



Parent/Student Handbook 2022-23

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Long Beach, CA 90813
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Dear Parents and Students,

Clear Passage Educational Center (CPEC) is a WASC accredited independent study alternative charter high school using an innovative educational model to support high needs students in grades 9-12. CPEC offers a nurturing yet challenging alternate learning environment for teens. Servicing students in Long Beach and its surrounding communities, CPEC's educational program focuses on the unique strengths and needs of each student. Our blended instructional model allows student access to critical educational resources and our flexible scheduling affords students the opportunity to engage in on-site learning activities.

CPEC delivers a personalized learning experience for each student. Individualized learning plans (based on each student's strengths and needs) are developed in collaboration with parents and students and reviewed by the lead teacher and student each week. Flexible scheduling affords students greater access to instructors and resources to accomplish their academic goals. Student Success Team meetings, parent conferences and IEP meetings (for students with special needs) are forums that are used to review student progress and recommend adjustments. Our advisory and counseling programs provide a platform for managing student behavior and supporting the development of their social-emotional skills and connections to other students.

Driven by the guiding principles of purposeful learning, compassionate practices and meaningful collaboration, Clear Passage invites parents to participate in the education of their students while partnering with local area businesses, community agencies, Long Beach area schools and educational institutions that share our vision. CPEC also works collaboratively with Long Beach Unified School District to support the transition of students from Clear Passage Educational Center who have met their academic and/or behavioral goals and wish to return to their school of residence.

CPEC's staff and leadership believes that education is a shared responsibility between parents, teachers and students. The willingness to implement collaborative leadership practices remains in the forefront of our consciousness. The ability to make critical decisions for the good of our students/parents and the long-term sustainability of our program is a responsibility that we fully accept and honor.

CPEC is required annually by law to notify parents or guardians of certain rights and responsibilities contained in the California Education Code. CPEC produced this student-parent handbook, which addresses the school's regulations and policies. Keep this handbook and use it as a reference document that can serve as a resource throughout the school year.



Sincerely,

Vivianna Trujillo

Executive Director

CLEAR PASSAGE EDUCATIONAL CENTER

MISSION

Clear Passage Educational Center's (CPEC) mission is to support the academic and social advancement of our students by sustaining a culturally responsive learning environment that promotes high expectations, connections to the real world and supportive relationships between students and adults. CPEC's personalized and individualized learning program focuses on each student's unique strengths and needs, while encouraging them to demonstrate their knowledge, critical thinking skills and creativity with integrity and honesty.

CPEC mission is achieved through a school design that is hybrid in three ways:

1. School Values - Commitment to both social-emotional AND academic growth.
2. Curriculum - Delivered in a local, brick-and-mortar facility AND online delivery of academic core courses.
3. Staffing - Student support from site-based and online, California-certified, and experienced subject matter specialists.

STUDENT LEARNER OUTCOMES (SLO)

SLO 1: Scholarly Achievers

Students will demonstrate progress towards mastery of state standards in core subject areas.

SLO 2: Engages Stakeholders

Students will actively engage in the development and exploration of their personal, academic and career goals.

SLO 3: Effective Communicators

Students will employ technology in various mediums to communicate and demonstrate knowledge.

SLO 4: Independent Learners/Thinkers

Students will demonstrate behaviors that support self-direction, self-discipline, self-correction, and community.

CPEC CALENDAR – 2022/23 SCHOOL YEAR

Start	End	Holidays	Pupil Free Days Staff Development	Recess
9/6/22	6/16/23	<p>Labor Day 9/5/22</p> <p>Veterans Day 11/11/22</p> <p>Thanksgiving 11/24/22</p> <p>Martin Luther King Jr. Day 1/16/23</p> <p>Presidents Day 2/20/23</p> <p>Memorial Day 5/29/23</p>	<p>9/1/22</p> <p>9/2/22</p>	<p>Thanksgiving 11/21/22 – 11/25/22</p> <p>Winter 12/26/22 – 1/6/23</p> <p>Spring 4/10/23 – 4/14/23</p>

CURRICULUM - OVERVIEW

CPEC’s curriculum focuses on courses covering core knowledge and A-G requirements to ensure that students receive a strong foundation of expected skills. Using Fuel Education’s blended learning curriculum, students receive ongoing personalized instructional support from highly qualified teachers in all subjects including English, math, science, social studies, art, music, etc. Advanced courses and electives are available for those students who desire to progress beyond the “core” subject areas.

The curriculum also reflects CPEC’s expectation of preparing students for post-secondary education.

CPEC is collaborating with regional universities and businesses such as California State University Long Beach, Long Beach City College, the Leadership Academy Mentoring Program (LAMP) and Wells Fargo to reinforce college readiness practices, establish internship opportunities and provide mentoring.

INSTRUCTIONAL DESIGN

The definition of blended learning is a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience. Educators are increasingly creating blended-learning environments—where rather than doing the online learning at a distance, students learn online in an adult-supervised school environment for at least part of the time. Using Fuel Education’s blended learning curriculum, Clear Passage Educational Center implements a Flex model. Using this model, students have the option to take one or more online courses with an online instructor and at the same time complete their online courses with

a teacher onsite.

All students who enroll in the program are placed in core subject areas based on tested achievement levels and remaining graduation requirements. Only materials that have not been mastered are required and advancement is determined on actual mastery of skills. Learning is thus focused on the specific skills and tasks that will result in the maximum advancement in the minimum time. This focused approach to learning will eventually permit students to devote time on the acquisition of higher order learning tasks, such as analysis, evaluation and synthesis.

