the date the grade report was mailed. The next step, if not resolved with the teacher, is a written request to the principal.

### **ASSEMBLY BILL (AB)104: PUPIL INSTRUCTION: RETENTION, GRADE CHANGES, AND EXEMPTIONS**

#### **OVERVIEW**

Assembly Bill (AB) 104 requires school districts to implement policies that give students opportunities to counteract the impact of the pandemic on students' academic achievement and graduation credits. The new law, which went into effect on July 1, 2021, includes options that include requesting retention for eligible students, as noted below, changing grades to a Pass or No Pass for students enrolled in high school last year, and waiving local district graduation requirements that exceed the state credit and course minimums for students who were juniors or seniors in the 2020-21 school year.

#### **INTERIM RETENTION PROCESS**

Education Code section 48071, as part of Assembly Bill (AB) 104, establishes an **interim retention process, applicable only to eligible pupils who were enrolled in grades K-11 during the 2020-2021 school year**. An "eligible pupil" is defined as a pupil who has received

deficient grades for at least one-half of the pupil's coursework in the 2020–21 academic year. For purposes of this policy, a deficient grade is an F, or a No Pass at the secondary level. By statute, a pupil enrolled in grade 12 during the 2020-2021 school year shall not be eligible for retention under this policy. Parents, which include the natural or adoptive parent or guardian, the person having legal custody or other education rights holder, or a student who is age 18 or older, may request retention under this process. **This policy is only in effect for the 2021-2022 school year.**

#### **GRADE CHANGES (Pass/No Pass)**

Education Code section 49066.5 (AB 104) establishes that a parent, which includes the natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder, or a student who is age 18 or older and enrolled in high school during the 2020-21 school year, **may apply for one or more of their child's letter grades for a course, taken during the 2020-21 school year in high school**, to be changed to a Pass or No Pass on the student's transcript. There is no limit as to the number or type of courses eligible for this grade change application. The grade change application shall not negatively affect the student's grade point average or result in the forfeiture of a student's eligibility for athletics or school programs.

**The grade change application must be made prior to August 31, 2021.** A school will not accept applications after that date. The school is required to make the change of a student's grade from a letter grade to a Pass (A-D) or No Pass (F) within 15 days of the request and will notify the student and student's parent or guardian that the grade was changed.

Absent an application to change a transcript by this date, a letter grade earned in the 2020-21 school year will remain on the student's transcript. Please note some postsecondary educational institutions, including those in other states, may not accept a Pass or No Pass grade instead of a letter grade for admission purposes.

#### **LOCAL GRADUATION REQUIREMENTS EXEMPTION**

Education Code section 51225 was amended by AB 104 to establish an interim graduation exemption process. AB 104 **only applies to eligible pupils who were enrolled in their third or fourth year of high school during the 2020-2021 school year and who are not on track** to graduate in four years from all APEX graduation requirement coursework and additional requirements. There is no action required from eligible students. APEX staff will contact students and the parent or legal guardian of students eligible for this interim graduation exemption process.

Please contact APEX Academy for any additional questions you may have.

APEX Web Page under: Assembly Bill (AB) 104 Pupil Instruction: Retention, Grade Changes, and Exemptions

<http://apexacademyla.org/governance/charter-documents-complaine.html>

#### **GUN FREE SAFE SCHOOLS**

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

#### **HEALTH INFORMATION**

APEX Academy utilizes Cross Country Education - Nursing Services.

Contact information: Phone: 323-391-1622

Address: 21050 Califa Street

Woodland Hills, Ca 91367

Under Direct Ed's oversight, student health records are reviewed, and mandated health screenings are given in hearing, vision and scoliosis. In addition, several key staff have been CPR trained, Epi-Pen trained, and Diabetic instruction given.

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

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety.

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

School authorities may excuse any student, age 12 year or older, from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.

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

### **Communicable Disease Prevention**

Communicable disease inspections may be conducted periodically by the Los Angeles County Department of Public Health. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by the school district, the California Department of Health and the California Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations.

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

Readmission to school is based on condition and appropriate treatment. A longer exclusion period may be warranted for students who do not have some or all of the required immunizations for school.

Any student excluded from school or experiencing flu-like symptoms and/or fever of 100 degrees or greater while at home, must be free from fever without the use of fever-reducing medication and have improved symptoms (e.g., cough, shortness of breath) for three days (72 hours), and at least 10 days have passed since symptoms first appeared before returning to school.

Schools may notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. In some cases, decisions regarding notification are made by public health officials. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the credentialed school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice and other communicable diseases is available from the credentialed school nurse or school health personnel.

Due to the ongoing COVID-19 pandemic, guidance from public health officials maybe added or changed. APEX Academy will continue to abide by all requirements and guidelines set forth by public health officials.

