



SCHOOLS

2021-2022

**Parent/Student
Handbook**

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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

SCHOOL DIRECTORY

Elementary Schools

PUC Community Charter Elementary School 14019 Sayre Street, Sylmar, CA 91342	Phone: 818-492-1890 Fax: 818-492-1891
Principal	Jocelyn Velez
Assistant Principal	Jessica Cuellar
PUC Milagro Charter School 1855 North Main Street, Los Angeles, CA 90031	Phone: 323-223-1786 Fax: 323-223-8593
Principal	Sascha Robinett, M.A.
Instructional Leader	Martha Moran

Middle Schools

PUC CALS Charter Middle School 7350 N. Figueroa Street, Los Angeles, CA 90041	Phone: 323-254-4427 Fax: 323-254-4099
Principal	Antonio Sanchez
Dean of Academics	Jennifer Poot
PUC Community Charter Middle School 11500 Eldridge Ave, Lakeview Terrace, CA 91342	Phone: 818-485-0933 Fax: 818-485-0940
Principal	Claudio Estrada, Jr.
Assistant Principal	Vanessa Perez
PUC Excel Charter Academy 1855 North Main Street, Los Angeles, CA 90031	Phone: 323-222-5010 Fax: 323-222-5148
Principal	Gloria Gasca, Ed.D.
Assistant Principal	Anais Campa
PUC Inspire Charter Academy 12550 Van Nuys Blvd., Pacoima, CA 91331	Phone: 818-492-1880 Fax: 818-492-1891
Principal	Omar Urquieta
Assistant Principal	Karman Mak
PUC Lakeview Charter Academy 11465 Kagel Canyon Street, Lakeview Terrace, CA 91342	Phone: 818-485-0340 Fax: 818-485-0342
Principal	Max Valadez
Assistant Principal	Sadaf Ashraf
PUC Nueva Esperanza Charter Academy 1218 Fourth Street, San Fernando, CA 91340	Phone: 818-256-1951 Fax: 818-256-2397
Principal	Monica Wagner
Dean of Academics	Patricia Gomez
PUC Triumph Charter Academy 13361 Glenoaks Blvd, Sylmar, CA 91342	Phone: 818-837-6221 Fax: 818-837-6222
Principal	Mariesa Earl
Assistant Principal	Jessica Gonzalez

High Schools

PUC CALS Early College High School 7350 N. Figueroa Street, Los Angeles, CA 90041	Phone: 213-239-0063 Fax: 323-254-4099
Principal	Anthony Ventura
Dean of Academics	Randy Boykins
 	
PUC Community Charter Early College High School 11500 Eldridge Ave, Lakeview Terrace, CA 91342	Phone: 818-485-0951 Fax: 818-485-0952
Principal	Monique Hernandez, Ed.D.
Assistant Principal	Jennifer Arevalo Zaldivar
Dean of Academics	Dolores Roque
 	
PUC eCALS 2050 N. San Fernando Road, Los Angeles, CA 90065	Phone: 323-276-5525 Fax: 323-276-5534
Principal	Peter Markovics
 	
PUC Lakeview Charter High School 13361 Glenoaks Blvd., Sylmar, CA 91342	Phone: 818-356-2591 Fax: 818-356-2581
Principal	Jorge Beas
Dean of Academics	Rachel Lipson
Dean of Culture	Manuel Castellanos
 	
PUC Triumph Charter High School 13361 Glenoaks Blvd., Sylmar, CA 91342	Phone: 818-356-2795 Fax: 818-979-6579
Principal	Jennifer Dobson
Assistant Principal	Marco Valdez
Dean of Academics	Kristine Diano
 	
PUC Schools/PUC National Home Office 1405 N. San Fernando Blvd., #303, Burbank, CA 91504	Phone: 818-559-7699 Fax: 818-559-8641

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.

SCHOOL SITE VISITOR POLICY

Purpose:

- *To establish access control to our school campuses.*
- *To ensure awareness of all individuals who are present on our campuses at all times.*
- *To ensure the safety and security of our students, staff, and visitors, and*
- *To conserve safe learning environments that promote academic achievement and a college going culture.*

Due to the COVID-19 pandemic, PUC Schools has protocols in place to limit campus access to only “essential visitors” to maximize the safety of all who enter a PUC school campus. For the safety of our families, students and staff, visitors must:

- Be in good health and undergo temperature and symptom screening when entering the campus.
- Maintain 6 feet of physical distance from others in all areas including the front office lobby.
- Wear a face mask at all times and practice appropriate hand hygiene when entering/exiting the building and as needed. If you forget to bring your own mask, PUC Schools front office staff member will provide a school issued face mask.

Due to the COVID-19 pandemic, virtual visits (zoom meetings) are preferred and our staff can assist you in setting one up. Visitors are not allowed in classrooms and or hallway areas (front office and meeting office spaces only).

Definitions:

- **A Visitor** is anyone who is not a currently enrolled student or a PUC Schools employee assigned to the specific school campus. This includes parents of students who are currently and previously enrolled, school alumni, service providers, and other community members.
- **Authorized Personnel** is anyone who is a PUC Schools or PUC National employee or any other pre-screened individuals who are approved educational partners of PUC Schools or PUC National such as interns, after school program members, support services providers and who are not assigned to the specific school campus. These individuals are identified via an Employee/Contractor ID Badge issued by HR and are still required to sign-in and sign-out at each visit.
- **A Faculty/Staff Member** is anyone who is a current PUC Schools employee or approved educational partner and is assigned to the specific school campus as a primary or secondary work location.

