



PUC
SCHOOLS

Community

charter middle school



General Policies & Guidelines

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Educational Model

MISSION STATEMENT

“Our mission is to ensure every student graduates from high school prepared for college success.”

CORE VALUE

We are a community dedicated to closing the achievement gap for our students. We are accountable, to our students and their parents, for results. We commit to our work with a **SENSE of URGENCY**.

SCHOOL DESIGN PRINCIPLES

The PUC Schools design principles serve as our “road map” to create schools that demonstrate high levels of success in accomplishing the dual agenda of *supporting* and graduating academically struggling students while preparing all students to college-ready standards. These design principles are based on the work of Donna Rodrigues, a reformer and accomplished educational leader, at University Park Campus School in Worcester, Massachusetts. The principles were honored and put into practice at the University Park Campus School, a school that has consistently demonstrated the capacity to achieve college-readiness for all its students, regardless of their initial ability levels.

PUC Schools is privileged to adopt and adapt these design principles in order to fulfill our mission with a sense of urgency.

Design Area 1: Academic Program

An Untracked Academic Program that prepares Every Student for College Work

- 1) Honors-level program of study for all
- 2) Standards-based curriculum that holds all students to high expectations
- 3) Engaging instruction that emphasizes learning through inquiry
- 4) Academic catch-up program combining basic skills with advanced concepts
- 5) Differentiated instruction that meets the learning needs of each student
- 6) Immersion for English language learners and inclusion for special education students
- 7) School-wide literacy program across the curriculum
- 8) Daily schedule and yearly calendar structured to extend learning opportunities
- 9) Exposure to college-level instruction and college courses

Design Area 2: School Culture

A School Culture that Won't Allow Any Student to Fail

- 1) Clear student behavioral norms based on professional norms
- 2) Formal induction and mentoring of new students
- 3) Faculty commitment to “break down” complex material
- 4) Multiple modes of academic support
- 5) Consistent adult modeling of core values
- 6) Faculty commitment to motivate and inspire students
- 7) Construction of peer culture that supports each other’s success
- 8) Family involvement that supports student success
- 9) University partnership that reinforces college-going culture

Design Area 3: Organizational Practices

Formal Organizational Practices that Support the Academic Program and School Culture

- 1) Data-driven approach to curriculum, instruction, and school design
- 2) Hiring and development of faculty with skills and values to fulfill school mission
- 3) Shared leadership and collective decision-making
- 4) Student role in shaping school direction
- 5) Use of external standards to prevent erosion of internal standards
- 6) Development of common tools to ensure consistent academic expectations
- 7) Multi-faceted staff development that continuously improves teaching quality
- 8) Use of school-wide literacy program to focus staff on achieving school mission
- 9) Formal organizational arrangements that maximize university partnership
- 10) Deployment of staff and other resources in flexible and creative ways
- 11) Leader who serves as “keeper of the flame” reinforcing mission and culture

Contact Information

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Elementary Schools

PUC Community Charter Elementary School 14019 Sayre Street Sylmar, CA 91342	818-492-1890 Phone 818-492-1891 Fax Jocelyn Velez, Principal Joy Turner, Assistant Principal
PUC Milagro Charter School 1855 North Main Street Los Angeles, CA 90031	323-223-1786 Phone 323-223-8593 Fax Sascha Robinett, M.A., Principal Martha Moran, Instructional Leader
PUC International Preparatory Academy 1800 Colorado Blvd Los Angeles, CA 90031	866-531-6048 Phone Yvonne Carrillo, Principal Sally Chuang, Assistant Principal

Valley Middle Schools

PUC Community Charter Middle School 11500 Eldridge Avenue Lakeview Terrace, CA 91342	818-485-0933 Phone 818-485-0940 Fax Claudio Estrada, Jr., Principal Sarah Seinfeld, Assistant Principal
PUC Inspire Charter Academy 12550 Van Nuys Blvd Pacoima, CA 91331	818-492-1880 Phone 818-492-1881 Fax Megan McGarry, Principal Austin Colberg, 6 th grade Administrator
PUC Lakeview Charter Academy 11465 Kagel Canyon Street Lakeview Terrace, CA 91342	818-485-0340 Phone 818-485-0342 Fax Melissa Serio, Principal Errin Robinson, Assistant Principal
PUC Nueva Esperanza Charter Academy (6-8) 1218 N. Fourth Street San Fernando, CA 91340	818-256-1951 Phone 818-256-2397 Fax Fidel Ramirez, Principal Heather Yoshioka, Assistant Principal
PUC Triumph Charter Academy 13361 Glenoaks Blvd. Sylmar, CA 91342	818-837-6221 Phone 818-837-6222 Fax Max Valadez, Principal Erik Carlstone, Assistant Principal

Los Angeles Middle Schools

PUC CALS Charter Middle School
7350 N. Figueroa Street
Los Angeles, CA 90041

323-254-4427 Phone
323-254-4099 Fax
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Veronica Alonzo, Instructional Leader
Sarah Wechsler, Assistant Principal

PUC Excel Charter Academy
1855 N. Main Street
Los Angeles, CA 90031

323-222-5010 Phone
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Kimberly Grunder, Instructional Leader

PUC Santa Rosa Charter Academy
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Los Angeles, CA 90065

323-254-1703 Phone
323-254-0958 Fax
Melody Morris, Principal
Nicole Garza, Assistant Principal

New York Middle School

PUC Achieve Charter School
14 Mark Street
Rochester, NY 14605

585-730-5899 Phone
585-471-6220 Fax
Tondra Collins, Principal
Michael Samuel, Director of Family &
Community Development
Shadi Kafi, School Operations

Valley High Schools

PUC Community Charter Early College High School
11500 Eldridge Ave
Lakeview Terrace, CA 91342

818-485-0951 Phone
818-485-0952 Fax
Akilah Lyons-Moore, Principal
Monique Hernandez, Assistant Principal
Jennifer Arevalo Zaldivar, Dean of Students

PUC Lakeview Charter High School
13361 Glenoaks Blvd.
Sylmar, CA 91342

818-356-2591 Phone
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Adam Almeida, Principal
Morena Tejada-Fisher, Dean of Instruction
Jorge Beas, Assistant Principal

PUC Triumph Charter High School
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Sylmar, CA 91342

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Emily Biddle, Principal
Jennifer Dobson, Assistant Principal
Jaime Salcido, Dean of Students

PUC Nueva Esperanza Charter Academy (9-10)
919 Eighth Street
San Fernando, CA 91340

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Dustin Tatroe, Principal
Jennifer Heller, Assistant Principal

Los Angeles High Schools

PUC CALS Early College High School
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Veronica Alonzo, Instructional Leader
Manuel Quezada, Assistant Principal

PUC Early College Academy for Leaders and
Scholars (eCALS)
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Los Angeles, CA 90065

323-276-5525 Phone
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Dr. Nancy Villagomez, Ed.D, Interim
Principal
Peter Markovics, Assistant Principal
Chaitu Chary, Dean of Students

Expectations

GENERAL CONDUCT

1. Students shall show by their conduct consideration for the rights and privileges of others and will demonstrate cooperation with all members of the school community.
2. Students shall evidence respect for constituted authority by following rules and regulations of the school, by attending regularly, and by complying with those provisions of civil and criminal law that apply to the conduct of juveniles or minors.
3. Students should assume the responsibility for diligent work in order to profit from the educational experiences provided.
4. Students shall be helped in all ways possible to enable them to take advantage of their educational activities.
5. Partnerships with parents, community organizations, and institutions of higher education will contribute to the achievement of our students.

Areas of Responsibility

PARENT OR GUARDIAN

The Parent/Guardian Shall:

1. Adhere to existing policies governing the conduct and education of their children.
2. Comply with Compulsory Education Laws which state that:
 - a. A person between the ages of 6 and 16 years, not exempted, is subject to compulsory full-time education.
 - b. A person between the ages of 16 and 18 years shall attend school in an approved program unless he/she has received a high school diploma or its equivalent.
3. Be liable for any misconduct resulting in injury or death to any student, or to any persons employed by or volunteering for the school.
4. Be liable for any defacement or injury to any real or personal property belonging to the school.
5. Be liable for all property belonging to the school which is loaned to the student and not returned upon demand of an employee of the school.
6. Ensure compliance with policies regarding bicycle and automobile and pedestrian regulations in the vicinity of and on school property.

STUDENTS

The student shall:

1. Attend school punctually and regularly;
2. Conform to the regulations of the school;
3. Obey promptly all the directions of his/her teacher and others in authority;
4. Observe good order and propriety of deportment;
5. Be diligent in study;
6. Be respectful to his/her teacher and others in authority;
7. Be kind and courteous to schoolmates;
8. Refrain entirely from the use of profane and vulgar language.
9. Comply with all safety rules and regulations (e.g. use of bicycle helmets).