The key components of our instructional strategies are listed below.

Focused and Self-Paced Learning: The guided independent study format permits each student to focus on few courses at a time and tailor his or her work pace to meet personal needs and goals.

Instructional Guidance and Support (Weekly): Students are afforded the opportunity to engage in instruction-related activities on-site. Students also engage in regular appointments for counseling/tutoring and meet with their teachers/advisors to discuss/review their progress.

Offsite vs. Onsite Instructional Support: Students are provided the opportunity to learn at their own pace when engaged in CPEC's online courses at home or onsite. To ensure a high level of fidelity in the provision of our educational services, all students that complete courses onsite and offsite are provided the following:

- 24 hour access to the online curriculum, supplemental resources and course work.
- Access to progress monitoring assessments.
- Instructional support provided by onsite and online (credentialed) teachers.
- Access to laptops and hotspots for completing their coursework (as inventory allows).
- Access to CPEC's computer center.
- Regularly scheduled meetings with CPEC's (onsite) lead teacher.
- Access to counseling resources.

Time Management: Students completing courses offsite and onsite are required to manage their time wisely. Students are encouraged to structure their time to allow for studying, projects and homework.

Increased Academic Accountability: Students, with the advice of their teachers and parents, are provided the opportunity to choose their appointment schedule and select the courses they want to take, based on the intake assessment and educational path they choose.

Parental Touch Points: CPEC encourages parents to become involved in their child's education program. Teachers maintain regular contact with parents via telephone calls and written communication. In addition, parents are encouraged to participate in back-to-school nights, open houses and other educational programs.

Intervention: If students experience unusual economic or personal challenges CPEC's staff consults with local, governmental, health and charitable entities to ensure that the student receives the needed intervention. Small Group Instruction and tutoring is also offered in a manner flexible enough to take advantage of the unique structure of our curriculum, and to provide support to students as they matriculate through their learning plan.

Student Intake/Admissions Process

CPEC implements a comprehensive intake process with a goal of ensuring a successful transition for all new enrollees. As part of CPEC's intake protocol, each student engages in an interview with CPEC's instructional staff to assess their personal strengths, weaknesses and specific needs.

ELPAC TESTING

All students who indicate that their home language is other than English are tested within thirty days of initial enrollment¹ with the English Language Proficiency Assessments for California (“ELPAC”) and at least annually thereafter each Spring until re-designated as fluent English proficient.

CPEC notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher.

English Language Proficiency Assessment Identifying students who need help learning English is important so these students can get the support they need to do well in English language arts/literacy, mathematics, science, and other subject areas in school. Upon initial enrollment with a California school district, parents and/or guardians are required to complete a short Home Language Survey (HLS) regarding the languages spoken by their student/s and within their home. Based upon the responses provided on the HLS, the enrolling school district may be required to administer the Initial English Language Proficiency Assessments for California (ELPAC). The ELPAC is used to measure how well students understand English when it is not the language they speak at home.

Information from the ELPAC tells teachers about the areas in which your student/s may need extra support and will be used to assist with preliminary status as Initial Fluent English Proficient (IFEP) or English Learner (EL). School sites will monitor the progress of students identified as EL by the Initial ELPAC, to include a continued collection of evidence about the English language proficiency of each student. The evidence will be used to conduct a mid-year review of the preliminary EL placement for each student, at which time a formal determination of English Learner status will be made. Parents/Guardians will be notified of the results of this review if a change in status is determined.

Students in kindergarten through grade 12, who are formally identified as EL, will take the ELPAC Summative Assessment in the spring of each year until they are Reclassified as Fluent English Proficient (RFEP). Students will be tested on their skills in listening, speaking, reading and writing.

To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at:

www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp (Press Ctrl+Click)

The ELPAC practice tests are another good resource. They can be found on the ELPAC Web site at <https://www.elpac.org>, where parents and students can see the kinds of questions that will be on the test.

If you have any questions about your child taking the ELPAC, please contact the school’s office.

RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Notice to parents or guardians regarding the reclassification process in order to solicit feedback, their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

SERVING STUDENTS WITH DISABILITIES

CPEC complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

CPEC is categorized as a public school of the Long Beach Unified School District ("the District") in accordance with Education Code Section 47641(b).

CPEC complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

SECTION 504 OF THE REHABILITATION ACT

CPEC recognizes its legal responsibility to ensure that no qualified person with a disability shall (on the basis of disability) be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CPEC. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by CPEC.

The Executive Director is responsible for managing and facilitating 504 Plans.

A 504 team is assembled by the Executive Director and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA is made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The principal ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, modifications to the plan, and continued eligibility.

1. SPECIAL EDUCATION PROGRAM

General Requirements. CPEC ensures that no student otherwise eligible to enroll in the school will be denied enrollment due to a disability. CPEC implements policies and procedures that ensure the recruitment, enrollment and retention of students with disabilities. CPEC has executed a Memorandum of Understanding ("MOU") by and between LBUSD and CPEC regarding the provision and funding of special education services consistent with the requirements of Long Beach Unified School District Special Education Local Plan Area ("SELPA").