### **Immunization Requirements**

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

The immunization status of all students will be reviewed periodically. Those students who do not meet the state guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Public Health Department. A Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO), licensed in California, may exempt your child from some or all immunization requirements due to a medical condition. A parent/guardian must submit a written statement from a California-licensed Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO) which states:

1. That the specific nature of the physical condition or medical circumstances of the child for which a licensed physician does not recommend immunization
2. Which vaccines are being exempted
3. Whether the medical exemption is permanent or temporary
4. If the exemption is temporary, an expiration date of no more than 12 calendar months from the date of signing

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

### **Medication in School**

California Education Code section 49423 provides that any student who is required to take, during the regular school day, medication (prescribed or over-the-counter) may be assisted by the school nurse or other designated school personnel if the school district receives:

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the name, method, amount, and time schedules by which such medication is to be taken; and
2. A written statement from the parent or guardian of the student indicating the desire that the school district assist the student in the matters set forth in the health care provider's statement.

Students may not carry or use medication on campus without written consent unless such consent will violate protected health information under § Cal Family Code 6925. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if the school district receives the appropriate documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication;
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing release for the school nurse or other health care personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction.
3. Completion of Student Contract for Self- Administration/Self Carry or Medication During School Hours signed by the student and the credentialed school nurse.

Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication at school. A student may be subject to forfeiture of their ability to self-administer and/or disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the school nurse or administrator. School health personnel do not prescribe or give advice regarding medication.

Education Cod Section 49414, as amended by Senate Bill 1266 (SB1266), requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered, and authorizes school nurses and trained personnel to use epinephrine auto-injectors to provide emergency medical aid to individuals who are suffering, or reasonably believed to be suffering from an anaphylactic reaction (severe allergic reaction).

### **School Mental Health and Resources**

How to Initiate Access to Mental Health Services on Campus or in the Community

In accordance with Assembly Bill (AB) 2022, PazLo Education Foundation – APEX/MATRIX will provide information to parents, guardian, and students on how to access available Pupil Mental Health services in the community. PazLo Education Foundation –

APEX/MATRIX support positive connections with peers, family, school and community by providing a list of resources families can utilize to promote health relationships, self-reflection, and problem-solving skills to optimize school success. Below is a list PazLo Education Foundation – APEX/MATRIX will use to notify and assist parents to initiate services:

1. Apex Academy Web site - <http://apexacademyhs.org/governance/charter-documents-compliance.html>
2. Mail Home Notice with Report Cards
3. Public Posting in Main Office, room 321
4. Parent Hand Out – during Open House

If further assistance is needed, please contact the following: Horacio Rodriguez, School Wellness/Mental Health Specialist email: [hrodriguez@apexacademyhs.info](mailto:hrodriguez@apexacademyhs.info)

### **Suicide Prevention, Intervention & Postvention**

The Governing Board of PAZLO Education Foundation (APEX) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life-threatening situation call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771 or the National Suicide Prevention Lifeline at (800)273-8255, available 24 hours every day.

For additional information, call Student Health and Human Services, School Mental Health at 213-241-3841.

### **HIGH SCHOOL GRADUATION REQUIREMENTS**

HS Graduation Requirements/High School Course APEX Academy will continue to implement a promotion and graduation structure that parallels many aspects of the current LAUSD graduation structure. All students must earn a minimum of 210 credits, complete service learning and present their annual developmental portfolio in order to receive a diploma. Credit may only be earned in courses not previously passed. Repeat classes will replace previously earned grades but not earn additional credits. Cumulative GPA will include the higher grade for any repeated course. Each class is worth 5 credits unless otherwise stated. Students must achieve a grade of a "C" or better in order to obtain credit for the course. Students taking honors and Advanced Placement courses will earn extra grade points in accordance the UC/CSU honors policy. An average student should progress as follows concerning grade level credits earned.

### **HOMELESS STUDENTS**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness the same free and appropriate public education that is provided to students who have permanent housing. A student experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter;
- Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)

- Live in substandard housing, car, garage, or other place not designed as a regular sleeping accommodation for human beings.
- Live in a hotel or motel
- Live temporarily in a trailer/RV/motor home or campsite
- Live temporarily with an adult who is not their parent/guardian

Students are identified through the SHQ (Student Housing Questionnaire) that is required to be included in every enrollment packet. Families self-identify their current living situation on the SHQ. Each school is required to have a designated school site homeless liaison that provides the SHQ to the Homeless Education Program for services.

A homeless student has the right to attend either the school that the student was last enrolled or the school of residence. The District shall ensure that transportation is provided as appropriate, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

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

## **INTERNET ACCESS**

APEX Academy provides access to the Internet and email through the District's computer network. The District's website is located at [www.apexacademy.org](http://www.apexacademy.org). All uses of District computers and networks are regulated by the LAUSD's Acceptable Use Policy (AUP) that can be found on the District's website at <http://achieve.lausd.net/aup>. Access to the Internet from [apexacademy.org](http://www.apexacademy.org) and the use of District network resources including District email accounts are privileges, not rights. Access to [apexacademy.org](http://www.apexacademy.org) is free to actively enrolled students with a Student Identification Number, active employees and to contractors retained by the District. The purpose of providing access to the Internet and District network resources is for regular instructional or business activity, or to compile data necessary for educational research.