SCHOOL ADMINISTRATORS

The School Administrator shall:

1. Initiate and enforce a set of school rules to facilitate and promote positive attitudes and habits of good citizenship.
2. Communicate the rules of student discipline to all students at the time of their enrollment.
3. Support the classroom teacher in his/her efforts to promote improved and acceptable behavior of students.
4. Notify parents/guardians of student, by telephone, letter or in person, of offenses as needed.
5. Maintain documented records of student behavior as a means of helping in the guidance of the students, as a record for parental conferences, as reference for authorized agencies and for supporting evidence where suspension or expulsion may become necessary.
6. Cooperate with law enforcement personnel.
7. Always remain cognizant of his legal and professional responsibilities to the school and to the students.
8. Be responsible for the administration, management, instructional program, and operation of the school.

TEACHERS

The Teacher shall:

1. Conduct a well-planned and effective classroom program.
2. Initiate and enforce a set of classroom regulations that facilitate effective learning.
3. Cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.
4. Follow procedures outlined in each school's handbook in handling discipline problems for which he/she is directly responsible.
5. Make prompt referrals when a student's conduct and record indicate that additional supports are needed.
6. Remove any student whose behavior seriously disrupts the learning atmosphere of the class, and cooperate with the administrator in his/her effort to promote improved and acceptable behavior of students.

Attendance Policies

California Education Code EC 48260 TRUANCY DEFINITION

Any pupil subject to compulsory full-time education, or to compulsory continuation education, who is absent from school without valid excuse three full days in one school year, or tardy, or absent for more than any 30-minute period during the school day without a valid excuse, on three occasions in one school year, or any combination thereof, is a truant.

Upon a pupil's initial classification as a truant, the school shall notify the student's parent or guardian, by first-class mail or other reasonable means, of the following:

1. That the pupil is a truant;
2. That a parent or guardian is obligated to compel the attendance of the pupil at school;
3. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
4. That the parent or guardian has the right to meet with appropriate school personnel and/or the School Attendance Review Board (SARB) to discuss solutions to the pupil's truancy;
5. That the pupil may be subject to prosecution;
6. That it is recommended that the parent or guardian accompany the pupil to School and attend classes with the pupil for one day.

Disciplinary Policies

We recognize that each student is an individual and that control and correction of student misconduct must be handled on an individual basis. The following procedures may be used for disciplinary purposes by the school administration. Please review and be familiar with the school wide disciplinary procedures for your child's school.

Conferences

Misconduct indicates the need for a comprehensive look at the student's behavior to determine possible causes and probable corrective measures. Conferences may involve some or all of the following people: students, teachers, psychologists, counselors, attendance officers, school administrators, and parents.

Family Support Teams

Misconduct of a continuing nature indicates the need for a comprehensive look at the student's behavior to determine possible causes and probable corrective measures. The Student Study Team which may include some or all of the following people: student, teachers, psychologist, counselors, attendance officer, school administrator, and parents will review the student's behavior, develop and monitor a plan for assistance.

Behavioral Contract

A behavioral contract may be written before or after disciplinary action for any act of misconduct, including non-diligence in studies. Parents will be provided with a copy of the contract when this action is taken.

The school encourages the use of performance contracts, whereby student/school-determined goals in academic/behavior areas are specifically and expressly stated. The student is held accountable for the achievement of these mutually agreed upon goals.

Removal From Class

A student who creates a safety hazard in class or commits severe disruptive infractions in class may be administratively removed from that class.

Probation

A student may be placed on probation before or after disciplinary action for any act of misconduct, including non-diligence in studies. Parents will be notified in writing when this action is taken.

Exclusion

The school may exclude from attendance on regular school classes any child whose physical or mental disability is such as to cause his attendance to be detrimental to the welfare of other students such as:

- When a student displays filthy or vicious habits.
- When a student has a contagious or infectious disease.
- For lack of proper immunization.
- When a principal determines that the continued presence of the child would constitute a clear and present danger to the life, safety, or health or pupils or school personnel.

SUSPENSION AND EXPULSION

GROUNDS FOR SUSPENSION AND EXPULSION

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. PUC CCMS takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. When a student’s actions violate the school’s values there are consequences aligned to the offense. The matrix below is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

Must Recommend Expulsions Non-Discretionary)	Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)	May Recommend Expulsion (Discretionary)
<p><i>Education Code (EC) 48915(c)</i> Act must be committed at school or school activity.</p> <ol style="list-style-type: none"> 1. Firearm <ol style="list-style-type: none"> a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. b. Selling or otherwise furnishing a firearm. c. Brandishing a knife at another person. d. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq. e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900. f. Possession of an explosive. 	<p>Act must be committed at school or school activity. <i>EC</i> Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> 1. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(2). 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. <i>EC</i> Section 48915 (a)(4). 5. Assault or battery, or threat of, on a school employee. <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. 	<p>Acts committed at school or school activity or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> a. Inflicted physical injury† b. Possessed dangerous objects c. Possessed drugs or alcohol (policy determines which offense) d. Sold look alike substance representing drugs or alcohol e. Committed robbery/extortion f. Caused damage to property‡ g. Committed theft h. Used tobacco (policy determines which offense) i. Committed obscenity/profanity/vulgarity j. Possessed or sold drug paraphernalia k. Disrupted or defied school staff l. Received stolen property m. Possessed imitation firearm n. Committed sexual harassment o. Harassed, threatened or intimidated a student witness p. Sold prescription drug Soma q. Committed hazing r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. s. Participating in the act of hate Violence and Terroristic Threats <p>The recommendation for expulsion shall be based on one or both of the following:</p>

		<p>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p> <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>
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General Discipline Policies

PUC CCMS will implement a discipline policy that will be printed in the school's student handbook. The discipline policy will be communicated to all stakeholders through distribution of the student handbook. The parent/student handbook will be developed prior to the onset of the opening school year school year as a result of a collaborative process between school staff, parents and students. The process will not be discriminatory, arbitrary or capricious. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior. PUC CCMS's Student/Parent Handbook will be consistent with the provisions in Element 10 of the charter.

Parents will be asked to participate in the Family Support Team (PUC's equivalent of the Student Success Team) process if a student's behavior is not improving. Members of the Family Support Team include the school administrator, school counselor, at least one of the student's teachers, one or both of the student's parents (or guardian) and the student. Appropriate modifications and intervention strategies will be developed by the Family Support Team and the site principal. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended. The policies outlined herein will be adapted to conform to federal law regarding students with exceptional needs. At all times students, will be afforded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be removed from the campus but at all times will be afforded due process and access to instruction.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct and discipline will also be printed and distributed as part of the school's pupil handbook. The discipline policy will be progressive in nature.

Student discipline and procedures for suspension and expulsion shall include positive behavioral interventions

Notification of Policies

The site principal shall insure that pupils and their parents/guardians are provided with the PUC CCMS Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The PUC CCMS Student/Parent Handbook will be provided again every school year and shall also be available upon request in the main office of the school. The PUC CCMS Student/Parent Handbook utilizes sections from the charter petition, including Element 10, to communicate policies and procedures.

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above [“Must Recommend Expulsion (Mandatory)”]. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts.

Corporal punishment shall not be used as a disciplinary measure against any pupil.

DISCIPLINE FOUNDATION POLICY

Traditionally, positive behaviors (e.g., compliance with classroom rules and expectations, interest and engagement in class activities, and mastery of subject matter) have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). A key design that drives all PUC schools is our positive school culture. PUC CCMS will strategically cultivate a positive school environment that is characterized by mutual respect. Students are introduced to the school’s core values on opening day. Through consistent modeling and regular practice, the entire school community (students, teachers, administration, families, and community members) adopts them as their own.

At PUC CCMS, we believe “high, clear, and consistent expectations support students’ self-confidence, their belief that their efforts will lead to success and their engagement in school” (Eccles et al. (1983); Gambone, Klem, Summers, and Akey (2004); Wigfield and Harold (1992)). A substantial body of evidence demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (19Baker, Terry, Bridger, and Winsor (1997); Evans (1997); Lambert and McCombs (1998); Lee, Bryk, and Smith (1993); Lee and Smith (1999); Phillips (1997). PUC CCMS takes a positive proactive school-wide approach to behavior management in order to ensure a positive school culture. The school proactively shares with students and families the behavior expectations that all students will meet. We keep these behavior expectations simple: the **4 Ps: Prompt, Polite, Productive, and Prepared**. These expectations are broad and apply to most behavioral situations. In addition, each grade level, with approval from the principal, defines important routines that students will follow in meeting the 4 Ps. These routines are shared with students and families, are proactively taught, and are consistently reinforced in all classrooms.