Eligibility and Services Placement and services for special education is determined by an individual education program (IEP) team in compliance with existing state and federal laws. Programs and services are offered to meet a variety of needs for students with disabilities. Each child is entitled to receive a free appropriate public education in the least restrictive environment as determined by his/her IEP team.

Transferring Students For students transferring to CPEC from District schools or District affiliated charter schools, CPEC provides those related services required by the students' IEPs immediately upon the students' enrollment. For students transferring to CPEC from other school districts, CPEC provides related services required by the students' IEPs upon the students' enrollment. IEP team meetings for such students are held within thirty (30) days of the student's enrollment in accordance with state and federal law.

Child Find Parents who reside in the Long Beach Unified School District who suspect their child has a mental, physical or learning disability are advised to contact the Office of School Support Services (OSSS) – Division of Special Education. Federal and State laws require public schools to provide free and appropriate education for children with disabilities ages birth through 21 years. Infants through age two who have hearing impairments, visual impairments and/or severe orthopedic impairments may be served by the district Early Start program. Children age 3 through 21 years may qualify for district special education programs. Special Education staff will help parents identify

appropriate programs for children who qualify for services, regardless of the type of disability. Referrals for preschool-age and school-age children may be made through your child's school by speaking with the school counselor/administrator. Referrals for infants may be made by calling OSSS at 562-997-8051.

STUDENT DISCIPLINE

CPEC believes that one of the major functions of education is the preparation of youth for responsible citizenship. CPEC shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, CPEC shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide CPEC and its personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in CPEC's charter petition, the policies and procedures for suspension and expulsion of CPEC students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

Discipline in General

CPEC has implemented a process for handling, and if necessary, escalating individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the Executive Director or a designee;
- Contacting parents/guardians

All CPEC school employees will report unmanageable or unusual behavior of students to the school Executive Director or designee as soon as possible. The school Executive Director or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

All discipline matters are conducted in compliance with constitutional due process. Students may be recommended for expulsion upon a determination that the student has committed one of the acts listed below while on school district property or engaging in a school related event or in the presence of their credentialed teacher while any activities related to home schooling or independent study instruction are being conducted in the student's home or other place of public meeting between the student and CT. The grounds for suspension or expulsion may change yearly subject to updates to the California Education Code and the Long Beach Unified School District Grounds for Suspension and Expulsion.

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Any other serious violation of school rules, conduct or behavioral expectation, as set forth in student handbook.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault or sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- Committed sexual harassment as defined in Section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (E) of section 33032.5.
- Intentionally engaged in harassment, threats, or intimidation directed at school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property or both.

All students and parents/guardians are given written notice of CPEC's policies and procedures related to discipline. Students and their parents/guardians are notified in writing at the time of their enrollment. Parents/guardians are expected to work closely with Clear Passage staff to reinforce the school rules and behavioral expectations.

When a student is expelled or leaves Clear Passage without graduating or completing the school year for any reason, Clear Passage shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil.

Students who present an immediate threat to health and safety may also be referred to law enforcement authorities and be immediately suspended by the Executive Director or his/her designee.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the President or Executive Director or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During, or while going to or coming from, a school sponsored activity.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any CPEC school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, CPEC shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Suspension Procedure

Only the Executive Director or Designee may suspend a student. Suspensions shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense orally and in writing.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically

unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student 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.

Suspension Time Limits/Recommendations for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. CPEC does not provide appeals of suspensions. If a suspension is extended, the student may be suspended pending an expulsion hearing.

Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the 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.

This determination will be made by the Executive Director or designee 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.

For suspension of ten (10) days or more, the student will be provided written notice of the charges and an explanation of the student's basic rights and will be provided a hearing adjudicated by a neutral hearing officer within a reasonable number of days. The Executive Director may select the hearing officer.

Authority to Expel

A student may be expelled by the Executive Director or designee. Unless a hearing is timely requested by the student's parent, the Executive Director's or designee's determination is final.

Expulsion Procedures

The parent(s) or guardian(s) of a student shall have ten days from issuance of a written notice of the Executive Director's or designee' recommendation for expulsion to file a written request for a hearing to be presided over by neutral officer(s) designated by CPEC's Board (the "Hearing Officer").

At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section 47605(b)(5)(J)(ii)(II). If no hearing is requested, the expulsion becomes final as of the 11th day following the recommendation for expulsion by the Director or designee.

The Hearing Officer shall hold the hearing within 15 days of receipt of a timely request for a hearing. During the hearing, the student shall have the right to representation, the right to present evidence, and the right to question CEPC representatives. The hearing shall be held in a closed setting unless the student makes a written request for a public hearing at least three days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student'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 date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of CPEC's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student'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 right to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered at the hearing. The school secretary or Hearing Officer's designee shall prepare minutes of the proceeding, which shall become part of the record of the proceeding along with all written evidence or other material submitted to the Hearing Officer. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support the recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Hearing Officer must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the presiding body finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the school must present evidence that the

witness' presence is both desired by the witness and will be helpful to the school. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer's designee.

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 recommendation by the Executive Director or designee must be supported by substantial evidence that the student committed an expellable offense.

The Hearing Officer's findings 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 Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The final decision of the Hearing Officer shall be made within ten (10) school days following the conclusion of the hearing in the form of written findings. The decision of the Hearing Officer is final. If the Hearing Officer decides against expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

Following a decision of the Hearing Officer to expel, CPEC shall send written notice of the determination to expel, including the Hearing Officer's findings of fact, to the student and parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student; and
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CPEC.