All student users, who access the Internet from any District facility or from a remote location connecting with any District facility, must have a STUDENT SIGNATURE AND PARENTAL RELEASE form on file at the school. APEX Academy is compliant with the Federal Children's Internet Protection Act (CIPA). Specifically, CIPA requires school districts to use technology to block access to Internet sites that are: A) obscene, (B) contain child pornography, or (C) that are harmful to minors. Keep in mind that the blocking technology may not be 100% effective, and there is no technical substitute for adequate supervision of a child connecting from school or home. Schools providing Internet access to students educate their students in accordance to the Protecting Children in the 21st Century Act. Parents are requested to reinforce responsible, acceptable, and safe use of the Internet at home. See District Policy Bulletin BUL-5181.2 for more information.

Student downloads of music, photographs and/or video must comply with all applicable copyright laws. Furthermore, any music, photographs and/or video should only be downloaded for District, and not personal purposes. Personal downloads, particularly if they are of copyright protected materials in violation of LAUSD's AUP is forbidden and students are subject to discipline for unapproved and/or unlawful downloading activities. No user of [apexacademy.org](http://www.apexacademy.org) should have an expectation of privacy. The Internet is a public network, and email or other communications on it are not private. [Apexacademy.org](http://www.apexacademy.org) system operators have access to all user account directories and data, e-mail, web pages, and any other files stored on system servers. It is the user's responsibility not to initiate access to material that is inconsistent with the goals, objectives, policies, and educational mission of the District as well as adherence to any city, state and federal laws.

It is expected that users will not use [apexacademy.org](http://www.apexacademy.org) access to threaten, demean, defame, or denigrate others on the basis of race, religion, creed, color, national origin, ancestry, physical handicap, gender, sex and sexual orientation or other reason. Further, access to the District's network and electronic communications technologies, including the Internet and electronic mail, shall not be used for bullying or other such activity for the purpose of harming another person(s). Any statement of personal belief in email or other posted material is understood to be the author's individual point of view and not that of APEX Academy. Violation of APEX Academy's AUP can lead to loss of Internet/email privileges, and further disciplinary/legal action may also be taken.

## **INTERSCHOLASTIC ATHLETIC DEPARTMENT**

APEX Academy joins Helen Bernstein High School in their sports program through LAUSD. The LAUSD Office of Interscholastic Athletics administers the high school athletic program as well as the Middle School Intramural Program. Both programs are designed to foster

the partnership between academics and athletics, promote the values of sport participation, and assure that everyone involved in these activities is treated with dignity and respect. Participation in interscholastic athletics is available to students at all high schools, including most span schools and single-site magnet schools within the Los Angeles Unified School District. Students must comply with the eligibility standards as determined by the California Interscholastic Federation and the LAUSD Interscholastic Athletic Department. To be eligible to participate, the student must maintain the minimum of a 2.0 grade point average, each year pass a comprehensive examination by a licensed California health care provider that complies with the current District policy and submit a Student Emergency Form as well as proof of insurance which meets the standards required by the California Education Code. The athlete must also sign a Steroid Prohibition Use Form, a Code of Conduct Form, a Hazing and Bullying Form, an Out of Season Liability Waiver Form, Athletic Insurance Certificate, Concussion Information Sheet, Sudden Cardiac Arrest Information Sheet, and a Media Release Form.

Each student planning to participate in California Interscholastic Federation competition or cheerleading must undergo an annual Pre-participation Physical Evaluation (PPE) by a qualified California licensed health care provider prior to participation in any aspect of the competition, including tryouts and practices. The District accepts PPE's from California-licensed physicians (MD or DO), nurse practitioners (NP), or physician assistants (PA). Select auxiliary units and marching bands must undergo a physical evaluation, at least once prior to tryout, practice, and participation. If a licensed health care provider determines that the athlete sustained a concussion or a head injury, the athlete is required to complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. Only a California-licensed health care provider trained in the management of concussions and acting within the scope of his or her practice should evaluate a suspected concussion. The athlete will not be allowed to return to play without written clearance from the treating health care provider and verified by the credentialed school nurse.

For further information about the Interscholastic Athletic Program and Middle School Intramural Program, contact the Interscholastic Athletics Department at 213-241-5847.

### **MEALS/BREAKFAST IN THE CLASSROOM/MEAL APPLICATIONS**

Meals served are provide through Revolution Foods. Visit [revolutionfoods.com](http://revolutionfoods.com) for sample menu and accommodations for students requiring special meal options such as vegan, diabetic, allergies and substitutions.

**Breakfast in the Classroom** (BIC) is offered to ALL students at APEX Academy. This opportunity gives students the fuel needed to get through the morning ready to learn. There is no charge and student participation is voluntary.

**Meal Applications** - Students may qualify for free or reduced-price meals under the National School Lunch Program guidelines.

#### **Eligibility Guidelines**

To apply, students fill out a current meal application at the beginning of each school year.