Further, we recognize that each student is an individual. Therefore, correction of student misconduct and replacement behavior is handled on an individual basis. To best meet the individual needs of our students, PUC CCMS takes a targeted approach to behavior management and discipline.

PUC CCMS’s foundational beliefs and practices align with the district’s Discipline Foundation Policy, requiring every school in the district to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, “all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.” All

schools must align their discipline plans with the “**Guiding Principles for the School Community**” identified by LAUSD which require all students and school staff to model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion and defending the rights of others.

Definition of Restorative Justice:

<http://www.csc-scc.gc.ca/restorative-justice/003005-0007-eng.shtml>)

Government of Canada, Correctional Service of Canada, Communications and Citizen Engagement Sector, Restorative Justice. “About Restorative Justice.” *Government of Canada, Correctional Service of Canada, Communications and Citizen Engagement Sector, Restorative Justice*, 13 Jan. 2014, www.csc-scc.gc.ca/restorative-justice/003005-0007-eng.shtml.

In the face of school violations and conflict, [restorative justice](#) (RJ) is a philosophy and an approach that views violations and conflict principally as harm done to people and relationships. It strives to provide support and safe opportunities for the voluntary participation and communication between those affected (victims, offenders, and community) to encourage accountability, reparation, and a movement towards understanding, feelings of satisfaction, healing, safety and a sense of closure.

RJ is a non-adversarial, non-retributive approach to justice that emphasizes healing in victims, meaningful accountability of offenders, and the involvement of citizens in creating healthier, safer communities.

While there is no single universal definition for RJ, common elements are shared between those that exist. These common elements, often referred to as [RJ values and principles](#), are fundamental to ensuring that RJ values and principles remain consistent with the founding philosophy of this approach. These common elements, or values, are fundamental to ensuring that restorative justice approaches remain consistent with the philosophy underpinning it. The following is a list of common elements found among many restorative justice writings:

- **Harmful Behavior:** At the core of restorative justice is an appreciation of the full effects of harmful behavior. Restorative justice views violations primarily as damage to individuals, their property, their relationships and their communities. As such, any appropriate response requires a principal focus on the harm caused by the violation.
- **Inclusion:** Restorative justice is driven by an engagement of all people affected by the violation, who are most often identified as the victim, offender, their individual support people (family, friends, others) and the community. This requires elevating the roles of those traditionally excluded from the process, particularly the victim and the community. Inclusion involves the important elements of giving voice, accessibility, ownership of the process and support.
- **Accountability:** Restorative justice is about creating processes that allow offenders to take responsibility for the harms created by their actions, directly to those harmed. As well, it is an opportunity for community to see its role in contributing to the violation. This requires, to the degree possible, an ability to hear all points of view and understand the "truth" of what occurred. In all cases, accountability involves not only accepting responsibility for the violation, but also accepting responsibility for addressing the harms and needs arising from it. For many, accountability also represents the opportunity to denounce the violation and reinforce social rules and laws.
- **Safety:** A complicated element, safety has two primary folds. First, safety is identified as the need to restore a sense of security to those impacted by the violation. Second, safety refers to the need to create processes for restorative justice that are safe (physically, emotionally, psychologically)

for those participating. This often involves creating support structures within and around the restorative intervention. In cases of power imbalances among the participants, these dynamics can be powerfully destabilizing to the creation of a safe environment for restorative justice. Safety also involves ensuring that the rights of participants are respected.

- **Transformation:** Another complicated element, transformation implies restorative justice's forward looking aspects. The potential outcomes of restorative justice interventions typically include healing, personal growth, reparation of harms, restoration of positive relationships, and creation/re-creation of enhanced personal and communal situations. These goals apply equally to all parties involved but are not always possible within the scope of all circumstances. While these long-term goals are essential, restorative justice interventions foster movement towards these goals.
- **Voluntary:** Many authors identify the need for choices among the participants - these choices range from choices about participation, to process design, to limitations, to timeframes. As restorative justice is designed to fully engage the range of needed participants, the degree to which the processes reflect their needs, wants and desires becomes essential.
- **Humanistic:** This refers to wide subset of values that describe the nature of interactions between those involved. These include respect, compassion, dignity, honesty, openness, and growth. Fairness and equality/equity are essential. Multicultural issues are important in ensuring the processes are balanced for all those involved.
- **Interaction:** Communication, either direct or indirect, between those impacted by the violation is typically required. This communication is most often facilitated and supported and can take many formats from face-to-face meetings, correspondence and video exchanges, shuttle communication, online discussions and multi-party representation.
- **Holistic:** These processes take into consideration and value the full breadth of each individual participant as well as the larger context in which they function. This includes appreciation of the physical, psychological, mental, emotional, spiritual and social context surrounding each person as well as the environment. It is important to note that the spiritual component is important for many participants and a restorative experience connects deeply to their belief systems.

Discipline Review Hearing Process

When a student commits a serious school violation, the school administration may decide to arrange a Discipline Review Hearing. During a Discipline Review Hearing, restorative justice principles are implemented to help the student who has committed a violation to take accountability for his/her actions, to understand why the school is taking the violation seriously, and to repair any harm that was caused by his/her actions. In addition, if the student stays at the school, additional supports may be provided by the school to help the student correct his/her behavior.

Some Discipline Review Hearings are conducted internally by the school administration. In other instances, the school administration will contact the PUC Behavior Intervention Services (BIS) team located at the PUC Home Office to conduct the hearing. At these hearings, at least one member of the BIS team will lead the hearing by stating the goals of the meeting, the possible outcomes, the factors that will be used to make a decision, and the agenda for the hearing and by asking the student questions.

Suspension and Expulsion Procedures

Authority to Suspend

The Principal, Assistant Principal in consultation with the Regional Superintendent has the authority to suspend following the procedures listed below.

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Regional Superintendent. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from school shall be initiated according to the following procedures:

1. Informal Conference
2. Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal
3. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil's right to return to school for the purpose of the conference
4. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense
5. This conference shall be held within two school days of the incident, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization
6. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials

Suspension Notification

At the time of suspension, a PUC principal/assistant principal, or office manager, as directed by the administrator, shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice will also state the date and time when the pupil may return to school. The notice will request that the parent/guardian respond to such requests without delay. In addition, the notice will include directions for appealing a suspension.

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will insure that their education continues while they are absent from school. Teachers will meet with the suspended at the school site student to review homework and administer tests, as needed.

Alternative to In-School Suspension

PUC CCMS Charter Academy does not give students in-school suspensions. Instead, PUC CCMS provides Alternative Placement to students as an alternative to out-of-school suspensions. When a student is assigned

Alternative Placement, that student may be assigned by the principal or assistant principal to the school office. In the school office, the student will be supervised by certificated staff and provided instruction. Students in Alternative Placement should have access to appropriate counseling services. Students with disabilities shall be provided with supports and services as described in their IEP.

Suspension Appeal Process

During the required parent suspension conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

1. To initiate an appeal, the student or parent or guardian must contact the Regional Superintendent in writing from the day of suspension to five (5) school days following the last day of the student's suspension.
2. An alternate PUC Regional Superintendent who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Regional Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
3. Based on the information submitted or requested, the Regional Superintendent may make one of the following decisions regarding the suspension:
 - a. Uphold the suspension
 - b. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
 - c. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
4. The Regional Superintendent will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision. A copy of the decision will also be mailed to the school principal.

Opportunity Transfer

An O.T. can be recommended by the school Principal and issued by the Regional Superintendent. An O.T. may also be issued by an Expulsion Panel following an expulsion hearing. An O.T. may last one or two semesters. When the O.T. term ends, the student and parent or guardian shall have the option to return to the sending school or stay in the current school. Parental consent is not required for O.T. issuance; however, school officials should engage parent involvement to ensure the success of the transfer. The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. shall not be used to remedy low academic achievement, attendance issues or for being a victim of a fight.

A parent or guardian and student may appeal an Opportunity Transfer by filling out and returning to the school an Opportunity Transfer Appeal Form within 3 weeks of the decision to Opportunity Transfer. When an appeal form is filled out, the Regional Superintendent who was not involved in the decision to Opportunity Transfer the student will examine the appeal form and all of the evidence that is relevant to the case. The Regional Superintendent may contact the parent or guardian, the student, the school that conducted the investigation or witnesses to gather additional evidence. Within 10 school days of receiving the appeal form, the Regional Superintendent will make a decision whether to uphold or to overturn the Opportunity Transfer. The Regional Superintendent will then mail a copy of the decision to the parent or guardian.