CEPC shall send a copy of the written notice of the determination to expel to school district of the student's last known residence.

No Right to Appeal

The Hearing Officer's determination after the expulsion hearing is final.

Disciplinary Records

Clear Passage shall maintain records of all student suspensions and expulsions. Such records shall be made available to the LBUSD upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CPEC shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Readmission

The Clear Passage Foundation Board of Directors may adopt rules establishing a procedure for filing and processing requests for readmission and the process for the required review of an expelled pupil for readmission. Upon completion of the readmission process, the Board may readmit the pupil.

Involuntary Student Disenrollment, Dismissal or Transfer

No pupil shall be involuntarily removed by Clear Passage for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to a hearing adjudicated by a neutral officer before the effective date of the action.

If the pupil's parent, guardian, or educational rights holder exercises the right to a hearing, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional

or different procedures. Prior to recommending expulsion in such cases, the school shall conduct a manifestation determination meeting.

CPEC will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Notification of LBUSD

Clear Passage shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the school or LBUSD would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, staff, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability;
or

If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CPEC staff, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CPEC, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that CPEC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and Return the child to the placement from which the child was removed, unless the parent and CPEC agree to a change of placement as part of the modification of the behavioral intervention plan.

If CPEC, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then CPEC may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students

without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CPEC believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CPEC, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CPEC agree otherwise.

Special Circumstances

Clear Passage personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CPEC's disciplinary procedures may assert the procedural safeguards granted under this policy only if CPEC had knowledge that the student was disabled before the behavior occurred.

CPEC shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CPEC supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other CPEC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other school supervisory personnel.

If CPEC knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CPEC had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CPEC shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by CPEC pending the results of the evaluation.

CPEC shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Pupil Records, Including Challenges and Directory Information

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These rights are:

1. The right to inspect and review the student's education records within 5 days after the day CPEC receives a request for access. Parents or eligible students should submit to the CPEC principal or designee a written request that identifies the records they wish to inspect. The CPEC official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask CPEC to amend a record should write the CPEC principal/executive director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CPEC decides not to amend the record as requested by the parent or eligible student, CPEC will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. See 'Pupil Records Challenges' section, below, for CPEC' policy and procedures regarding this hearing.
3. The right to provide written consent before CPEC discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to CPEC officials with legitimate educational interests. A CPEC official is a person employed by CPEC as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the CPEC board. A CPEC official also may include a volunteer or contractor outside of CPEC who performs an institutional service or function for which CPEC would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist. A CPEC official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CPEC discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

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

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CPEC officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires CPEC to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. CPEC may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. CPEC will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, CPEC will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to the procedures outlined here and more completely in the full policy;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the CPEC in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by CPEC with respect to that alleged crime or offense. CPEC may disclose the final results of the disciplinary proceeding, regardless of whether CPEC concluded a violation was committed.

COMMUNICATION PROTOCOL

When issues or concerns arise with a teacher, staff member or administrator, students and parents are encouraged to address the situation with the person involved first.

If students express that they are having a problem at school, it is important for parents to understand the best way to address these problems. If the problem involves a classroom situation or a situation with a teacher, the following remedies are recommended:

1st: Parents should encourage their child to talk with the teacher.

2nd: Parents can encourage their child to talk with an administrator.

3rd: If the child is reluctant to talk with a teacher or administrator, a parent may offer to accompany their child and talk with the teacher.

It is very important to demonstrate to children how to actively and constructively solve a problem. If the problem is important enough for the child to talk about, it is important for the child to learn how to be a part of the solution.

If parent feels there is a concern they should:

1st: Talk with the teacher. Teachers can explain classroom situations from an adult perspective and from a professional perspective, and usually that will resolve misunderstandings.

2nd: If the problem persists after a reasonable time, talk with the teacher again.

3rd: If the problem is still not resolved, make an appointment with the related administrator.

For example, if you are unsure of a decision made in the classroom about a consequence given for a behavior, you should discuss the situation with the teacher first. If after this discussion, you feel the situation is unresolved, it should be brought to the attention of the principal.

If after meeting with the principal, you still have concerns, please refer to the Complaint policies contained in this Handbook and available in the CPEC office.

Teachers, staff, and administration are available through email, phones, in person and by appointment. Due to the busy schedules of the teachers and administration, parents are asked to not "drop in" for appointments, but to set up a meeting in advance. Parents should not talk to teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students' Rights and Responsibilities:

- To be informed of all school rules and regulations.
- To have a safe and educational environment.
- To attend class regularly and on time.
- To obey school rules and regulations.
- To respect your rights and the rights of your peers.
- To be familiar with school policies, rules and regulations.
- To be prepared for class with appropriate materials and ready to work.
- To respect all school personnel and their authority (administrators, teachers, office personnel, security guards, etc.).

Parents' Rights and Responsibilities:

- To be informed of the school's rules and regulations.
- To be informed of all school actions related to their child.
- To contact school to participate in conferences pertaining to academic and behavioral status of their child.

- To provide a supportive environment at home making sure their child gets enough sleep and nutrition before coming to school.
- To be familiar with school policies, rules and regulations.
- To contact teachers directly via phone or email to schedule a conference.
- To be familiar with the handbook signed at the beginning of the school year.
- To monitor your child's academic progress and behavior records on a weekly basis.
- To ensure that your child does his/her homework on a daily basis and to facilitate a home environment conducive to home study.