Requirements for Visitors to Become Essential Visitors:

- All essential visitors are required to make an appointment before visiting a school by calling the school office receptionist.
- All essential visitors are checked in and identified via an ID check
- Clear instructions and expectations are available and provided to essential visitors.
- Essential visitors must follow all safety guidelines and expectations at all times.

Why these requirements are vital:

- Un-registered visitors can compromise the safety and health of the students, staff, school, and the visiting party.
- Compromised safety can lead to a dangerous environment and take focus away from academics and established health precautions.

Photo Identification Guidelines

- Photo identification is required of all essential visitors
- Immigration status will not be checked or questioned
- Any type of photo identification will be accepted
- Essential visitor information will remain in the system for future reference after initial screening (*applies only to computerized visitor management system*)
- All identification information is for internal use only and will not be shared with outside agencies (*applies only to computerized visitor management system*)

Tools/Resources:

- Face masks must be worn at all times. School to provide a face mask if the visitor is unable to bring their own face mask.
- Temperature screening will be performed by a school official. If a visitor has a temperature of 100 degrees or more, visitor will be asked to come back another day when they are not experiencing any symptoms.
- COVID-19 "Temperature Screened" sticker will be provided by school site staff if temperature is below 100 degrees.
- Visitor info sheet (Instructions, Expectations, Emergency Procedures, Map) posted at school's front office.
- Employee/Contractor ID Badges provided by HR and by site staff.
- Sign In/Out Log will be stored in a binder or in a computerized visitor management system.

Measurement/Accountability:

- Check binder daily

Computerized Visitor Check-In Systems:

The following additional guidelines apply to the PUC schools that utilize a computerized visitor check-in system.

- Visitors, including parents of current students, must enter school grounds through the designated entrance location (Welcome Center) only.
- Visitors must have a valid purpose for visiting campus and are required to provide photo identification screening.
- The safety and health of our students is of primary concern; therefore, unidentified individuals without an approved purpose are not permitted on campus.
- School Principals may approve or deny entry to any visitor at any time.
- The system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the check-in system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency.

Co-Located and Shared Campuses

- For sites that house multiple schools, a single point of entry is designated and supervised at all times.
- This is the only entrance and exit point for all visitors.
- Visitors must wear their visitor badge/label or home office badge.

Posting and Sign

- All PUC Schools will post the following sign at the designated visitor entry point and ensure it remains visible at all times.

Welcome Visitors
Bienvenidos Visitantes

Partnerships to Uplift Communities



Sign-in & Present ID Here
Registrese y Presente ID Aqui

ATTENDANCE POLICIES

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

Every student is expected to attend school for a full day on a daily basis, unless there is valid justification for the absence (Education Code Section 48200). The goal for all students is to have 96% attendance or higher.

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent's/guardian's responsibility to provide documentation to verify an absence within ten (10) days after the student returns to school in order to prevent absences from being recorded as noncompliant. Absences include coming to school late, leaving early and missing class periods.

Excused absences are those for which a justification has been provided such as a parent and or doctor's note. The following are considered excused absences contingent on the receipt of proper documentation:

California Education Code Section 48205 provides that a student shall be excused from school when the absence is due to:

- Illness or injury of pupil
- Quarantine
- Medical, dental, optometric, or chiropractic services
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent
- Spending time with a family member called to duty for, on leave from, or just returned from active military duty in combat zone (immediate family member; maximum three days)
- Serving as a member of a precinct board for an election
- Attending pupil's naturalization ceremony

Justifiable Personal Reasons, which means that the pupil's absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:

- o Appearance in court
- o Attendance at a funeral service (extended days)
- o Attendance at a religious retreat (shall not exceed four hours per semester)
- o Entertainment industry work with valid work permit (no more than five consecutive days or a maximum of five absences per school year)
- o Medical exclusion or exemption
- o Observance of religious or cultural holiday, ceremony, or secular historical remembrance
- o Religious instruction (attend a minimum school day no more than four days per school month)
- o Revoked suspension through appeals procedure
- o Participation in not-for-profit performing arts organization (maximum five days per school year)
- o Pre-arranged mental health services (Mental Health Day Treatment)
- o Take Your Daughters and Sons to Work Day®

Absences - Unexcused Any absence for reasons other than those listed as EXCUSED ABSENCES is unexcused.

ENROLLMENT POLICY REGARDING AUTHORIZATION TO DISENROLL STUDENT

PUC Schools have authorization to disenroll students with 10 or more consecutive days of absence after all due diligence efforts have been completed and no legitimate reason is provided to the school justifying the consecutive absences. No school is required to move forward with this process with any particular student.

The due diligence efforts to be completed during the 10 or more-day absence period are the following:

1. At least five school days prior to the expected date of disenrollment, the school shall issue a written notice of intent to disenroll the student. The notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster youth or homeless youth, the student's educational rights holder. The notice shall inform the parent/guardian, eligible student (a student who is 18 years old and holds his/her educational rights), or educational rights holder of the right to initiate a hearing before the effective date of disenrollment. This notice must not be sent until at least the 4th consecutive day of absence.
2. Placing a minimum of 3 phone calls to the eligible student or student's parents/guardians.

During the 5-day notice period, the parent/guardian or eligible student have the right to initiate a hearing to be heard and decided by a neutral officer (specifically, the CEO or designee) to determine if the student can remain enrolled.