Authority to Expel

A pupil may be expelled by the Expulsion Panel (consisting of school administrators as authorized by the PUC-Los Angeles Board of Trustees) following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the charter school if not expelled.

Expulsion Procedures

Upon recommendation of expulsion by the principal, the pupil and pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

- (1) the pupil's presence will be disruptive to the education process or
- (2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation for the school will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

1. The expulsion hearing (which is usually held in closed session, unless otherwise requested, 72 hours in advance) will be presided over by the Expulsion panel and the outcome will be reported to the Board of Trustees, who will uphold or not uphold the recommendation. The Panel may recommend to reinstate the student, to reinstate the student with a behavioral contract, to initiate an Opportunity Transfer, or to expel.
2. Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:
 - a. The date and place of the expulsion hearing
 - b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
 - c. A copy of PUC disciplinary rules which relate to the alleged violation
 - d. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.
 - e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
 - f. The right to inspect and obtain copies of all documents to be used at the hearing.
 - g. The opportunity to confront and question all witnesses who testify at the hearing.
 - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

Recording of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by evidence presented at the hearing. The Expulsion Panel may expel a pupil if it finds the following: 1) substantial evidence that the pupil committed an expellable offense and 2) substantial evidence that other means of correction are not feasible or have repeatedly failed to bring about proper conduct or that the student's presence causes a continuing danger to the physical safety of the pupil or others. The Expulsion Panel may alternatively give the students an O.T. If it finds that an O.T. would minimize factors that interrupt the academic process and create a school climate that is safe and conducive to learning for all. The student will return to the PUC CCMS if not expelled or given an O.T.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the PUC-Los Angeles Board of Trustees or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil who is being considered for an expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The Expulsion Panel's decision shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The principal, within two (2) school days of receiving a decision to expel shall send written notice of expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- (1) Notice of the specific offense(s) committed by the pupil.
- (2) Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
- (3) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with PUC CCMS.
- (4) Information regarding the type of educational placement during the period of expulsion and/or alternative educational options for pupil.
- (5) Effective date of expulsion.
- (6) Date the student to be reviewed for readmission.

Expulsion Appeal Process

The Regional Superintendent will provide written notice of the date of the Expulsion Appeals Hearing at least three (3) days prior to the hearing date. The written notice will include the day, time, and location of the hearing. The parent/guardian and student will also be informed of the following:

- The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses

The rules regarding presentation of evidence at an Expulsion Appeals Hearing are the same as those regarding presentation of evidence at an Expulsion Hearing.

Based on the information presented at the Expulsion Appeals Hearing, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion within five (5) school days after the hearing:

1. Uphold the expulsion
2. Determine that the expulsion was not within the school's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Regional Superintendent will contact the family by telephone and mail a copy of the decision to the student and/or parent or guardian within five days of the Expulsion Appeals Panel's decision. A copy of the decision is also mailed to the school principal. If the expulsion is overturned, the principal will immediately work with the family to bring the student back to school no later than 5 days after the family is contacted.

PUC CCMS will provide post-expulsion support to facilitate access to education for expelled students by providing homework packets from all the student's teachers to be picked up by the parent or guardian on a daily basis until the parent or guardian contacts the LAUSD Student Discipline and Expulsion Unit. The school will also provide support by informing the parent/guardian and student that they must call the LAUSD Student Discipline and Expulsion Unit, provide the number to the LAUSD Student Discipline and Expulsion Unit, and allow the parent/guardian and student to use the school's telephone to make that phone call.

Records and Reporting

Prior to the recommendation to suspend or expel a pupil, the Regional Superintendent or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;
- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another school district (LEA), the enrollment request will be reviewed by PUC Los Angeles Regional Superintendent. The PUC Los Angeles Regional Superintendent will determine if enrollment will be granted. Enrollment will be granted if means of correction are feasible or have not repeatedly failed to bring about proper conduct and if the student's presence does not cause a continuing danger to the physical safety of the pupil or others.

Rehabilitation, Readmission, and Interim Placement

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms

of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

<p style="text-align: center;">GUIDELINES FOR ADMINISTERING DISCIPLINE TO STUDENTS WHO HAVE VIOLATED STANDARDS OF STUDENT BEHAVIOR</p>

Standards of student behavior shall be enforced at the discretion of the administration. Disciplinary action shall be dependent upon the situation and the previous behavior record of the student.

The following actions are possible with an infraction of a regulation:

1. Conference regarding violation and a warning.
2. In-school probation or suspension from a specific class and/or activity.
3. Detention (or volunteer service in lieu of detention) ++
4. Parent conference
5. Parent/teacher conference
6. Suspension
7. Expulsion

ATTIRE AND GROOMING

PUC Community Charter Middle School Attire and Grooming Policy:

In order to facilitate and maintain an effective, healthy and safe learning environment, all schools within the PUC network require students to wear uniforms. The purposes of this policy are to ensure that the dress and grooming of students does not interfere with the instructional program or create a health or safety hazard, to create a collegiate and professional environment, to prepare students for the business world, and to minimize the potential for competition between students. PUC Community Charter Middle School (“CCMS”) will clearly communicate with parents and students this school attire and grooming policy in writing.

This policy has been adopted by the PUC Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (Education Code section 49010 *et seq.*), which prohibit the charging of any student fees for participation in an educational activity at the public school. All students are expected to wear clothes that comply with this policy to school each day, and on field trips.

Uniform Dress Code

- *Pants/Shorts /Skirts*
 - *All pants, shorts, and skirts must be navy blue color, and must be twill material. No low-rise pants, shorts or skirts; no leggings or other tight-fitting stretchy-material pants; no pants that reveal bare skin; no pants made of corduroy or denim material; and no pants that resemble denim jeans are allowed*
 - *Pants must have standard 4-pockets (two in front and two in back)*
 - *Shorts, and skirts must be no shorter than mid-thigh nor longer than below the knee*
- *Girls—tights are optional and must be solid white, navy blue, or black with no pattern of any kind; cable knit tights are allowed*
- *Socks that contain symbols of identification of any organizations not connected to or sponsored by the school are not allowed; cable knit socks are not allowed*
- *For reasons of safety, students will not be permitted to attend school in bare feet, and must wear shoes.*
- *Belts are strongly encouraged and, if worn, must be navy blue, brown, or black canvas or leather, no wider than 1” with no logo, design, or pattern, and with a standard, plain buckle*
- *Polo Shirts/Sweatshirts*
 - *All shirts must be solid baby blue or grey short sleeve polo shirts, and must contain the official PUC school logo. Students may, but are not required to, purchase conforming shirts at their school site. Students whose families choose not to purchase shirts from their school site will be provided three shirts for the school year.*
 - *All hooded pullover or zip-up sweatshirts must be solid navy blue, with or without the PUC school logo. Students may purchase conforming sweatshirts at their school site, or may wear their own solid navy blue or grey sweatshirts.*
 - *Undershirts must be fitted and solid white with no writing, logos or designs visible when worn beneath a conforming polo shirt.*
- *P.E. Wear*
 - *Students must wear a plain crew neck grey t-shirt and navy blue shorts during P.E. classes*

- *P.E. shorts must be no shorter than mid-thigh nor longer than below the knee*
- *Students may also wear a navy blue pullover or zip-up sweatshirt and/or navy blue sweatpants*
- *Students may purchase conforming P.E. t-shirts, shorts, sweatshirts or sweatpants at their school site, or may wear their own conforming P.E. wear.*
- *Appropriate athletic shoes must be worn during P.E. for safety reasons*
- *P.E. wear must be clean and neat, and fit appropriately*

Any funds raised from CCMS' sale of shirts, sweatshirts, P.E t-shirts, shorts and sweatpants, which parents may voluntarily purchase from their child's school, are spent to improve, enhance and fund programs at CCMS. However, students are not required to purchase conforming clothing through their school site. Any student who needs assistance with identifying or purchasing conforming clothing should contact the school office directly.

No student should be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with the school's uniform dress code. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing by the school office for the day.