- Applications for free and reduced-price meals are available at the school site and are passed out at the start of each school year.
- Only one application per household is required. Please do not submit multiple applications, as this will slow down the processing.
- Applications are accepted throughout the school year. If your income or household size changes, you may submit an updated application. This may be subject to verification and documentation.

Students who have not turned in an application or who do not qualify to receive free or reduced-price meals, may be required to pay the full price for meals or bring a meal from home. The following are the 2020-21 Revolution Foods meal prices:

Full Price Meals:	Breakfast – 2.07	Lunch – 3.56
Reduced Price meals:	Breakfast - 0.30	Lunch - 0.40

**Currently, ALL APEX ACADEMY Students receive free Breakfast and Lunch options.**

### **MIDDLE SCHOOL CULMINATION REQUIREMENTS**

A student needs to pass 11 out of 12 classes for the academic school year. The student needs to attend class and have no more than 8 unexcused absences for the entire school year. A student needs to achieve 8 or more Satisfactory Marks in Work Habits and Cooperation combined for the school year. Each student will participate in presenting an annual developmental portfolio at the end of the academic school year in May.

## **NEWS MEDIA ACCESS**

Occasionally, reporters and other members of the news media may visit schools to write about, photograph, or video activities such as sports competitions, school assemblies, special programs and general newsworthy events. Taking a photo of a student requires consent from a parent/guardian. A parent/guardian will be asked to sign the Publicity Authorization and Release Form to grant permission for the District to use on the school website, Facebook, Twitter, or other social media sites. When possible, the school will make every effort to notify parents/guardians in advance in order to provide parents/guardians with the opportunity to authorize or to withhold permission for media access to their child.

The Publicity Authorization and Release Form only covers a student who is on campus. Once a student leaves the school grounds and are on public property such as a sidewalk, reporters and photographers need no permission to ask questions or take pictures or video.

## **NONDISCRIMINATION STATEMENT**

APEX Academy is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

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

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

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

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

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

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Los Angeles Unified School District.

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



## **PARENTSQUARE – PARENT NOTIFICATION SYSTEM**

ParentSquare is a communication and organization tool designed to keep parents informed and involved in their children’s learning and school activities. Apex Academy uses ParentSquare to reach everyone in the APEX community within minutes and improves communication with parents and staff. This is done by utilizing ParentSquare to inform parents regarding school calendared school events, student attendance, parent/teacher conferences, school holidays, emergencies, and much more. ParentSquare uses phone, cell phone, email and text messages to contact parents and school staff.

Keeping parents informed and involved leads to higher student achievement and student safety. Please help us by ensuring we have your current contact information.

## **PHYSICAL FITNESS TEST**

State law requires school districts to administer the Physical Fitness Test (PFT) annually to all students in grades five, seven, and nine. The state-designated PFT is the FITNESSGRAM®. The FITNESSGRAM® is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM test battery measures student performance in the following areas:

1. Aerobic capacity
2. Body composition
3. Upper body strength and endurance
4. Trunk extensor strength and flexibility
5. Flexibility

Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. It is recommended that schools should provide students appropriate practice as part of the regular physical education (P.E.) program throughout the year. Students are tested between February and May. Parents should see that their children participate in a regular program of physical activity and nutrition.

All students must take physical education classes in high school for two years (freshman and sophomore). Freshman students in 2008 were the first class required to “pass” FITNESSGRAM in order to receive the exemption for physical education classes for two years (junior and senior). A “passing” score is defined as meeting the healthy fitness zone for 5 out of 6 components. Students who do not meet the healthy fitness zone in grades 9 or 10 will continue to take physical education classes until they either “pass” the FITNESSGRAM or graduate.

To find more information about the FITNESSGRAM, please contact your child’s teachers.

## **RESTITUTION/PARENT LIABILITY**

Civil Code 1714.01 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be the responsibility of the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$25,000.

California Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian pays for the damages or returns the property.

It is the policy of the District to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages not to exceed \$25,000.

Upon receiving notification, the parent or guardian may return the property or pay the outstanding obligation. If the parent or guardian does not return the property or pay the outstanding debt, a small claims action will be filed by the Restitution Unit against the parent or guardian. If the parent or guardian is unable to pay the judgment, he or she may request an owner-debtor hearing.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

Education Code Section 35256 requires the District to annually issue a School Accountability Report Card (SARC) for each school. The SARC is published by February 1st each school year. A copy is available upon request at the school site and on [apexacademy.org](http://apexacademy.org).

## **SCHOOL SCHEDULES**

Education Code 48980 (c) states that notification shall be sent to parents and guardians of all pupils attending a school within the district advising of the schedule of minimum days and pupil-free staff development days, and if any minimum or pupil-free staff development days are scheduled thereafter, the governing board shall notify parents and guardians of the affected pupils as early as possible, but no later than one month before the scheduled minimum or pupil-free day.