If a hearing is initiated, the student is entitled to remain enrolled in the school through the duration of the hearing and cannot be removed until the CEO or designee issues a final hearing decision. The hearing must take place within 10 school days of the school's written notice of intent to disenroll the student. The pupil has the right to bring legal counsel or an advocate and to present testimony, evidence, and witnesses.

If the 10 or more-day absence period has concluded, all due diligence efforts have been exhausted, and no hearing has been initiated by the eligible student or the parents/guardians, the school may immediately disenroll the student.

If a student has been disenrolled and continues to be subject to compulsory education, the school shall notify the CEO of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the student's cumulative record. During the 10 or more-day absence period, the student will continue to appear on PowerSchool rosters unless there is proof the student enrolled in another educational option.

Effective September 18, 2019

ENROLLMENT: NO-SHOW POLICY

The purpose of this policy is to permit PUC Schools efficient means to utilize its waitlist when parents, guardians, or eligible students (students who are 18 years or older) have exhibited a lack of desire to attend its schools. Without this policy, students who demonstrate a lack of desire to attend a PUC school are reserving a slot in the classroom thereby delaying students on the waitlist from enrolling and attending the school. This has the potential to induce waitlisted students to enroll in another school, which may be less desirable for the waitlisted student and which may lead to lower enrollment for PUC Schools. As a result, the following policy is established.

In order to be considered enrolled at a PUC School, the student must attend class within the first three (3) school days after accepting a slot offer from the school. This requirement does not apply to students who were enrolled in the same school the prior school year.

If the student does not attend class within the first three school days after accepting a slot offer, and the school has called the parents/guardians or eligible student at least twice but received no response back from the parents/guardians or eligible student by dismissal on the third school day, then the student will not be enrolled in the PUC School, and the school may remove the student's reserved slot and immediately provide it to the first student on the waitlist.

If the parents/guardians or eligible student communicate to the school at any point within the first three (3) school days that they do not intend to enroll the student, then the school may immediately remove the student's reserved slot and provide it to the first student on the waitlist.

If the parents/guardians or eligible student communicate to the school that the student will be attending the school, but that the student has been absent for a legitimate reason (e.g., medical condition, family or personal emergency, etc.), then the Principal or designee may, at its sole discretion, extend the reservation time of the reserved slot to a later date. If the student does not return by the extended date, then the Principal or designee may, at its sole discretion, decide to remove the reserved slot or extend the reservation time of the reserved slot to a later date. The factors that the Principal or designee shall weigh are:

- a) Whether any documentation is or is not presented explaining the no shows
- b) Whether the no shows were or were not the fault of the parents/guardians or student
- c) Whether the parents/guardians or student provide a specific and reasonable show-up date

If the parent/guardian or eligible student asks for the student to enroll in the school after the school has utilized its waitlist to fill its classroom slots, the student will be placed at the end of the waitlist, or will be immediately enrolled if no waitlist exists and the student attends school.

Effective September 18, 2019

STUDENT PICK-UP & LEVE EARLY POLICY

PUC Schools has adopted the following Student Pick-Up and Leave Early Policy:

A parent, guardian or adult picking up a student must come up to the school's office and sign the "Check Out List" before a student is allowed to leave. A student can be picked up by someone other than a parent or guardian with a parent or guardian's verbal or written permission. Photo identification is required of any adult picking up a student.

If a student needs to leave early from a field trip, his/her parent, guardian or other authorized individual must sign and turn in a liability waiver prior to the student being released.

Our school requires a documented signature for any student's early dismissal. This ensures 100% student safety.

Effective January 30, 2020

Board approved: January 29, 2020

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 of 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 SCHOOLS 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 administrator's discretion.

Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory.	Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.	May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.
<p><i>Education Code (EC) 48915(c)</i> Act must be committed at school or school activity.</p> <p>1. Firearm</p> <ul style="list-style-type: none"> a. Possessing a firearm. 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 with the power of an M-80 or greater. 	<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> <ul style="list-style-type: none"> a. Causing serious physical injury to another person, except in self-defense. <i>EC</i> Section 48915 (a)(1). b. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(1)(B). c. 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. d. Robbery or extortion. <i>EC</i> Section 48915 (a)(1)(D). e. 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> <ul style="list-style-type: none"> a. Other means of correction are not feasible or have repeatedly failed to bring out proper conduct b. Due to the nature of the act, the presence of the pupil causes 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 or student presents an immediate threat to the health and safety of others.</p> <ul style="list-style-type: none"> a. Caused, attempted to cause, or threatened to cause physical injury[†]_p b. Willfully used force or violence upon the person of another, except in self-defense c. Possessed dangerous objects d. Possessed drugs or alcohol e. Sold look alike substance representing drugs or alcohol f. Caused damage to property[†]_p g. Committed theft h. Possessed or used tobacco i. Committed an obscene act or engaged in habitual profanity/vulgarity j. Possessed or sold drug paraphernalia k. Received stolen property l. Possessed imitation firearm m. Committed sexual harassment § n. Harassed, threatened or intimidated a student witness o. Sold prescription drug Soma p. Committed hazing q. 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. r. Participated in the act of hate violence § s. Made a terroristic threat t. Created a hostile educational environment through severe or pervasive threats, harassment, or intimidation § <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ul style="list-style-type: none"> a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. b. Due to the nature of the act, the presence of the pupil causes a continuing danger to the

		<p>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> <p>§Grades 4 through 12 inclusive</p>
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General Discipline Policies

PUC SCHOOLS 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. 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 SCHOOLS' 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. 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 except when a student violation is severe.

When reasonable to do so, student discipline should include positive behavioral interventions.