Students may not alter their conforming clothing at any time during school hours or while on a field trip, which includes changing out of conforming clothing, pulling clothing up or down, tying knots in shirts, unbuttoning shirts, putting on non-compliant jewelry or makeup, or otherwise wearing their clothing in an inappropriate manner that is inconsistent with this policy. Such violations will be considered defiance and the consequences are as follows:

- *For the first offense, the student will be sent to the main office and the parent will be notified of his/her violation. A warning is given to the student to make sure to review and follow this policy. The student must adjust their clothing to comply with this policy prior to returning to the classroom.*
- *For all subsequent offenses, the student will be sent to the office and the parent will be notified of his/her repeat violation. The student will be assigned detention and a parent meeting will be scheduled with school administration to identify next steps to support the student. The student must adjust their clothing to comply with this policy prior to returning to the classroom.*

Other General Requirements

1. Students shall not wear clothing, a particular hair style, or jewelry, that can cause harm, represent or contain symbols of identification of any organizations not connected to or sponsored by the school.
2. Students shall not be permitted to wear attire which names, advertises, or promotes products that are illegal for minors, including drugs, alcohol, and tobacco. Students shall not be permitted to wear attire which features offensive and/or vulgar words, pictures, or drawings, including attire which names, advertises or promotes sexually related products or activities. Students shall not be permitted to wear attire which includes words, phrases, or pictures that are derogatory regarding a person's ethnic background, national origin, religious beliefs, gender, or disability. The appearance of students in this type of attire is disruptive to the educational process and may be grounds for discipline.
3. Students shall not be permitted to wear attire which is unduly revealing or attire which distracts from the educational mission of the school.

In any and all cases concerning interpretation of this policy, the school administration reserves the absolute right to determine what constitutes proper compliance.

Students or parents requesting an exemption from any provision of the attire and grooming policy for religious or other reasons should contact their school principal directly. Any complaints related to the costs of conforming clothing should also be addressed to the school's principal through the school's Uniform Complaint Procedure.

PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Student Grade Point Requirement

A "C" grade point average is the minimum required for participation in co-curricular activities with the following contingencies:

1. The grade point average is to be based upon the previous grading period and will include grades in all classes completed. A student must pass at least four (4) classes in the previous quarter to be eligible regardless of GPA.
2. Special Education students will be eligible if they are making satisfactory progress in their Individual Education Program (IEP) as determined by the school administration and teachers.
3. For eighth grade students interested in qualifying for high school co-curricular activities, the requirements of this policy shall apply to the eighth grade spring semester grades.

BICYCLE RULES

1. A student may not bring his/her bicycle to school before the third grade.
2. For safety: The bicycle must be walked on and off campus.
3. For security: The bicycle must be locked while on campus.
4. A student under the age of 18 must wear a bicycle helmet.

BUS CONDUCT

Note: Rules related to the kind of bus service that is utilized or available at a school site is specific to each particular school site, the following is PUC Schools general policies on bus conduct.

School Bus Conduct Policy

Pupils transported in a school bus shall be under the authority of and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

For continued disorderly conduct or persistent refusal to submit to his/her authority, a bus driver may deny transportation to pupils not to exceed three (3) days. Each case of pupil discipline by the driver shall be subject to review and modification by the principal or principal's designee who shall have authority to affirm, increase or decrease the length of time transportation may be denied.

Bus Conduct Rules

1. Students must follow the directions of the bus driver.
2. Students shall not misbehave at bus stops.
3. Students are not permitted to enter a bus unless the driver is present.
4. Students shall enter and leave the bus in an orderly manner.
5. Students shall remain seated while the bus is in motion.
6. Students shall sit facing the front of the bus.
7. Students are required to share their seats with other students.
8. Students shall not put any part of their bodies outside of a bus window.
9. Students shall not use vulgar or profane language on the bus.
10. Students shall not engage in fighting or boisterous conduct, create unnecessary noise or commotion, or shoot or throw things while on the bus.
11. Students shall not eat on the bus.
12. Students shall not smoke or light matches on the bus.
13. Items which may jeopardize the safety of any person shall not be permitted on the bus.
14. No animals (except seeing eye dogs) shall be transported on a school bus. (Title 5, Section 14252)
15. Students shall not be permitted on buses wearing athletic footwear equipped with cleats or spikes.
16. Students must not leave debris of any kind on the bus.
17. Students must not tamper with the bus or bus equipment.
18. Students shall not cross a street or highway at the rear of the bus.

ACCESS TO THE INTERNET

Electronic communication provides access to vast and diverse resources. Through Local Area Networks (LANs), Wide Area Networks (WAN), and the internet, staff and students have access to individuals, groups, data and materials from all over the world. It is understood that much of the material available through electronic communication has no direct educational value for students, and some of the material available is not suitable at all for students. It is also understood that the school cannot completely control the content of the materials on a global network, nor can it fully protect students who misuse resources to electronically access materials.

Access to a LAN, WAN, or the Internet is a privilege, not a right.

To assure the appropriate use of resources for electronic communication, the following requirements shall apply to all staff and students.

1. All use must be in support of the educational mission, goals objectives, and/or curriculum grade level content standards adopted by the organization.
2. All use must be consistent with the rules of any network being accessed.
3. Unauthorized use of copyrighted materials is prohibited.
4. Distribution of material protected by trade secret is prohibited.
5. Threatening or obscene material is prohibited.
6. Use for commercial activities is prohibited.
7. Use for product advertisement or political lobbying is prohibited.
8. All staff and students using the LAN, WAN or Internet access shall sign an Acceptable Use Agreement acknowledging their agreement to abide by this Policy and any related regulations.
9. Violations of this policy will result in appropriate disciplinary action which may include loss of access, the full range of disciplinary consequences allowed by the Education Code, and criminal prosecution.

ELECTRONIC SIGNALING DEVICES

PUC Schools acknowledges that there are legitimate reasons for students to possess and use electronic signaling devices such as cellular phones and pagers while going to and from school, and before and after school related activities. However, electronic signaling devices will not be permitted to disrupt instruction, instructional programs, and/or school related activities. Therefore, the following regulation shall apply to the possession and use of electronic signaling devices.

1. Electronic signaling devices may not be used at any time that the use of the device would be disruptive to any instruction, instructional program, and/or school related activity.
2. Electronic signaling devices must be completely turned off during all classes.
3. The school assumes no responsibility for the protection, loss, or damage to any electronic signaling device.

Promotion and Graduation

MATRICULATION REQUIREMENTS

- The student will pass all courses in 6th and 7th with a grade of C- or better to matriculate to the next grade. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained.
- The student will regularly attend school as per guidelines in the “Family Compact”; with no more than 16 absences over the course of 2 semesters.
- The school will provide all students every opportunity to meet the matriculation requirements. The students and families are also responsible to take advantage of the opportunities provided in order for the student to matriculate.

GRADUATION REQUIREMENTS

- The student will pass all courses in 8th with a grade of C- or better to graduate. The school and family will work together to determine how students will earn any missing credits or determine if a student should be retained.
- An 8th grade student will not walk on stage if he/she receives an F at the end of 8th grade.
- The student will complete at least 35 hours of community service by the conclusion of 8th grade. If a student completes 50 hours, he/ she will receive a special honor.
- The student will regularly attend school as per guidelines in the “Family Compact”; with no more than 16 absences over the course of 2 semesters.
- The school will provide all students every opportunity to meet the graduation requirements. The students and families are responsible to take advantage of the opportunities provided in order for the student to graduate.

Student Social Media Policy

Purpose: The purpose of this policy is to provide policies and guidelines regarding student social media use; to prevent unauthorized and unlawful access and activities by students online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children’s Internet Protection Act (CIPA). All social media on a Partnerships to Uplift Communities – Lakeview Terrace (“PUC Schools”) device and on the PUC Schools’ Network is always subject to PUC Schools’ policies. Social Media is defined as more than just social networking. Blogs, wikis, and messaging services are also classified as social media. At all times, in and out of school, social media use on PUC Schools’ devices is covered by the Responsible Use Policy (RUP) and this policy.

Scope: All PUC Schools Students

Effective: May 2016

BACKGROUND:

The use of the Internet in schools and at home can have a major positive impact on a student’s education. For example, participating online with an audience beyond the classroom provides an opportunity to engage with others and experience diverse perspectives. The use of the Internet also presents certain risks, which can be reduced greatly when students learn how to participate safely and appropriately online. Teaching students to be critical consumers and creators of online material will help them be better positioned for college and career success. Thus, when students are not aware of the implications of their social media behavior and engagement, it can influence their future, disrupt the learning environment and potentially affect other students, staff, and administrators. Social media systems are designed around gathering, storing, and sharing information about their users. Students need guidance on how to responsibly and productively participate online to begin establishing a positive digital footprint. All students who are provided access to the Internet must participate in an Internet safety education program. As social media use continues to grow, social media awareness and education is crucial to effectively navigating and productively participating in such online spaces.

GUIDELINES:

- I. **DEFINITIONS:** Social media is comprised of online platforms where users engage one another and share information and ideas through text, video, or pictures. To be a responsible social media user, students shall understand the different types of social media available and ways to engage in safe and productive ways online. For more information about adolescents and social media, or applications and platforms, visit Common Sense Media (www.commonsensemedia.org).