Teachers' Rights and Responsibilities:

- To expect students to behave in a positive manner that will not interfere with other students' learning.
- To expect parental support related to academic and social progress.
- To expect all students to participate and put forth effort in order to expand their education and earn a passing grade.
- To be familiar with school policies, rules and regulations.
- To inform parents through progress reports, report cards, and conferences about the academic progress/behavior of their child.
- To conduct a well-planned and effective classroom program.
- To initiate and enforce a set of classroom rules, consistent with the school's discipline policies.
- To keep assignments, grading, and attendance current in SIS.
- To have administrative support for discipline in and outside the classroom.
- To enforce the Student Code of Conduct and Bullying Policy in a consistent manner.
- To function as a positive role model for their students.
- To contact parents to enforce the Student Code of Conduct and to maintain parent/guardian involvement.

Administrators' Rights and Responsibilities:

- The right to address the Board on any issue.
- To hold students to strict accountability for any disorderly conduct in school or around school.
- To take appropriate action in dealing with students who choose not to follow the rules.
- To recommend in-school suspension, suspension, or expulsion as the situation demands.
- To provide rich leadership that will establish, encourage and promote effective teaching and learning.
- To be familiar with school policies, rules and regulations.
- To establish, promote, and enforce school rules that facilitate effective learning among students.

NONDISCRIMINATION POLICY

Clear Passage Educational Center 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).

ABOUT TITLE IX

Title IX is a federal law that was passed in 1972 to ensure that male and female students and employees in educational settings are treated equally and fairly. It protects against discrimination based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to sex stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

Title IX Coordinator: Vivianna Trujillo, Executive Director, Clear Passage Educational Center
 Address: 1471 Martin Luther King Jr Ave, Long Beach, CA 90813
 Email Address: vtrujillo@cpecschools.org

Phone: 562-912-7480

STUDENT & EMPLOYEE TITLE IX RIGHTS

Under California Education Code section 221.8:

- a) You have the right to fair and equitable treatment, and you shall not be discriminated against based on your sex.
- b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- d) You have the right to apply for athletic scholarships.
- e) You have the right to receive equitable treatment and benefits in the provision of all of the following:
 - (1) Equipment and supplies.
 - (2) Scheduling of games and practices.
 - (3) Transportation and daily allowances.
 - (4) Access to tutoring.
 - (5) Coaching.
 - (6) Locker rooms.
 - (7) Practice and competitive facilities.
 - (8) Medical and training facilities and services.
 - (9) Publicity.
- f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- h) You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- i) You have the right to pursue civil remedies if you have been discriminated against.
- j) You have the right to be protected against retaliation if you file a discrimination complaint.

FILING A COMPLAINT

If you feel you were discriminated against in violation of Title IX, please contact the Title IX Coordinator. It is the coordinator's primary responsibility to ensure CPEC complies with the requirements of Title IX.

You may also file a complaint of discrimination with the US Department of Education Office for Civil Rights ("OCR").

FOR MORE INFORMATION:

US Department of Education Office for Civil Rights complaint

form: <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

The OCR office for California is located at:

San Francisco Office

Office for Civil Rights

U.S. Department of Education

50 United Nations Plaza

Mailbox 1200, Room 1545

San Francisco, CA 94102

Telephone: 415-486-5555

FAX: 415-486-5570; TDD: 800-877-8339

Email: ocr.sanfrancisco@ed.gov

California Department of Education, Equal Opportunity & Access:
<http://www.cde.ca.gov/re/di/eo/index.asp>

U.S. Department of Education, Office for Civil Rights, *Title IX Resource Guide* (Apr. 2015).
<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-title-ix-coordinators-guide-201504.pdf>

ANTI-BULLYING POLICY

The purpose of this policy is to set out the school's stance to bullying and outline how the school will respond to incidents of bullying.

Policy

Clear Passage Educational Center does not tolerate bullying in any form, and all members of the school community are committed to promoting a safe caring environment.

What is bullying?

Bullying happens when one student or group of students tries to upset by doing, or saying, hurtful things to another student again and again. Sometimes bullies hit or kick people or force them to hand over money. The student being bullied finds it difficult to stop this from happening and is worried that it will happen again.

Students who are bullied can feel embarrassed, angry, frightened, unsafe or unfairly targeted. They might not be able to sleep, feel confused and not know what to do.

What we will do to prevent bullying at the school?

As a school community we will report all cases of bullying and deal with them.

Staff will:

- Adequately supervise school activities;
- Arrive at class on time and move promptly between appointments;
- Be role models in word and action;
- Educate students and parents about bullying
- Be observant of signs of distress or suspected incidents of bullying;
- Help victims of bullying and ensure that they are not placed at further risk;
- Report suspected incidents of bullying to the appropriate staff member.

Students will:

- Refuse to be involved in any bullying situation;
- Report any incident or suspected incident of bullying.

Parents and guardians will:

- Watch for any signs of unhappiness in their student's life;
- Inform the school if there is any suspicion that their student is being bullied;
- Refrain from telling their student to retaliate;
- Seek to address the situation if their student is found to have abused another student.

PREVENTION OF CHILD ABUSE POLICY

CPEC is committed to maintaining a safe and secure campus for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, CPEC's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every childcare custodian of CPEC must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

Reporting Problems at the School Site

CPEC maintains zero tolerance for abuse. Every member of CPEC must participate actively in the protection of its students.