## **SEX EDUCATION COURSES COMPLYING WITH THE CALIFORNIA COMPREHENSIVE SEXUAL HEALTH AND HIV/AIDS PREVENTION EDUCATION ACT**

Schools are required:

1. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
2. To encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

Notice and Parental Excuse:

Schools should encourage students to communicate with their parents or guardians about human sexuality and HIV/AIDS and to respect the rights of parents or guardians to supervise their children's education on these subjects. Furthermore, schools should establish procedures that make it easy for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV/AIDS prevention education so that they can decide whether or not to have their child participate in all or part of the instruction or evaluation. In this regard, schools should honor the principle that parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children. A Parent or guardian, who does not wish that his or her child receive comprehensive health education or HIV/AIDS prevention education, must make a request in writing to the school.

In accordance with Education Code section 51938, a parent or guardian of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education under the following conditions:

1. At the beginning of each school year or for a student who enrolls later, schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians must include all of the following information:
  - That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
  - That schools may teach comprehensive sexual health education and HIV/AIDS prevention education using District personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of this subsection, Section 51933, and Section 51934. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
  - That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.
  - That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Section 51513 which states that no questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any

questions about 23 the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. Schools may, according to this Act, administer in Grades K-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate.

A student must not attend any class in comprehensive sexual education or HIV/AIDS-prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has not received a written request from the student's parent or guardian excusing the student from participation.

A student must not be subject to disciplinary action, academic penalty, or other penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Authorized Comprehensive Sexual Health Education (15 hours in middle school and 25-30 hours in high school)

1. School districts may provide comprehensive sexual health education—which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases— in Grades K through 12.
2. School districts may use trained district personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
  - The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
  - All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
  - Instruction must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
  - Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
  - Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
  - Instruction and materials must encourage students to talk with their parents or guardians about human sexuality.
  - Instruction and materials must teach respect for marriage and committed relationships.
  - Starting in Grade 7, instruction and materials must teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits, as well. Also instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
  - Starting in Grade 7, instruction and materials must provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually transmitted diseases.
  - Starting in Grade 7, instruction and materials must provide information about the effectiveness and safety of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.

- Starting in Grade 7, instruction and materials must provide students with skills for making and carrying out responsible decisions about sexuality.
  - Starting in Grade 7, instruction and materials must provide students with information on the fact that a parent or other person who surrenders physical custody of a baby three-days old or younger at a lawfully identified hospital or safe-surrender site will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
3. School districts that teach comprehensive sexual health education earlier than Grade 7 may provide age-appropriate and medically accurate information on any of the general topics contained in paragraphs 8 through 12 immediately above and if doing so starting in Grade 7 or earlier must comply with the following paragraphs:
- Instruction and materials must not teach or promote religious doctrine.
  - Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability (as listed in Section 220 of the Education Code), or ancestry, gender, or sexual orientation (as further listed in Section 422.6 of the Penal Code).

#### **Required HIV/AIDS Prevention Education**

1. School districts must provide students in Grades 7 to 12 with HIV/AIDS prevention education at least once (8-10 hours of instruction) in middle school and once (8-10 hours of instruction) in high school from instructors trained in teaching the subject.
2. HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, must meet the requirements stated in paragraphs 1 through 6 of Section 51933 above and paragraphs 1 and 2 at the end of Section 51933 above; must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences; and must include the following:
  - Information on the nature of HIV/AIDS and its effect on the human body.
  - Information on the manner in which HIV is and is not transmitted and on activities that presents the highest risk of HIV infection.
  - Discussion of methods to reduce the risk of HIV infection and instruction that emphasizes that sexual abstinence, monogamy, avoidance of multiple sexual partners, and avoidance of intravenous drug use are the most effective means of HIV/AIDS prevention and that includes statistics on the latest medical information on the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection and/or methods that may reduce the risk of HIV transmission from intravenous drug use.
  - Discussion of the public health issues associated with HIV/AIDS.
  - Information on local resources for HIV testing and medical care.
  - Instruction on the development of refusal skills to help students overcome peer pressure and use effective decision-making skills to avoid high-risk activities.
  - Discussion about societal views on HIV/AIDS and instruction that emphasizes understanding of stereotypes, myths about people with HIV/AIDS, and compassion for people living with HIV/AIDS.

#### **In-Service Training for Staff**

1. Through regional planning, joint powers agreements, or contract services with stakeholders in the district community, school districts must plan for and conduct in-service training on HIV/AIDS-prevention education for all their personnel.
2. School districts must develop and provide in-service training on HIV/AIDS-prevention education jointly with the State Department of Education and the district's teachers who will teach the HIV/AIDS-prevention education.
3. School districts must conduct in-service training on HIV/AIDS-prevention education periodically to enable personnel to learn new developments in the scientific understanding of HIV/AIDS. Such in-service training should be voluntary for personnel who have demonstrated expertise or have received in-service training from the State Department of Education or the federal Centers for Disease Control and Prevention.
4. School districts may expand HIV/AIDS in-service training and include personnel who provide comprehensive sexual health education to enable them to learn of new developments in the scientific understanding of sexual health.