The following terms provide a general overview of common social media tools, practices, and features:

Apps are applications used to post media and are accessed primarily through mobile devices. Apps can access the user’s pictures, personal information, and GPS location.

Associated Persons include, but is not limited to, parents, parent-elected leaders of school committees, representatives and volunteers, consultants, contracted employees, walk-on coaches, child care/enrichment program providers, vendors and after-school youth services providers.

Blogs/Microblogs are personal websites that can serve as journals where a user can post a variety of content authored by the user and authored by others for public viewing

Confidential data refers to PUC Schools-related content such as (but not limited to) grade and exam information, attendance data and behavior incidents.

Cloud Computing, otherwise known as ‘using the cloud,’ requires an Internet connection and is the practice of accessing files across multiple devices over the Internet.

Digital Citizenship is the practice of critical engagement and respectful behavior online, which is demonstrated through the digital content a student posts.

Digital Footprint is determined/defined by an individual’s choice of content to post and profiles made across multiple websites, apps, and other platforms.

Media Sharing Sites are sites where users can store and share content such as video and pictures.

Social Media, also referred to as social networking, is a form of electronic communication through which users create online communities to share and view information, ideas, personal messages, and other content.

Social Networking Sites are sites where users create and customize their own profiles with music, video, and other personal information in addition to connecting with other users.

Tagging is the practice of identifying and assigning information to a digital artifact such as a website, blog post, photo, video, or article for the purpose of easy identification, organization, aggregation, and searching.

Tagging helps users find content they are looking for through across online platforms.

Wikis are websites that allow a user to add, modify, or delete content in collaboration with others.

II. SOCIAL MEDIA GUIDELINES FOR STUDENTS

PUC Schools’ electronic devices are provided for educational purposes, including the use of social media.

Approved social media is to be used at school for educational purposes only and under the direction of a teacher or school leader. Home use of social media on a PUC Schools’ device is limited to only sites approved by the PUC Schools’ web filtering system. According to the Children's Online Privacy Protection Rule ("COPPA"), it is illegal for companies to collect user information and track the online usage of children under 13. Therefore, the only appropriate social media for children 12 and under is designed specifically for that age group. (Refer to Responsible Use Policy (RUP) for PUC Schools Computer Systems)

All existing policies and behavior guidelines that cover student conduct on the school premises and at school-related activities similarly apply to the online environment in those same venues.

1. Students shall consider their behavior and engagement when communicating with others and sharing content in social media spaces. Students must be aware that any content or information shared privately through social media on electronic devices can still be viewed, accessed, and distributed by others—even their peers. When using PUC Schools network and/or electronic devices, students should expect PUC Schools to be able to access, view, record, check, receive, monitor, track, and log any social media activity.
2. Students shall engage in privacy practices and respect the privacy of others. Students shall exercise good judgment when using the built-in camera and recording capabilities of electronic devices. Students must always obtain permission before taking pictures, recording video, or recording audio of any person. Permission must be obtained before posting such material online. Be aware that parent permission is required before posting material that includes any student under the age of 18.
3. Students shall not share confidential information about themselves or others. Sharing personal information about oneself, family, peers or others can lead to safety and privacy concerns. Personal information includes (but is not limited to) one’s full name, address, phone number, school, and birthday. (Refer to Responsible Use Policy (RUP) for PUC Schools Computer Systems)
4. Students must represent themselves honestly and ethically online and are not to mislead others by impersonating another person (student, staff, or any other person). (Refer to Responsible Use Policy (RUP) For PUC Schools Computer Systems)
5. Students shall use respectful language and tone with others both on and offline. Respectful language includes avoiding vulgarity, profanity, harassment, and slurs based on the gender, race, disability, or

orientation of another person. (Refer to Responsible Use Policy (RUP) For PUC Schools Computer Systems)

6. Students should be aware that PUC Schools' employees are mandated reporters of child abuse. Should information posted on social media indicate that a minor is being abused, this information will be reported to the authorities. Further, should information on social media indicate that a child is a danger to him/herself or others, PUC Schools' employees are required to report this information to the appropriate authorities. (Refer to the Child Abuse and Neglect Reporting Requirements)
7. Students shall access age-appropriate, educational content when using PUC Schools' electronic devices or network resources. Accessing, producing, or posting inappropriate material may lead to serious consequences. Posting sexually explicit images of minors (for example, sexting) is a serious crime, even when the poster is a minor, and may constitute child abuse. (Refer to the Child Abuse and Neglect Reporting Requirements)
8. Students must always behave lawfully and refrain from encouraging others to act unlawfully. Unlawful activities that can be conducted through social media includes (but is not limited to):
 - Threats
 - Drug sale
 - Gang activity and communications
 - Cheating and plagiarism
 - Forgery and falsification
 - Sexual harassment
 - Blackmail and extortion
 - Prejudice and hate crimes
9. Students shall take responsibility for helping to create a safe school environment on and offline by reporting bullying or hazing to a trusted PUC Schools' teacher or administrator. Students shall refrain from participating or contributing to cyber bullying, which is bullying through digital means such as via text, image, video, message, website post, social media activity, or other form of communication sent by an electronic device.
10. Students shall produce original work and not misrepresent the work of others as their own. Students must use materials covered by a copyright only with permission. File sharing software and sites that encourage the illegal downloading of media are forbidden. (Refer to the Responsible Use Policy (RUP) For PUC Schools Computer Systems)

III. RESPONSIBILITIES OF PUC SCHOOLS STUDENTS

All PUC Schools' students are expected to:

- Adhere to this Social Media Policy for Students
- Be familiar with and follow the guidelines and the provisions of this policy.

IV. SCHOOL PRINCIPAL OR SITE ADMINISTRATOR (S) RESPONSIBILITIES

A. Administrator/Designee should:

1. Distribute and communicate this Social Media Policy for Students to all employees.
2. Investigate reported incidents of employee or students' misconduct or violations of appropriate conduct. (Refer to the Responsible Use Policy (RUP) or PUC Schools Computer Systems)
3. Inappropriate postings may warrant additional reporting to School Operations and the appropriate reporting agency:
 - a. Threats (law enforcement, School Operations and Administration teams).
 - b. Inappropriate or sexualized images of minors (contact law enforcement),

- c. Child pornography (contact law enforcement),
 - d. Raise a reasonable suspicion of child abuse (contact Child Protective Services) and see Child Abuse and Neglect Reporting Requirements
 - 4. Inappropriate postings may be documented by taking and printing screen shots or downloading them for evidence. Evidence should be collected with the permission of the site administrator for the sole purpose of the investigative process and stored in a secured location. This evidence may be used in conference with the employee(s) or associated persons in question. Caution: Do not download or print images of minors or any content that may be considered child pornography. Law enforcement will gather evidence of child pornography, not a PUC Schools' employee.
 - 5. Document all critical incidents on the PowerSchool Discipline Log.
 - 6. The target of online harassment can request removal of objectionable postings by reporting the abuse to the Internet service provider or webmaster. Most social networking sites have the capacity to flag objectionable postings with "report abuse" button. The target should document the postings prior to their removal.
 - 7. Monitor and follow-up to ensure that the inappropriate online behavior has stopped.
 - B. Staff should:
 - 1. Share responsibility for modeling appropriate behavior and creating an online environment where mutual respect, tolerance, civility, and acceptance among students and staff are promoted.
 - 2. Discuss all aspects of the Social Media Policy for Students with students before using social media for instructional purposes.
 - 3. Reasonably monitor online learning platforms used in instructional activities.
 - 4. Encourage students to report violations of the Responsible Use Policy and the Social Media Policy for Students.
 - 5. Provide instruction to ensure that students are educated about appropriate online behavior, including cyberbullying awareness and response and how to interact with others on social networking platforms (See Responsible Use Policy).
 - 6. Report any complaints or incidents involving social media to the site administrator.
 - C. Superintendent and other designated personnel should:
 - 1. Communicate this Social Media Policy for Students to administrators, employees and associated persons.
 - 2. Designate administrators to ensure the implementation of this policy.
 - D. Home Office Staff should:
 - 1. Support this policy by assisting schools and worksites via trainings, consultation, and distribution of resources.
 - 2. Align this policy with related PUC Schools' initiatives.
- V. GENERAL PROTOCOL FOR RESPONDING TO COMPLAINTS
- The following are general procedures for the administrator/supervisor to respond to any complaints:
- A. Secure campus/office safety.
 - B. Assure involved parties that allegations and complaints are taken seriously.
 - C. Investigate.
 - D. Take action to stop the behavior.
 - E. Request a factual written statement from the involved parties, to include witnesses if available.
 - F. Consult with the Local Superintendent, and the Behavior Intervention team, as appropriate.
 - G. Document actions taken.