CPEC will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future CPEC employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on CPEC premises, he or she is required to immediately report their observations to the Executive Director or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,
- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Executive Director or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately, and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

CPEC will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS/CPEC BOUNDARIES POLICY

Disciplinary Physical Contact With Students

It is the policy of Clear Passage Educational Center that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

Staff-Student Interactions

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Executive Director along with the rationale therefor.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one’s lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides

9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Executive Director and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Staff mirroring the immature behavior of minors
29. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan

9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Executive Director to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," he or she must report the suspicion to the Executive Director promptly. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. When observant staff members call attention to a boundaries violation(s), the likelihood of harm is greatly reduced.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CAMPUS SAFETY AND SECURITY

CPEC maintains policies, practices and procedures that support a physically secure and safe campus.

Entrances and Exits

CPEC's Executive Director and leadership team implements procedures that allow students, staff, parents and community members to enter and exit the building in a safe and orderly way as follows:

- The school building is locked when not in use.
- Staff members maintain the school's security protocol when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving).
- Doors that are not being regularly used are locked even during school hours.
- Signs are posted that request visitors to sign in at the main office.
- Adults without a visitor or staff badge and any children not enrolled at the school are immediately escorted from the campus.

Visitors Policy

CPEC encourages interested members of the community to visit our school. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form will include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the Executive Director, Administrative Services Coordinator or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

VIP Visitors accompanied by any CPEC management team member may be requested to register as a visitor at the discretion of the accompanying CPEC management team member.

The Executive Director or designee may refuse a visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Executive Director or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. If necessary, the Executive Director or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Executive Director or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

CPEC will inform parents annually about the school's policies regarding visitors/outsiders and remind parents that to maximize safety and security they should also register when visiting the school.

Megan's Law Sex Offender Notification California law provides the public with access to information on registered sex offenders under Megan's Law, Penal Code §290. Sex offenders are required to register specific information with local law enforcement. The public may use their personal computers to view information on registered sex offenders living in their community. The law is not intended to punish the offender and specifically prohibits using the information to harass or commit any crime against an offender. The website can be accessed at <http://www.meganslaw.ca.gov>.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting.

In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprint (rather than using an ink pad).

The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted?

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that CPEC is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a CPEC pupil while not in the presence of a credentialed CPEC employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room and will have no occasion to be alone with a CPEC pupil. This policy also applies to parents/guardians of CPEC students who volunteer at the school and may have the occasion to be alone with a CPEC pupil other than their own child.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at CPEC should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting?

CPEC covers the cost for all employee and volunteer Live Scan (fingerprinting) services.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire

1. Executive Director and/or Admin Services Coordinator will determine the location of the fire.

2. Administrative Services Coordinator will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Executive Director or designee will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, Executive Director or Administrative Services Coordinator sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Executive Director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Executive Director and/or designee notify the electrical company.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Executive Director and/or designee notify Local Gas Company.
2. Executive Director and/or designee notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Executive Director and/or designee notifies the water department.
2. Assigned person shuts off water.
3. Executive Director notifies the police.
4. Executive Director determines if it is necessary to follow the emergency procedures on page 8 to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office.
3. Have assigned person turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Executive Director of the incident - contact 911 if necessary.
4. Executive Director should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Executive Director will determine if students should be evacuated. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never move directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Executive Director:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Executive Director calls 911.
5. Executive Director assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Executive Director immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Executive Director immediately.
2. Do not touch the object but note any identifying features to describe it to the Executive Director and emergency crews.

In all cases:

1. If Executive Director determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Executive Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.

+If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Executive Director will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Executive Director will notify teachers to keep students in their classrooms until informed otherwise.
4. Assigned person(s) will control and organize media.
5. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

Suicide Prevention

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. An administrator who serves as the head of the school site shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated "administrator", including a review of risk factors.
3. Parents must be informed of the student's actions or expressions of intent.

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

ADDENDUM: PARENTS' RIGHTS AND RESPONSIBILITIES SPELLED OUT IN STATE LAWS, POLICIES

Prescribed Medication for Pupils – 49423, A.C. Title 17 Medical treatment is the responsibility of the parent/guardian and family physician. The parent/guardian is urged to work out a schedule, with the help of the family physician, for giving medication at home. Medications are given at school only when it is deemed absolutely necessary by the family physician. Any pupil who is required during the school day to take medication prescribed by a California licensed physician, may be helped to do so by the school nurse or another authorized school employee, if the school receives (1) a written statement from the physician describing the method of administration, the amount, and the time schedule of the medication, (2) a written statement from the parent requesting assistance, and (3) medication in its original pharmacy bottle, labeled appropriately. Medication orders written by a nurse practitioner (NP) or physician's assistant (PA) must have their California drug furnishing number and the name of their supervising physician included. The school must receive the original copy of medication orders that are faxed to the school within five days. Any disabled student who requires medication during the school day to effectively participate in the educational program shall receive assistance from district personnel on a consistent basis (34 C.F.R. 104.33). Medications are not usually carried by students, however some students may need to carry their medication: (1) students with asthma inhalers who need their medication prior to physical education and other school sport activities, (2) students with exquisite allergies (i.e., bee stings, anaphylaxis to food, etc.), (3) students with diabetes who receive calculated doses of insulin throughout the day by continuous subcutaneous insulin infusion (insulin pump therapy). The student's physician must provide a written statement stating, (1) the student must carry the medication, (2) the student has been trained on self-administration and (3) the student has demonstrated proficiency and responsibility in self administration. The school nurse will also assess the student's ability to self-administer medication and may contact the physician if there are any questions or concerns.