School districts may contract with outside consultants who are experts in comprehensive sexual education or HIV/AIDS-prevention education, who have developed multilingual curricula, or who have developed curricula appropriate for persons with disabilities to deliver the instruction or train school district personnel.

## STUDENT SEARCHES

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances.

### A. Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student. The administrator must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

### B. When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school officials of the same sex as the student being searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

### C. Random Metal Detector Searches

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:

- The method of selection of students to be searched is genuinely random.
- Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).
- The searches are minimally intrusive.
- School officials provide parents and students with advanced and detailed notice of the random metal detector search procedures.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the above guidelines for reasonable suspicion searches.

## STUDENTS' PERSONAL PROPERTY

Personal items of value (cell phones, handheld devices, tablets, cameras, electronic games, radios, CD players, and laptops, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. PazLo Education Foundation – APEX/MATRIX is not responsible for lost or stolen items (including those in lockers).

## SENATE BILL 1375 – TITLE IX

Federal law, Title IX, State law and PAZLO District policy (APEX Academy) prohibit anyone from discriminating against any student on the basis of actual or perceived sex, sexual orientation, and gender (including gender identity, gender expression, marital status, parenting, pregnancy, childbirth, false pregnancy or related medical condition). Male and female students have the right to equal learning opportunities in their schools and must be treated the same in all PAZLO District educational activities and programs, including:

- Athletics

- Physical Education
- The classes they can take
- The way they are treated in the educational programs and activities
- The kind of counseling they are given
- The extracurricular activities, programs and clubs in which they can participate
- The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and are encouraged to resolve any situation by speaking to a school administrator, Title IX/Bullying Complaint Coordinator, Counselor, or trusted adult at the school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he/she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact David C. Tran, Principal or Title IX Coordinator: Horacio Rodriguez, School Wellness/Mental health Specialist at 323-817- 6550, FAX 323-817- 6555 1309 North Wilton Place 3<sup>rd</sup> Floor, Los Angeles, CA 90028. More information can be found on the apexacademy.org website.

## **STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION**

Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities may be eligible to receive special education services. These services are based on assessments and determined by an Individualized Education Program (IEP) team, which includes the student’s parent(s) as equal participants. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, students with disabilities are to be educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled. The general education classroom with all appropriate supplementary aids and services where the student has the greatest opportunity to be integrated with their nondisabled peers is the first educational setting for an IEP team to consider. An IEP team should only remove a student from the general educational classroom and environment when the nature or severity of a student’s disability is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

Parents of school -age children who suspect their child may have a disability and who may need special education services should contact the administrator of their neighborhood public school.

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

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

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

## **SUSPENSIONS**

California Education Code Section 48925(d) defines suspensions as removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended for no more than five (5) consecutive days. The Education Code Section 48925(b) defines expulsion as the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision of school personnel.

Jurisdiction to issue suspensions or expulsions extends to misconduct related to school activity or attendance that occur at any time, including, but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During, or while going to, or coming from, a school-sponsored event
- While riding on the school bus

Other means of correction, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk.

**Grounds for Suspension/Expulsion (Education Code 48900 et. Seq)**

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(a)(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

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

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

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

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

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

(k) Disrupted school activities (school-wide activities; issued only by an administrator)

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

(m) Possessed an imitation firearm.

(n) Committed or attempted to commit a sexual assault or committed a sexual battery.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for 28 the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

(q) Engaged in, or attempted to engage in, hazing.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.

(t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (Grade 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Grade 4-12)

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grade 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

## **UNIFORM COMPLAINT PROCEDURES (UCP)**

This annual notice to all stakeholders that PazLo Education Foundation 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. PazLo Education Foundation shall seek to resolve complaints in accordance with procedures in California Code of Regulations §§4600-4687 and PazLo Education Foundation policies/procedures, including retaliation for participation in the UCP process and/or in appeals of PazLo Education Foundation 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:**

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:**

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 Programs
- Migrant Child Education
- Career Technical and Technical Education and Career Technical and Technical Training
- Childcare and Development
- Unlawful discrimination, harassment, intimidation, or bullying of protected groups
- Lactation Accommodations
- Educational Rights of foster youth and graduation requirements for foster youth, homeless youth, and other youth (e.g. former Juvenile court school pupils, children of military families, newcomers and migratory education students)
- Pupil Fees
- Courses of study without educational content
- Physical Education instructional minutes
- Local Control and Accountability Plan (LCAP)
- Juvenile court schools, including former students
- School Safety plans

A pupil enrolled in a school in a PazLo Education Foundation school 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 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.



PazLo Education Foundation 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.