Notification of Policies

The site principal shall insure that pupils and their parents/guardians are provided with the PUC SCHOOLS 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 SCHOOLS 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 SCHOOLS Student/Parent Handbook utilizes sections from the charter petition, including Element 10, to communicate policies and procedures.

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 SCHOOLS 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 SCHOOLS, 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 SCHOOLS 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 SCHOOLS takes a targeted approach to behavior management and discipline.

PUC SCHOOLS' 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 CEO 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 CEO. 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. A fair and thorough process for investigating accidents and collecting evidence
 - a. Interview relevant witness to the accident
 - b. Photograph any physical evidence
 - c. Conduct searches of individuals when the reasonable suspicion standard is met
2. Informal Conference
 - a. 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
 - b. 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
 - c. 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
 - d. 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
 - e. 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/designee, 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. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may 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 ensure that their education continues while they are absent from school. Unless the student is suspended pending an expulsion hearing, teachers will be available to meet with the suspended at the school site student to review homework and administer tests, as needed.

Alternative to In-School Suspension

Except for the Suspension from Class procedure described below, PUC Schools does not give students in-school suspensions. Instead, PUC Schools 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 or designee to the school office or other alternative location. The parent/guardian of the student will be notified by telephone or in-person of the student's location, hours, and the length of the placement. In this alternative location, the student will be supervised by certificated staff and provided instruction. Instruction will be provided by the certificated staff member who will provide the school work from each of the student's classes, explain the material, and answer the student's questions. 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. For students with an IEP, Alternative Placement will not exceed ten (10) days without a corresponding IEP. For students without an IEP, Alternative Placement will not exceed fifteen (15) school days per incident.

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 CEO in writing from the day of suspension to five (5) school days following the last day of the student's suspension.

2. The CEO or designee to the CEO 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 CEO or designee 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 CEO or designee 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 CEO or designee 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

Purpose

An Opportunity Transfer (O.T.) is a carefully planned school initiated transfer of a student within PUC schools for remedial and corrective reasons. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. Additionally, an O.T. is utilized to provide the transferring student a fresh start at a new school and an opportunity to create positive relationships with new students and staff. Using an O.T. as an effective intervention tool can greatly assist schools in accomplishing the school's goals of increasing PUC schools' goals of increasing graduation rates, decreasing student dropouts, and maintaining safe school communities.

Procedure

An O.T. can be recommended by the school Principal and/or an Opportunity Transfer Hearing panel and issued by the CEO. Parental consent is not required for O.T. issuance; however, no student shall be involuntarily removed (which is defined as disenrolled, dismissed, transferred or terminated) by the school for any reason unless the student's parent/guardian has been provided with written notice of the intent to remove the student at least five (5) school days before the effective date of the removal. The written notice must be in the native language of the student, parent/guardian, and or/educational rights holder if the student is a foster or homeless youth.

If the Principal convenes an Opportunity Transfer Hearing, the written notice shall include an explanation of the student's basic rights. If the Principal recommends an O.T. without an Opportunity Transfer Hearing, the written notice must inform the student of the right to initiate an Opportunity Transfer Hearing. If the parent/guardian initiates a hearing, the student is entitled to remain enrolled in the school through the duration of the hearing and cannot be removed until the school issues a final hearing decision. An Opportunity Transfer Hearing will occur within ten (10) school days of the notice. However, if the parent chooses to waive the five (5) school days' notice period, the hearing may occur within five (5) school days of the Principal's recommendation for an O.T.

An O.T. may also be issued by an Expulsion Hearing Panel following an expulsion hearing.

Intake

Once an O.T. has been issued, the receiving school will contact the parent or guardian to schedule an intake meeting at the receiving school. A rehabilitation plan will be discussed to help the student succeed at the receiving school.

Term

An O.T. may be initially imposed for one or two full semesters. When the O.T. term ends and if the student completed and adhered to the rehabilitation plan, the student and parent or guardian shall have the option to return to the sending school or stay in the current school. If the student has not completed or adhered to the rehabilitation plan, the O.T. will be extended until the student has completed or adhered to the rehabilitation plan.

To avoid academic disruption, when a student is issued an O.T. during the last three (3) weeks of a semester, the student will be placed an alternative placement for the final three (3) weeks of the semester and the O.T. will begin at the start of the next semester.

If a student withdraws from the sending or receiving school at any time during the O.T., the student's O.T. will remain in effect until the student has served the length of the O.T. term and has provided documentation from the school the student has been attending demonstrating compliance with the rehabilitation plan. If the student has complied with the rehabilitation plan, that student may seek enrollment at the sending school, but this student is not guaranteed enrollment at the sending school. If the student seeks enrollment at the sending school during the school year and there is no space available, the student will be placed at the end of the waitlist. If the student seeks enrollment at the sending school prior to the school year, the student will have an opportunity to be enrolled through the lottery system.

Limitations

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.

Appeal

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 CEO who was not involved in the decision to Opportunity Transfer the student or designee will examine the appeal form and all of the evidence that is relevant to the case. The CEO or designee 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 CEO will make a decision whether to uphold or to overturn the Opportunity Transfer. The CEO 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 or PUC School personnel with administrative credential) following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense.

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 expulsion is made. 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 CEO. The Panel's decision-making authority includes but is not limited 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 SCHOOLS 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 CEO 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, 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 SCHOOLS.
- (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

To initiate an appeal, the parent or guardian or student must contact either the school or the CEO within three (3) weeks of the date of expulsion. The school 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 CEO or designee 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 SCHOOLS 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 CEO 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 the CEO. The CEO 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.