- H. Implement disciplinary action as needed.
- I. If appropriate, the victim may file a criminal complaint with law enforcement.
- J. Continue to monitor and address inappropriate behaviors.
- K. If appropriate, complete a log entry in the PowerSchool Behavior Log
- L. Information about allegations of misconduct or investigations should be handled within the confines of the PUC Schools' reporting procedures and investigative process. PUC Schools will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process.

If the allegation is against one's administrator or supervisor, that person's supervisor shall respond to the complaint.

Harassment Policy

STUDENT GUIDE TO ENDING BULLYING AND HARRASSMENT

PUC is committed to creating schools where every student feels accepted for who they are and are able to enjoy their time on our campus free from bullying and harassment.

It's **bullying** when a student

- Uses physical force to hurt another student e.g. by hitting, pushing, shoving, kicking, taking their belongings or stealing his or her money.
- Uses words or gestures to humiliate another student e.g. by shouting, taunting, name-calling, teasing, put-downs, insults, threats and blackmail.
- Excludes or isolates another student e.g. through leaving them out, manipulating others against them, or spreading gossip or rumors.
- Uses their cell-phone, the Internet or social media, to cyberbully another student in any of the ways described above

Bullying can sometimes also be **harassment**. It's harassment when a student targets another student online or face to face because of their actual or perceived race, color, national origin, sex, physical or mental disability, religion, gender identity and expression, socio-economic status, physical appearance and characteristic, and sexual orientation. It is **sexual harassment** to target a student with unwanted sexual comments, gestures, attention, stalking and physical contact that cause you to feel uncomfortable or unsafe at school, or interferes with schoolwork.

WE BELIEVE THAT EVERY STUDENT HAS THE RIGHT TO LEARN

Without being called names and

Without being threatened because they are a boy or girl, or from a certain religion nor race or of a certain sexual orientation.

All PUC students pledge to

- Value student differences and treat others with respect both online and face-to-face.
- Ask the bullying student to stop or personally walk away with target when I or others around me are the target of bullying.
- Never take revenge or ask someone to hurt a student that has reported bullying.

What should you do if you feel that you have been bullied or harassed?

1. Tell any trusted adult on campus.

Your school may have a reporting box where you can put a note asking for help for you or a friend. Or you can tell any trusted adult on campus. When telling what happened, be specific. Any report you make is private. You may bring a parent or guardian with you, if you would like. The information you give is private and will not be made public, unless you talk about it yourself with others. Any witnesses will be told to keep the information about the situation to themselves.

2. Don't worry about someone "getting even" with you for telling

The school will support you and investigate your concern quickly. School administrators will always do their best to make sure no one tries to "get even".

3. Tell the truth

Any student who falsely accuses another student or staff member of sexual or racial harassment is subject to disciplinary action.

What happens next?

Usually complaints of bullying harassment can be settled at the school, but sometimes it will be heard by personnel at the PUC Schools Home Office. An investigator may be assigned and may talk with people who can help sort out the facts. If an investigator is assigned, he or she will determine whether harassment has occurred, prepare a report about the situation and give the information to your principal. Your principal will then suggest a solution or remedy.

Our school takes a problem-solving approach to bullying. We have staff members trained as Solution Coaches to bring together a Solution Team of students and ask them to end bullying situations. Most Solution Teams successfully end bullying situations after one or two meetings without using punishment.

Finally, if things are not settled, you and your parent/guardian have the right to submit a formal complaint under the grievance process described below to the PUC Schools Home Office to the attention of the PUC Schools Regional Superintendent or the PUC Schools Board Chair.

Nondiscrimination Policy

PUC Schools does not discriminate on the basis of race, color, religion, sex, gender, gender identity, gender expression, sexual orientation, marital status, national origin, ancestry, mental and physical disability, medical condition, age, pregnancy, denial of medical and family care leave, or pregnancy disability leave (Government Code sections 12940, 12945, 12945.2) and/or retaliation for protesting illegal discrimination related to one of these categories in any of its policies, procedures or practices, nor does it tolerate sexual harassment, in compliance with the Americans With Disabilities Act of 1991, Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1973 (pertaining to handicap) and the Age Discrimination Act of 1975, (pertaining to age).

Grievance Procedure for Students and Parents

Uniform Complaint Procedure:

In order to comply with applicable state laws and regulations governing educational programs, the Governing Board (“Board”) of Partnerships to Uplift Communities Lake View Terrace (“PUC”), which operates charter schools, must adopt a Uniform Complaint Procedure, and each PUC school shall have the primary responsibility to ensure compliance and investigate complaints as set forth herein and as required by law.

Most issues are best handled informally, and the Board encourages the early resolution of complaints at the site level whenever possible. If you have a concern, you can always come and talk to an administrator at your PUC school. If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

Each PUC school will investigate any complaints alleging failure to comply with applicable laws, and will seek to resolve those complaints in accordance with PUC’s uniform complaint procedures set out herein. PUC schools will use the formal complaint procedure to provide a uniform system of complaint processing for the following types of complaints:

(1) Any complaints alleging unlawful discrimination, harassment, intimidation or bullying in PUC schools’ programs and activities based on actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, age, religion, marital or parental status, mental or physical disability, sex or sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(2) Any complaints regarding PUC schools’ failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state or federal laws in adult educational programs, consolidated categorical aid programs, migrant education, career technical and technical education training programs, child and development programs, child nutrition programs and special education programs.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades or work assignments of any student.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, a school’s Compliance Officer or his or her designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law.

Compliance Officer(s)

For each school, the following Compliance Officer(s) shall receive and investigate complaints and shall ensure compliance with law:

Adriana Abich

Regional Superintendent, Valley
PUC Schools
1405 N. San Fernando Blvd., Suite 303
Burbank, CA 91504
818-559-7699

The Compliance Officer or his or her designee (collectively referred to herein as “Compliance Officer”) shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Compliance Officer.

Notifications

The Compliance Officer shall annually provide written notification of PUC’s uniform complaint procedures to students, employees, parents/guardians, any applicable advisory committees, and other interested parties. If 15 percent or more of the students enrolled at any PUC school speak a single primary language other than English, this policy and the notice shall be translated into that language for the applicable school.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints;
2. Include information about complaints that may be related to pupil fees, pursuant to the requirements of Education Code section 49010 *et seq.*;
3. Include information about complaints related to the Local Control and Accountability Plan, Annual Updates, or other Plan compliance requirements, pursuant to Education Code section 52075.
4. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable;
5. Advise the complainant of the appeal process, including the complainant's right to take a complaint directly to the California Department of Education (“CDE”) or to pursue remedies before civil courts or other public agencies; and
6. Include statements that:
 - a. The school is primarily responsible to ensure compliance with applicable state and federal laws and regulations governing education programs;
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
 - c. A complaint alleging unlawful discrimination, harassment, intimidation or bullying must be filed not later than six months from the date it occurred or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying;
 - d. The complainant has a right to appeal the decision to the CDE by filing a written appeal within 15 calendar days of receiving the decision;

- e. The appeal to the CDE must include a copy of the complaint filed with the school and a copy of the decision; and
- f. Copies of PUC's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the school's receipt of the complaint.

Each school's Compliance Officer shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with California Code of Regulations, Title 5, sections 4631 and 4633.

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

1. Step 1: Filing of Complaint

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

A complaint alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Complaints relating to pupil fees shall be filed no later than one year from the date the alleged violation occurred. Upon written request by the complainant, the Compliance Officer may choose to extend the filing period for up to 90 calendar days.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a date stamp. Complaints related to pupil fees for participation in educational activities may also be presented to the school's Principal, if that person is not the Compliance Officer.

Complaints related to pupil fees for participation in educational activities may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code section 49010 *et seq.* (pupil fees). Complaints related to Local Control and Accountability Plan compliance may also be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code section 52075.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, school staff shall assist him/her to file the complaint.

2. Step 2: Mediation

Within 7-10 days of receiving the complaint, the Compliance Officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If mediation is declined by one or all parties, or if the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint (Step #3 below).

Mediation does not extend the school's 60-day timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

3. Step 3: Investigation of Complaint

Within 7-10 days of receiving the complaint, or concluding mediation (if applicable), the Compliance Officer shall provide the complainant and/or his/her representative an opportunity to orally present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the school's Compliance Officer with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation; provided, however, that complaints permissibly made anonymously shall be investigated by the school to the extent possible without participation by the complainant.