**How to Submit a Complaint:**

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

**Susan Huitron,  
Human Resources/Operational Management  
PazLo Education Foundation  
APEX Academy/MATRIX for Success Academy  
1309 North Wilton Place, 3rd Floor  
Los Angeles, Ca 90028  
Phone 323-817-6550 Fax: (323) 817-6555  
[email: shuitron@apexacademyhs.info](mailto:shuitron@apexacademyhs.info)**

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site Administrator:

APEX Academy (323) 817-6550

The PazLo Education Foundation assures confidentiality to the maximum extent possible. Complainants are protected from retaliation. PazLo Education Foundation 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 PazLo Education Foundation UCP policy and complaint procedures shall be available free of charge. For UCP related questions, contact Susan Huitron, at (323) 817-6550

### **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 PazLo Education Foundation response:

1. Provides an opportunity for complainant and PazLo Education Foundation 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 PazLo Education Foundation '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:**

PazLo Education Foundation 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 PazLo Education Foundation's decision. The appeal must explain the basis for appealing the decision, state how the facts of PazLo Education Foundation's decision are incorrect, and/or the law is misapplied and include a copy of the original complaint and PazLo Education Foundation'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 PazLo Education Foundation's response shall begin when the written complaint is received.

## Uniform Complaint Procedure Form

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

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

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

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

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

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**For allegations of noncompliance, please check the program or activity referred to in your complaint if applicable:**

- Child Nutrition       Independent Studies       Migrant Education       Special Education
- Pupil Fees for Educational Activities       Local Control Accountability Plan       School Safety Plans
- Education of Pupils in a Foster Care, Pupils who are Homeless, former Juvenile Court Pupils       After School Safety
- Bilingual Education       Physical Education Instructional Minutes       Local Control (LCAP)
- Every Student Succeeds act/No Child Left Behind

**For complaints of unlawful discrimination, harassment, intimidation or bullying (employee-to-student, student-to-student, third party to student, employee-to-third party) filed no later than six months from the date it occurred or when knowledge was obtained that it occurred, check which actual or perceived protected groups upon which the alleged conduct was based:**

- Sex       Sexual Orientation       Gender       Gender Identity       Gender Expression
- Ancestry       Ethnic Group Identification       Race or Ethnicity       Religion       Nationality
- National Origin       Immigration Status       Color       Mental or Physical Disability       Age
- Lactating Student       Association with a person or group with one or more of the actual or perceived groups listed here

**For bullying complaints that are not based on protected groups and other complaints not listed on this form, contact your school Title IX/Bullying Complaint Manager – Horacio Rodriguez, School Wellness/Mental Health Specialist.**

**For complaints of employee-to-employee discrimination or harassment, contact Susan Huitron, Human Resources/Operations Manager at 323-817-6550 or email: [shuitron@apexacademyhs.info](mailto:shuitron@apexacademyhs.info)**

1. Please give the facts about your 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 attempted to discuss your complaint with any School/District Personnel? If so, with whom 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, email or hand-deliver your complaint/documents to:

Susan Huitron  
Human Resources/Operational Manager  
[shuitron@apexacademyhs.info](mailto:shuitron@apexacademyhs.info)  
PazLo Education Foundation/APEX Academy  
1309 North Wilton Place, Office 321  
Los Angeles, CA 90028  
323.817.6550

## **VISITORS TO SCHOOL CAMPUSES**

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. District Policy states, in Bulletin No. 3630, that smoking and the use of all tobacco products is prohibited on all District property including District-owned or leased building, and in District vehicles at all times, by all persons, including employees, students, and visitors at any school or District site, or attending any school-sponsored events. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

## **WELLNESS POLICY**

Apex Academy recognizes the relationship between the health and well-being of students and academic achievement. Students must be healthy to be educated and to be educated to be healthy.

The Healthy, Hunger-Free Kids Act of 2010 resulted in the expansion of the wellness policy which addresses student wellness and a guide for implanting a comprehensive health and wellness plan. The following are some areas of focus:

### **Nutrition Education Guidelines**

APEX Academy will educate, encourage and support healthy eating to all students of all ages.

- APEX Academy will promote fruits, vegetables, whole grains, low fat and fat free dairy, healthy food preparation and health enhancing nutrition practices.
- Nutrition Education will be part of not only health education classes, but also classroom instruction in subjects such as Math, Science, Language Arts, Social Studies and elective subjects.
- The school cafeteria serves as a "Learning Lab" to all students to apply critical thinking skills taught in the classroom.
- Nutrition Education will involve sharing information with families and the broader community to positively impact students and the health of the community.
- APEX Academy will promote enjoyable, developmentally and culturally appropriate participatory activities.
- APEX Academy will offer Nutrition Education at each grade level as a part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.
- The staff responsible for nutrition education will be adequately prepared and participate regularly in professional development activities to effectively deliver an accurate nutrition education program as planned.

### **Physical Education Goals**

Apex Academy will promote and provide physical activities that protects children's health, well-being, and the ability to learn by supporting healthy eating and physical activity. APEX Academy will adopt/exceed the state standards for physical activity.

- APEX Academy will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- All students in grades 7-12 will have opportunities, support, and encouragement to be physically active on regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- APEX Academy will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition need 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.
- To the maximum extent practicable, APEX Academy will participate in available federal school meal programs including Breakfast in the Classroom (BIC), National School Lunch Program, Summer Food Service Program, Fruit and Vegetable Snack program.
- APEX Academy 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.

#### **Other School Related Activities**

APEX Academy will create a total school environment that is conducive to being physically active.