GUIDELINES FOR ADMINISTERING DISCIPLINE TO STUDENTS WHO HAVE VIOLATED STANDARDS OF STUDENT BEHAVIOR

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

ADDITIONAL POLICIES

ATTIRE AND GROOMING

PUC Schools 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 Schools 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/Skorts/Skirts*
 - *All pants, shorts, skorts and skirts must be in the school designated colors*
 - *Shorts, skorts and skirts must be no shorter than mid-thigh*
- *For reasons of safety, students will not be permitted to attend school in bare feet, and must wear shoes*
- *Shirts/Sweatshirts*
 - *All shirts must be in the school designated color and must contain the 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 in the school designated color, with or without the PUC school logo. Students may purchase conforming sweatshirts at their school site, or may wear their own sweatshirts in the school designated color*
- *P.E. Wear*
 - *Students must wear a PUC SCHOOLS crew neck grey t-shirt and shorts in the school designated color during P.E. classes*
 - *P.E. shorts must be no shorter than mid-thigh*
- *Students may also wear a pullover or zip-up sweatshirt and/or sweatpants in the school designated colors*
 - *Students may purchase conforming PUC SCHOOLS P.E. t-shirts, shorts, or sweatshirts at their school site. Students whose families choose not to purchase P.E. shirts from their school site will be provided three shirts for the school year. Students may wear their own conforming P.E. shorts or sweatshirts*

- *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 PUC SCHOOLS' sale of shirts, sweatshirts, P.E. t-shirts, and/or shorts, which parents may voluntarily purchase from their child's school, are spent to improve, enhance and fund programs at PUC SCHOOLS. 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 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. 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 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 that 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.

COURSE OFFERINGS (HIGH SCHOOL ONLY)

ADVANCED PLACEMENT & HONORS COURSES

Students may choose to take an AP or Honors course if offered. The following is the process for entrance and acceptance.

1. Student must complete an interest form.
2. Student must have a passing grade in previous course.
3. Student must receive a recommendation from the College Counselor who will collaborate with teacher.

PROMOTION & GRADUATION

PROMOTION POLICY

A student must receive at least 50 credits to be promoted to the next grade. Students are allowed to make up 10 credits during summer school. Students who need to make up more than 10 credits may not be promoted. For any A-G courses, the makeup class must be the same class that was failed. Students who fail non A-G elective classes will be allowed to choose another class, with the approval of the school principal, as long as it is of equal credit value.

PARTICIPATION IN GRADUATION EXERCISES AND PROMOTIONAL ACTIVITIES

In order to graduate from a PUC Schools high school, a student must have:

1. Earned a total of 220 credits with a passing grade of D or better. Beginning with the Class of 2009, a letter grade of D will not count as passing towards earning credits for a PUC High School in courses that qualify for the California A-G requirements. The A-G courses are required for graduation from a PUC School and for admission to the UC and CSU systems.

In order to participate in the graduation ceremonies of a PUC Schools high school, a student must have:

1. Earned a minimum of 210 credits. These students must take summer courses to make up the additional 10 credits in order to receive their diploma.
2. Met any additional requirements set by the school. Seniors may be denied participation in the ceremonies for disciplinary reasons.

The high school principal will set guidelines for permitting students to participate in Senior Class Activities. Participation in Senior Class Activities is a Privilege not a Right.

HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECTS	HIGH SCHOOL GRADUATION REQUIREMENTS	CREDITS
A. History/Social Science	3 years required	30 credits
B. English	4 years required	40 credits
C. Mathematics	3 years required <i>(4-yrs. Recommended for career & college competitiveness)</i>	30 credits
D. Laboratory Science	2 years required <i>(3-yrs. Recommended for career & college competitiveness) *1-year Physical Science & 1-year Biological Science</i>	20 credits
E. Language Other Than English(L.O.T.E.)	2 years required <i>(3-yrs. Recommended for career & college competitiveness) *In the same language</i>	20 credits
F. Visual and Performing Arts(VAPA)	1 year required <i>(1 year-long course)</i>	10 credits
G. College-Prep Elective	1 year required	10 credits
Physical Education	2 years required	20 credits
• Other	Additional classes align with individual's academics needs, career & higher education plans	40 credits
TOTAL PUC HIGH SCHOOL DIPLOMA CREDIT REQUIREMENTS =		220 credits
<ul style="list-style-type: none"> - 160 of the 220 credits are “a-g” courses, aligned with UC/CSU’s minimum undergraduate admissions requirements - 60 additional course credits (i.e.: high school classes, APs & Dual Enrollment College Courses) 		
<ul style="list-style-type: none"> ○ Dual Enrollment College Courses - Provides college courses to students in 9th-12th grade, expanding the high schools’ course offerings. These courses also allow students the opportunity to explore careers, get a head start on earning a certificate and/or college degree and save money on tuition. Taking college courses while in high school makes students more competitive for college, allows them to access the college’s library and campus resources, as well as provides a true college campus experience. ○ Advanced Placement (AP) Courses - AP courses provide the same benefits noted under the dual enrollment courses with the following exceptions: AP courses are not affiliated with certificate programs, do not provide access to college campus resources, and require an AP passing exam grade in order for a student to earn college credit (three or higher *1-5 exam scale). ○ Advisory – PUC high school Advisory courses promote meaningful relationships between staff and students, while providing academic support. In addition, students will further develop the PUC’s Countdown to Independence research based competencies, abilities, knowledge & skills to prepare them for long-term success after high school. These 6-competencies include: 1) Transition Skills; 2) Social Emotional Learning (SEL); 3) Interpersonal Skills; 4) Academic Skills; 5) Career Knowledge, as well as 6) Explore College & Alternative Higher Education Options. All students will develop an Individual Learning Plan (ILP) that aligns their personal, career and education goals with a post-high school graduation plan. ○ Community Service – Students are welcome to complete community service. Please note due to COVID-19 completing community service is a student’s choice not a PUC requirement. We advise students to make sure to prioritize your safety and well-being. Limiting the spread of COVID-19 is of utmost importance. Protect yourself by taking the recommended public health precautions at all times. <p style="text-align: center;"><i>All “A-G” approved courses taught at PUC High Schools meet undergraduate college admissions requirements, and are transferable to public high schools, including those within Los Angeles Unified School District.</i></p>		