In accordance with law, the school shall provide the Compliance Officer with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

4. Step 4: Response

Within 60 calendar days of the school's receipt of the complaint, the Compliance Officer shall prepare and send to the complainant a written response of the school's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 calendar day total time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the complainant within 60 calendar days of receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

5.

Step 5: Final Written Decision

PUC's decision shall be in writing and sent to the complainant.

PUC's decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include:

1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal PUC's decision within 15 calendar days to the CDE, and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding Local Control and Accountability Plans or student fees, deposits and other charges is found to have merit, PUC shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

6.

Appeals to the California Department of Education

If dissatisfied PUC's decision, the complainant may appeal in writing to the CDE. The complainant shall file his/her appeal within 15 calendar days of receiving PUC's decision and the appeal shall specify the basis for the appeal of PUC's decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and PUC's decision.

Upon notification by the CDE that the complainant has appealed PUC's decision, the Compliance Officer shall forward the following documents to the CDE:

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

The CDE may directly intervene in the complaint without waiting for action by PUC when one of the conditions listed in California Code of Regulations, Title 5, sections 4650 exists, including when PUC has not taken action within 60 calendar days of the date the complaint was filed with the school. A direct complaint to CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

7. Civil Law Remedies

A complainant may pursue available civil law remedies outside PUC's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation or bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided PUC has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with California Code of Regulations, Title 5, sections 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.



PUC Schools Uniform Complaint Procedures Form

Last Name: _____ First Name: _____

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

Address: _____ Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Email Address: _____

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

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

- Consolidated Categorical Aid
- Child Nutrition
- Pupil Fees for Educational Activities
- After School Education/Safety
- Tobacco-Use Education
- Physical Education Minutes
- Every Student Succeeds Act
- Migrant Education
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education
- Child Care & Development
- Special Education
- Foster/Homeless
- NCLB
- Local Control Accountability Plan
- Bilingual Education
- Economic Impact Aid (EIA)
- School Safety Plans

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

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

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your school Title IX/Bullying Complaint Manager, School Principal or Administrator of Operations.

If you have contacted your school principal and still require assistance, referrals or resources, please contact your Regional Superintendent (Title IX/Bullying Complaint Administrator).

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.

2. Have you attempted to discuss your complaint with any PUC schools' personnel? If so, with whom and what was the result?

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, fax or email your complaint/documents to:

LOS ANGELES SCHOOLS:

Dr. Nik Orlando, Regional Superintendent
Regional Title IX and Bullying Complaint Administrator
PUC Schools Central Office
1405 N. San Fernando Blvd. Suite 303
Burbank, CA 91504
Phone: (818) 559-7699
Fax: (818) 559-8641
Email Address: n.orlando@pucschools.org

VALLEY SCHOOLS:

Adriana Abich, Regional Superintendent
Regional Title IX and Bullying Complaint Administrator
PUC Schools Central Office
1405 N. San Fernando Blvd. Suite 303
Burbank, CA 91504
Phone: (818) 559-7699
Fax: (818) 559-8641
Email Address: a.abich@pucschools.org

[PUC Board Approved:](#)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the PUC CCMS. PUC CCMS is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. PUC [school name] charges the permitted fee of \$.25 per page for duplication of records requested under FERPA.

Parents or eligible students have the right to request that PUC CCMS correct records which they believe to be inaccurate or misleading. If PUC CCMS decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if PUC CCMS still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

PUC CCMS must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

PUC CCMS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, PUC CCMS must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. The PUC CCMS Student / Family Handbook is the means by which the school has notified parents and eligible students annually of their rights under FERPA. Parents and eligible students have 20 calendar days from receipt of this Student / Family Handbook to request that the school not disclose directory information about them.

Responsible Use Policy

Purpose

The purpose of the Partnerships to Uplift Communities – Lakeview Terrace (“PUC Schools”) Responsible Use Policy (“RUP”) is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with legislation including, but not limited to, the Children’s Internet Protection Act (CIPA), Children’s Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the RUP clarifies the educational purpose of PUC Network technology. As used in this policy, “user” includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the PUC Schools (the “network”) regardless of the physical location of the user. The RUP applies even when PUC Schools provided equipment (laptops, tablets, etc.) are used off PUC Schools’ property. Additionally, the RUP applies when non-PUC Schools’ devices access the network.

The PUC Network uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. PUC Schools can and will monitor users' online activities, as well as access, review, copy, and store or delete any communications or files and share them with adults as necessary. Users should have no expectation of privacy regarding their use of PUC Schools’ equipment, network, and/or Internet access or files, including email.

PUC Schools will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to PUC Schools’ applications, including, but not limited to, email, data management and reporting tools, and other web applications outside the United States and Canada.

Student Responsibility

By initialing and signing this policy, you acknowledge that you understand the following:

___ I am responsible for practicing positive digital citizenship.

- I will practice positive digital citizenship, including appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications, including new technology.
- I will be honest in all digital communication.
- I understand that what I do and post online must not disrupt school activities or compromise school safety and security.

___ I am responsible for keeping personal information private.

- I will not share personal information about myself or others including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals such as pictures, videos, and drawings.
- I will not meet anyone in person that I have met only on the Internet.
- I will be aware of privacy settings on websites that I visit.
- I will abide by all laws, this Responsible Use Policy and all PUC Network security policies.

___ **I am responsible for my passwords and my actions on PUC Schools' accounts.**

- I will not share any school or PUC Schools' usernames and passwords with anyone.
- I will not access the account information of others.
- I will log out of unattended equipment and accounts in order to maintain privacy and security.

___ **I am responsible for my verbal, written, and artistic expression.**

- I will use school appropriate language in all electronic communications, including email, social media posts, audio recordings, video conferencing, and artistic works.

___ **I am responsible for treating others with respect and dignity.**

- I will not send and/or distribute hateful, discriminatory, or harassing digital communications, or engage in sexting.
- I understand that bullying in any form, including cyberbullying, is unacceptable.

___ **I am responsible for accessing only educational content when using PUC Schools' technology.**

- I will not seek out, display, or circulate material that is hate speech, sexually explicit, or violent.
- I understand that any exceptions must be approved by a teacher or administrator as part of a school assignment.
- I understand that the use of the PUC Network network for illegal, political, or commercial purposes is strictly forbidden.

___ **I am responsible for respecting and maintaining the security of PUC Schools' electronic resources and networks.**

- I will not try to get around security settings and filters, including through the use of proxy servers to access websites blocked by the PUC Network.
- I will not install or use illegal software or files, including copyright protected materials, unauthorized software, or apps on any PUC Network computers, tablets, smartphones, or other new technologies.
- I know that I am not to use the Internet using a personal data plan at school, including personal mobile hotspots that enable access on PUC Network equipment.
- I will not use the PUC Network network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.

___ **I am responsible for taking all reasonable care when handling PUC Schools' equipment.**

- I understand that vandalism in any form is prohibited.
- I will report any known or suspected acts of vandalism to the appropriate authority.
- I will respect my and others' use and access to PUC Schools equipment.

___ **I am responsible for respecting the works of others.**

- I will follow all copyright (<http://copyright.gov/title17/>) guidelines.
- I will not copy the work of another person and represent it as my own and I will properly cite all sources.
- I will not download illegally obtained music, software, apps, and other works.

Consequences for Irresponsible Use

Misuse of PUC Schools’ devices and networks may result in restricted access. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against students, including suspension, expulsion, or criminal prosecution by government authorities. PUC Schools will attempt to tailor any disciplinary action to the specific issues related to each violation. (For more information, see Social Media Policy for Students – Attachment A.)

Disclaimer

PUC Schools makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or PUC Schools’ accounts.

Users are responsible for any charges incurred while using PUC Schools’ devices and/or network. PUC Schools also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the PUC Schools, its affiliates, or employees. Students under the age of 18 should only access PUC Schools’ network accounts outside of school if a parent or legal guardian supervises their usage at all times. The student’s parent or guardian is responsible for monitoring the minor’s use outside of school.

Summary:

All users are responsible for practicing positive digital citizenship. Positive digital citizenship includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites and all other electronic communications, including new technology. It is important to be honest in all digital communications without disclosing sensitive personal information. What PUC Schools community members do and post online must not disrupt school activities or otherwise compromise individual and school community safety and security.

Instructions:

Read and initial each section above and sign below. Be sure to review each section with a parent or guardian and get their signature below. Return to your teacher or other designated school site personnel.

I have read, understand, and agree to abide by the provisions of the Responsible Use Policy of PUC Schools.

Date: _____

School: _____

Student Name: _____

Student Signature: _____

Parent/Legal
Guardian Name: _____

Parent/Legal
Guardian Signature: _____

Teacher Name: _____

Room Number: _____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.