Special Pupil Medication – 49480 The parent or guardian of any pupil who is on a continuing medication program is required by law to tell the school about the medication being taken, the condition the medication is prescribed for, and the name of the supervising physician. Parents/ guardians of a child with a significant health condition should contact the school principal and school nurse at the beginning of each school year, to determine if any special arrangements are needed. With the parent or guardian’s consent, the school nurse may talk with the child’s doctor and inform other school staff members about possible effects of the medication on the child’s behavior. At the beginning of each school year, parents are required to provide a 3-day supply of medication for their students who take daily medication outside of school hours in case of an earthquake or other emergency situation. Medication must be in its original, prescription bottle, and a medication permission form must be completed by the parent and physician.

Emergency Treatment for Anaphylaxis – EC 49414 Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. Recent changes to EC 49414 now require school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history.

Medical Treatment Pursuant to the provisions of Family Code Section 6910 and Ed. Code 49407, school personnel are authorized to act as an agent for the reasonable treatment of a child without the consent of a parent or guardian when the child is ill or injured during regular school hours or requires reasonable medical treatment when the parent or guardian cannot be reached, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid.

Confidential Medical Services – 46010.1 (Grades 7 to 12) School authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian.

Pupils with a Contagious Disease – C.C.R. Title 5, 202 “A pupil with a suspected contagious or infectious disease may not remain in any public school.” They may be readmitted to school with written documentation from their physician and/or a public health officer that they are no longer contagious/infectious; however, the school nurse may need to evaluate students for any signs/symptoms when they return to school.

Habits and Diseases – 48211 The governing board of the school district may exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases. Children need to stay home from school if they have symptoms of a contagious illness, which include a fever over 100 degrees, sores that are open or appear infected, vomiting in the morning or since going to bed the night before, diarrhea in the morning or since going to bed the night before, persistent headache or stomachache, earache, red eyes with discharge, persistent cough, suspicious rashes, wheezing or breathing problems and not feeling well enough to participate in school activities.

COVID-19 School Safety Plan: please see the following link for Covid-19 School Safety Plan for safety protocols. [CPEC-COVID-19-Safety-Plan-1.pdf \(cpecschool.org\)](https://www.cpecs.org/Portals/0/CPEC-COVID-19-Safety-Plan-1.pdf) (Press Ctrl+Click)

Pupil Absence for Religious Purposes – 46014 With the written consent of parents or guardians, pupils may be excused from school to attend religious training classes at a place named by their church. Pupils may not be excused for this purpose more than four school days per month. Attending religious training classes is voluntary. Pupils are not required to attend them.

The Long Beach Municipal Code section 9.58.020 states that juveniles are prohibited from loitering (off campus) in public places between the hours of 8:30 a.m. to 1:30 p.m. on days when school is in session. Students who are identified as “Habitual Truants” and who are found loitering in a public place will be given a citation by officers of the Long Beach Police Department. Truant students who receive a citation will have to appear before a Juvenile Referee who may issue a monetary fine. The fines that the referee levies range from \$170 for the first offense to a maximum of \$710. The referee may also impose an attachment of the student’s driver’s license. Students identified as “chronic” habitual truants may be issued the maximum fine on the first offense. In each case, regardless of the amount of fine and community service assigned, failure to fulfill the order issued by the Court will result in revocation or delay in the issuance of the student’s driver’s license.

Senate Bill 1317, effective January 1, 2011, allows parents or guardians of chronic truants to be criminally prosecuted. A chronic truant is defined as a pupil subject to compulsory fulltime education or to compulsory continuation education who is absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date. (Educ. Code 48263.6.) A parent or guardian of a chronic truant can now be prosecuted under Penal Code 270.1, if: (a) the child is age six years or more in K-8, and (b) there is proof the parent or guardian has failed to reasonably supervise and encourage the pupil’s school attendance.

Chronic Absences Chronic Absenteeism has been defined in California Education Code (EC) Section 60901(c)(1) as a pupil who misses 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

PARENTS’ GUIDE TO IMMUNIZATIONS REQUIRED FOR SCHOOL ENTRY

VACCINE	SECONDARY SCHOOL
Polio (OPV or IPV)	4 doses (3 doses OK if one was given on or after 2nd birthday.)
Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap)	4 doses of DTaP, DTP, DT, Tdap, or Td (3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.)
Measles, Mumps, and Rubella (MMR or MMR-V)	1 dose (Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.)
Varicella (chickenpox, VAR, MMR-V or VZV)	1 dose for ages 7-12 years. 2 doses for ages 13-17 years.

Why your child needs shots: The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten through 12th grade and all students advancing to 7th grade before entry.

The law: Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075

What you will need for admission: To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment.

If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a medical exemption for the missing shot(s), including the duration of the medical exemption.

A personal beliefs exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade). Valid personal beliefs exemptions may be transferred between schools in California. For complete details, visit ShotsforSchool.org.

You must also submit an immunization record for all required shots not exempted.