CAL GRANT GPA OPT-OUT FORM (HIGH SCHOOL STUDENTS ONLY)

In order to be considered for a Cal Grant, California public high schools and charter schools are required to submit a high school Grade Point Average (GPA) to the California Student Aid Commission by October 1 for all graduating seniors, unless the student or parent has opted out. California Education Code section 69432.9 requires the school district or charter school, to notify all grade 11 pupils and their parent/guardian (if under the age of 18), in writing and no later than January 1 of a pupil's grade 11 academic year, that the pupil will be deemed a Cal Grant applicant unless the pupil has opted out prior to the date below (as specified by the high school). Students who do not opt out will have their GPA submitted to the Commission to be considered for a Cal Grant award.

Please click the following link to download the *Cal Grant GPA Opt-Out Form*:
https://www.csac.ca.gov/sites/main/files/file-attachments/gpa_opt_out.pdf

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 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. CEO 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 CEO 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.

HARRASSMENT 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 CEO 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

PARENTAL COMPLAINTS PROCEDURE FOR SCHOOLS

Introduction

This is the Standard Operating Procedure (SOP) for PUC Schools on how handle parent complaints concerning any complaint not covered under the Uniform Complaint Procedure (UCP).

The guidance provided herein does not apply to complaints in relations to actions or decisions by the school on allegations of child protection, refusals to enroll and those decisions which may discriminate against a child. Guidance to parents on these issues is set forth below:

Complaints Related to Child Protection or Reports of Child Abuse Concerns:

All employees of a California public school are considered “mandated reporters.” “A list of person whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.”

Parents who have a child protection concern should contact the Child Protective Services. Click on the website below for information on reporting or call Childhelp® (800-422-4453) for assistance.

<http://www.cdss.ca.gov/Reporting/Report-Abuse/Child-Protective-Services/Report-Child-Abuse>

Suspension, Expulsion, or Refusal to Enroll:

Parents can appeal a decision by the school to expel their child from its school, or to suspend their child as outlined in the school’s current charter petition in Element 10.

Discrimination:

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any federally funded education program or activity. Parents are to follow the Uniform Complaint Procedure and form to file a complaint. Further information about Title IX can be obtained at: <https://www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-usc-1681-et-seq>.

Miscellaneous:

- a. **Legal Representation:** Legal representation or representation by person(s) acting in a professional capacity is not permitted within this procedure.
Note: This procedure does not take away from the statutory rights of any of the participants
- b. Recordings: You may only record a meeting with school personnel if you provide 24 hours’ notice of your intent to record.
- c. Where the complainant is a member of PUC governing board
 - Where the complainant is a member of PUC governing board, they will play no part in the management or appeal of the complaint as set out in this procedure.

COMPLAINT PROCEDURE GUIDELINES FOR MAKING A COMPLAINT

The purpose of the procedure here within is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The procedure is as follows:

I. INFORMAL STAGE

a. **Step 1: Speaking with the teacher about your concern(s)**

- In the first instance, a complaint should normally be raised verbally with the teacher concerned (whether that be a classroom teacher, Assistant Principal or Principal), so that s/he may have an opportunity to address the issue(s). Please observe the school's existing protocols for arranging and conducting such meetings and follow the school's policy with respect to access to members of teaching staff.
- *If the complaint does not relate to a teacher in the school, it should be referred to the Principal.*

II. FORMAL STAGE

a. **Step 2a: Contact the Principal if your complaint is against a member of staff other than the Principal**

- If your complaint remains unresolved following Step 1 you should arrange a meeting with the Principal to discuss the issue(s). In advance of this meeting you should inform the Principal in writing, of the nature of your complaint so that s/he may be in a position to resolve the problem without further delay.
- The principal should bring the precise nature of the written complaint to the notice of the teacher or member of staff and seek to resolve the matter between the parties within **10 school days** of receipt of the written complaint.
- In some circumstances the Principal may not be able to deal effectively with your complaint immediately and s/he may require some time to investigate and prepare a response. If further time is required you will be informed of the timescale and the likely date by which a response will be issued.
- *If you are unsatisfied with the result of the Principal's decision, you may appeal the decision to your CEO. See Step 3a.*

b. **Step 2b: Contact PUC's CEO if your complaint is against the Principal**

- If your complaint is against the Principal and remains unresolved following Step 1 you should write to the CEO. The CEO should bring the precise nature of the written complaint to the notice of the principal and seek to resolve the matter between the parties within **10 school days** of receipt of the written complaint.
- In some circumstances the CEO may not be able to deal effectively with your complaint immediately and s/he may require some time to investigate and prepare a response. If further time is required you will be informed of the timescale and the likely date by which a response will be issued.
- *If you are unsatisfied with the result of the Principal's decision, you may appeal the decision to the PUC Board of Trustees. See Step 3b.*

III. APPEAL STAGE

a. **Step 3a: Appeals Process-Appeals to CEO**

- If you are dissatisfied with the decision of the Principal, you may appeal that decision. In order to appeal, you **must** write to the CEO within **10 school days** of receiving written feedback from the Principal. Your written request should be as concise as possible and set out specifically the grounds for your appeal.
- You will have the opportunity to meet with the CEO where your appeal will be heard
- Within **10 school days** of this meeting, you should expect a final written response. This will indicate the CEO's findings, recommendations and the reasons supporting the decision.