- After-school programs will encourage physical activity and promote healthy habits.
- APEX Academy will not deny student participation in recess or other physical activity as a form of discipline or classroom make-up time.
- APEX Academy will provide information about healthy eating and the benefits of physical activity.

#### **WILLIAMS UNIFORM COMPLAINT PROCESS**

Williams Uniform Complaint Process, Education Code Section 35186 provides important information to parents, guardians, pupils, teachers and other stake holders regarding complaint rights for the following areas:

- Every school must provide each pupil, including English Language Learners with sufficient textbooks and/or instructional materials to use in class and to take home and/or use after class
- School facilities must be clean, safe, and maintained in good repair.
- An adequate number of pupil restrooms should be clean, stocked and open during school hours.
- Each class should be assigned an appropriately credentialed teacher and not a series of substitutes or other temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English learners, if present.

Complaints may be filed using the Williams Uniform Complaint Procedures Form or may be filed anonymously. If the form is not used, written complaints will not be rejected. To file a complaint regarding the above matters, forms can be obtained at one of the following:

- APEX Main Office, room 321
- By calling the Educational Equity Compliance office at 213-241-7682
- On-Line at [apexacademyla.org](http://apexacademyla.org) under Charter Document and Compliance

To ensure a timely response, completed complaint forms should be submitted to either of the following:

- APEX Academy - 1309 N. Wilton Place, room321, Los Angeles, Ca 90028 Attn: David C. Tran, Principal
- The Educational Equity Compliance office by fax 213-241-3312
- By Mail to: LAUSD – Educational Equity Compliance Office, Williams Complaints, 333 S. Beaudry Ave., 20<sup>th</sup> Floor, Los Angeles, Ca 90017

Complainants who are not satisfied with the resolution have the right to describe the complaint to the governing board of PazLo Education Foundation at a regularly scheduled meeting of the board. Except for complaints involving a condition of a facility that poses an emergency or urgent threat, there is not right of appeal to the California Department of Education. Questions regarding the Williams UCP process can be directed to the Educational Equity Compliance Office at 213-241-7682 or more information regarding Williams can be found at <http://achieve.lausd.net/eeco>

# Williams Uniform Complaint Procedures Form - For Educational Code Section 35186 Complaint

California Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. Such complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must indicate below the following contact information.

**Response Requested: Yes No (Circle One)**

Name(Optional)_____
Mailing Address (Optional)_____
Phone/Cell Number (Optional)_____

Date of Problem\_\_\_\_\_ School Name\_\_\_\_\_ Principal\_\_\_\_\_

Location of Problem (room number/building)\_\_\_\_\_ Grade:\_\_\_\_\_ Teacher Name\_\_\_\_\_

**Issue of Complaint (please check all that apply):**

**1. Textbooks and Instructional Materials**

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or District-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbook or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided with photocopied sheets from only a portion of a textbook or instructional material to address a shortage of textbooks or instructional materials

**2. Facility Conditions**

- A condition at the school poses an urgent or emergency threat to the health or safety of pupils or staff, including: abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, broken windows or exterior doors or gates that will not lock and that pose a security risk, electrical power failure, gas leaks, major pest or vermin infestation, major sewage stoppage, nonfunctional air-conditioning systems, fire sprinklers, heating or ventilation, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions that the District determines inappropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in class.

**3. Teacher Vacancy or Misassignment**

- Teacher Vacancy – A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester)
- A teacher lacks credentials or training to teach English learners is assigned to teach a class with more than 20 per cent English learner pupils in the class
- A Teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation:\_\_\_\_\_

Please file this complaint at the following locations: APEX Academy 3<sup>rd</sup> floor, 1309 N. Wilton Place, Los Angeles, Ca 90028 Attn: David C. Tran, Principal **OR** Educational Equity Compliance Office, Los Angeles Unified School District, 333 S. Beaudry Ave., 20<sup>th</sup> floor, Los Angeles, Ca 90017 Phone: 213-241-7682 or fax: 213-241-3312

## CONTACT INFORMATION

### PazLo Governing Board

Siatu June Getz, Co-Chair	323-817-6550	jgetz@apexacademyhs.info
Allison Hendrick, Co-Chair	323-817-6550	ahendrick@apexacademyhs.info
Lynnette Jenkins	323-817-6550	ljenkins@apexacademyhs.info
Marla Mattenson	323-817-6550	mmattenson@apexacademyhs.info
Jody Molodow, Secretary	323-817-6550	jmolodow@apexacademyhs.info
Mary Jane Wagle, Treasurer	323-817-6550	mjwagle@apexacademyhs.info

### PazLo District Office

Cesar Lopez	Executive Director	clopez@apexacademyhs.info
Susan Huitron	HR/OPS Manager	shuitron@apexacademyhs.info
Margret Woelke	Federal Programs/Expanded Learning Administrator	mwoelke@matrix4success

### APEX Academy

David C. Tran	APEX Principal	dtran@apexacademyhs.info
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