- Once the CEO provides a decision, the decision is final, the Complaints Procedures is exhausted, and the matter is considered closed.
- b. Step 3b: Appeals Process-Appeals to the PUC Board of Trustees
- If you are dissatisfied with the decision of the CEO, you may appeal that decision. In order to appeal, you **must** write to the Chair of the PUC Board of Trustees within **10 school days** of receiving written feedback from the CEO. Your written request should be as concise as possible and set out specifically the grounds for your appeal.
 - You will have the opportunity to meet with the PUC Board of Trustees, where your appeal will be heard
 - Within **10 school days** of this meeting, you should expect a final written response. This will indicate the PUC Board of Trustees' findings, their recommendations and the reasons supporting their decision.
 - Once the PUC Board of Trustees provides a decision, the decision is final, the Complaints Procedures is exhausted, and the matter is considered closed.

IV. RECORDKEEPING:

The school shall maintain a record of all correspondence, conversations and meetings concerning your complaint. These records shall be held confidentially in the school and shall be kept apart from pupil records. All such records will be destroyed three years after the date of the last correspondence on the issue.

V. MALICIOUS OR VEXATIOUS COMPLAINTS

Where PUC's governing board considers the actions of a parent/group of parents to constitute frivolous or vexatious behavior, it will seek advice from its legal representatives in order to protect staff from any further similar actions.

Uniform Complaint Procedure:

In order to comply with applicable state laws and regulations governing educational programs, the Governing Board ("Board") of PUC Schools, 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:

Concepcion Rivas
Chief Executive Officer
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.

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.

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.

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.

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.

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.

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.

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:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education, Career Technical, Technical Training
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content (for grades nine through twelve)
- Economic Impact Aid
- Education of Pupils in Foster Care/Homeless, and former Juvenile Court Pupils now enrolled in a school district
- English Learner Programs
- Every Student Succeeds Act/No Child Left Behind (Titles I-VII)
 - Local Control and Accountability Plans (LCAP)
 - Migrant Education
 - Physical Education Instructional Minutes (for grades one through six)
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

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
- Immigration Status
- 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
- Marital or parental status
- 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 CEO (Title IX/Bullying Complaint Administrator). 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:

PUC SCHOOLS
Connie Rivas, **Chief Executive Officer**
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: c.rivas@pucschools.org

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 SCHOOLS. PUC SCHOOLS 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 SCHOOLS 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 SCHOOLS correct records which they believe to be inaccurate or misleading. If PUC SCHOOLS decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if PUC SCHOOLS 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 SCHOOLS 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;
 - A school official is defined as:
 - a person employed by the agency or school in an administrative, counseling, supervisory, academic, student support services, or research position, or a support person to these positions; or
 - a person employed by or under contract to the agency or school to perform a special task.
 - Legitimate education interest is defined as:
 - The information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
 - The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school.
 - The information is relevant to the accomplishment of some task or to a determination about the student.
 - The information is to be used consistently with the purposes for which the data are maintained.
- 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 SCHOOLS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, dates of attendance, email address, photograph, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent educational agency or institution attended. However, PUC SCHOOLS 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 SCHOOLS 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.

KNOW YOUR RIGHTS

Know Your Educational Rights Your Child has the Right to a Free Public Education

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California: All children have the right to a free public education.

All children ages 6 to 18 years must be enrolled in school.

All students and staff have the right to attend safe, secure, and peaceful schools.

All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.

All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.

You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

RESPONSIBLE USE POLICY

Purpose

The purpose of the 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.

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.

ARMED FORCES POLICY

NOTIFICATION OF ARMED FORCES RECRUITER ACCESS TO PUC HIGH SCHOOL CAMPUSES POLICY

This policy was created to address military access at PUC Schools. PUC Schools is committed to protecting the rights of its students as well as providing as many options and opportunities as possible.

1. Military Access Rights

Under federal and state law, members of the military have specified access to school campuses. Members of the military may:

- Access school campuses to the same extent that prospective employers and representatives of higher education may access school campuses
- For purposes of recruitment, receive names, addresses, and telephone numbers of **students ages seventeen and eighteen** unless the parent/guardian/eighteen-year-old student has informed the school that this information should not be released

It should be noted that all visitors to school campuses, including members of the military and representatives from higher education and prospective employers, must follow all PUC Schools' rules and regulations regarding visitors. The school principal/designee has discretion to determine whether to grant access and the degree of access to campus for any visitor. Reasonable regulations on visitor access may include, but are not limited to the following:

- Specific time limits
- Location limits (Examples: College Center, Career fair area and Guest speaker in participating classroom)
- Limits on distributing materials (Example: Provide advance copy to site administrator prior to distribution, do not block students from accessing campus facilities while distributing, do not ask students/school employees to distribute material on campus, distribution limited to certain areas to minimize disruption to educational operations).

If a campus visitor, including a military representative, does not follow visitor guidelines and/or engages in conduct that is disruptive or unlawful, the visitor must leave the premises. In addition, the school principal/designee may contact the organization or supervisor of the campus visitor to report the misconduct as well as issue a letter limiting or prohibiting future access by that visitor and/or the visitor's organization or service.

In addition,

- The school notifies students and families **annually** of information that may be provided by the school to military agencies, along with a form for parents/guardians/ eighteen-year-old students to complete to "opt out" of having this information released by the school. This form is titled **ARMED FORCES RECRUITER ACCESS - INFORMATION RELEASE FORM**, and will be distributed to high school students and families at the beginning of the year in the student's high school handbook.
- Parents/guardians may also opt out by providing the school with written notification of their desire to opt out.
- Also, PUC Schools sends a separate letter **ARMED FORCES RECRUITER ACCESS - INFORMATION RELEASE FORM** informing families of students in **11th and 12th grades** of the right to opt out of having this information released to the military. The opt-out information will be maintained in PUC's Student Information System (PowerSchool) for the full academic year. Requests for contact information for the purpose of military recruitment are processed through the individual high school, who will access parent/student consent prior to distribution of registry information.

2. Rights and Responsibilities of Students and Families

Students and families should be aware of the following rights and responsibilities:

- No student is required by the school to meet with or speak to a recruiter;
- Families may opt out of disclosing their student's contact information to military recruiters by returning the **ARMED FORCES RECRUITER ACCESS - INFORMATION RELEASE FORM** and indicating in the check box for "Do Not Permit" noting that they do not wish the military to have access to that information.

Families should review the form and, if they wish to opt out, be sure to return the form to the school **WITHIN 30 DAYS OF RECEIPT**. The parent/guardian or eligible pupil is not required to use the **ARMED FORCES RECRUITER ACCESS - INFORMATION RELEASE FORM** and may alternatively provide the information, in writing, to the school;

- The school shall not release a student who is under 18 years of age from campus without written parent/guardian permission. Families should understand that any trips or transporting by military recruiters outside of school hours is not approved, authorized, or supervised by the school or school personnel and these arrangements must be made between the family and the military representative.

3. Role of the School

- Provide the same access to military recruiters as is afforded to college representatives and prospective employers, in accordance with applicable laws and District policies;
- As with any issue that relates to the First Amendment, all school employees must maintain neutrality during work hours, particularly while in direct contact with students.

4. Responsibility of Military Representatives:

- Follow all applicable PUC Schools guidelines for visitors;
- Obtain approval in advance from the school principal/designee before distributing any materials on campus; do not have students distribute recruitment materials or recruit other students while on campus;
- Do not transport any student under 18 years of age without written consent from the student's parent/guardian;
- Do not bring military equipment or vehicles on campus unless the PUC Schools CEOs and Principal has approved the request in advance;
- Do not suggest that students drop out of high school and pursue a GED as a means of recruiting;
- Obtain approval in advance from the school principal/designee before bringing any materials or prizes intended to be distributed on campus; and
- Respond to requests for information, including providing translation services where necessary.

ARMED FORCES RECRUITER ACCESS - INFORMATION RELEASE FORM

Dear PUC Juniors, Seniors & Parents/Guardians,

For the purpose of military recruitment, armed forces recruiters may request directory information (names, addresses, and telephone numbers) of students **ages seventeen and eighteen** unless a parent/guardian/eighteen-year-old student has informed the school that this information should not be released.

Note by filling out and submitting this form to your high school, you are only restricting the release of directory information to armed forces agencies. Directory information may still be released to other persons or agencies. If you wish to restrict information from other persons or agencies, you must write a separate notification to the school forbidding the release of all directory information pertaining to your student.

**UNLESS THIS FORM IS RETURNED WITHIN 30 DAYS OF RECEIPT, YOUR CHILD'S INFORMATION
MAY BE RELEASED TO ANY MILITARY AGENCIES IF REQUESTED.**

-- COMPLETE, SIGN & RETURN THE BELOW PORTION OF THIS DOCUMENT TO YOUR STUDENT'S SCHOOL --

PUC SCHOOLS ARMED FORCES RECRUITER ACCESS OPT OUT FORM

SCHOOL NAME: PUC SCHOOLS _____ **DATE:** _____

Student Name (please print)	Date of Birth:	Grade:
Address:	City:	
Zip Code:	Telephone Number:	

Please check the box below if you choose to opt out:

I do not permit to have any directory information of the student named above released to any military agencies.

Signature of Parent/Guardian (if student is <u>under 18</u>)	Signature of Student (if student is <u>18 or older</u>)

ACCESS TO CLINICAL COUNSELING SERVICES

PUC Clinical Services includes the Clinical Counseling Program, Psychological Services and clinical services contracted out to other providers. These services are provided as a result of partnerships with multiple colleges and universities throughout the Los Angeles area. Marriage and Family Therapy interns complete their clinical hours on the PUC campuses under the guidance and supervision of high qualified, certified PUC staff.

The Clinical Counseling Program provides clinical counseling services to PUC Students improving mental health to promote higher academic success.

Psychological Services provides psychological testing services to PUC Students to identify learning deficits that impede academic performance.

As a team, we are motivated to ensure great customer service to the school sites.

[To learn how you can initiate access to pupil mental health services, please view our Clinical Counseling Program brochure by clicking here.](#)

HUMAN TRAFFICKING PREVENTION RESOURCES

In order to access our resources regarding human trafficking, please visit our website by clicking the link below.

[PUCSchools.org – Human Trafficking Prevention Resources](http://PUCSchools.org)