Required Immunizations – C.A.C. 6000-6075, HSC sec.120335(b) 6065 No student may be unconditionally admitted to school without adequate immunizations against polio, diphtheria, tetanus and pertussis (DTP), measles, mumps, rubella (MMR), hepatitis B and varicella (chickenpox). Documentary proof must be presented verifying immunizations. Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

A temporary or permanent medical exemption to one or more of the immunizations may be granted under certain circumstances if a licensed physician (M.D. or D.O.) provides a written statement which states:

1. That the physical condition or medical circumstances of the child are such that the required immunization(s) is/ are not indicated.
2. Which vaccines are being exempted.
3. Whether the medical exemption is permanent or temporary
4. The expiration date, if the exemption is temporary

Students who require subsequent doses are subject to exclusion from school if immunization is not received when needed.

Individual Instruction to Non-Special Education Pupils with Temporary Disability – 48206.3, 48207, 48208

When a licensed California physician and surgeon and the parent or legal guardian notifies a school district that he/she has a pupil with a temporary disability which makes attendance in the pupil's regular or alternative education program impossible or inadvisable, the district is required to make arrangements for providing individualized instruction, if the pupil is at home or residing in a hospital or a residential healthcare facility located within the boundaries of the district. Such pupils have complied with residency requirements for school attendance even if the parents or legal guardians reside in another district.

A temporary disability means a physical, mental, or emotional disability after which the pupil can reasonably be expected to return to regular classes without special intervention. This definition does not include pupils who have been identified as eligible for special education as pupils with exceptional needs.

Presence of Pupils with Temporary Disabilities in Hospital: Notice by Parent – 48208 It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify the school of the pupil's presence in a qualifying hospital.

Health Care Coverage – EC 49452.9 Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance visit www.CoveredCA.com.

Weapons, Storage of Firearms – P.C. 12035 Any person who leaves a loaded firearm within the reach or easy access of a child may be fined or imprisoned, or both, if the child gains access to, and improperly uses, the firearm.

School Accountability Report Card – 35256 and 35258 The governing Board shall annually issue a School Accountability Report Card. Copies are available at the school website.

Tobacco-Free Schools

CPEC is a tobacco free school. Any tobacco use (smoking, chewing, electronic nicotine delivery system, etc.) by anyone is prohibited at CPEC. CPEC prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

Random Searches of Students

To ensure the safety of students and schools, the Long Beach Unified School District/CPEC works closely with local law enforcement. Together these agencies may conduct random searches of students and schools to prevent the use of weapons and drugs on campus.

Electronic Listening or Recording Device – EC 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Grades, Diplomas, Transcripts Education Code 48904b states that any school district or private school whose real or personal property has been willfully cut, defaced, or otherwise injured may, after affording the pupil his or her

due process rights, withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damages. The above code has been amended to provide for the withholding of grades, diplomas, or transcripts if a student fails to return borrowed school property upon demand from school authorities.

Civility on School Grounds – CC 1708.9, EC 32210 Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person, except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds.

High School Graduation Requirements

The high school graduation requirements for the Class of 2023 include (1) the successful completion of the required course of study which includes the completion of a minimum of 210 credits in grades 9-12. Students must complete 210 credits as follows: 30 credits of English, 30 credits of History/Social Science, 20 credits of Mathematics (including the successful completion of Algebra 1), 20 credits of science (including biological and physical sciences), 10 credits of Visual/Performing Arts or World Language or Career Technical Education, 20 credits of Physical Education, 5 credits of Health and 75 credits of approved electives.

Although students are required to take 20 credits of Physical Education to meet the high school graduation requirements, students must now pass the State Physical Fitness Test in ninth or tenth grade to request to be exempt from taking Physical Education courses in grades eleven and twelve. Students are encouraged to see their counselor for more information about this new requirement.

Students planning to go to college are/may be required to complete additional courses beyond that approved for high school graduation. The “a-g” college entrance courses are a sequence of high school courses that students must complete, with a grade of “C” or better, to earn minimum eligibility for admission to California State University and the University of California. See the “Course of Study” section below for further details.

A-G Requirements

	SUBJECT	YEARS	DETAILS
A	History/ Social Science	2	2 years, including 1 year of world history, cultures, and historical geography and 1 year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
B	English	4	4 years of college preparatory English that integrates reading of classics and modern literature, frequent and regular writing, and practice listening and speaking.
C	Mathematics	3	3 years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

D	Laboratory Science	2	2 years of laboratory science providing fundamental knowledge in at least 2 of these 3 disciplines: biology, chemistry, and physics.
E	Language Other Than	2	2 years of the same language other than English or equivalent to the second level of high school English instruction.
F	Visual and Performing Arts	1	1 year chosen from dance, drama/theater, music, or visual art.
G	College Preparatory	1	1 year chosen from the "A-F" courses beyond those used to satisfy the Elective requirements above, or courses that have been approved solely for use as "G" electives

Foster youth exemption from local graduation requirements - EC 48853, 49069, and 51225.2 Foster and homeless youth are allowed educational rights, such as: immediate enrollment, remain in school of origin, enrollment in local comprehensive school, partial credits, graduation with state minimum requirements with possible fifth year/exemption from local graduation requirements, and access to academic resources, services and extracurricular activities. A local educational agency must provide a remedy to the affected pupil following the Uniform Complaint Procedures, including information regarding exemption from local graduation requirements, if educational rights are not allowed at the public high school.

Students planning to go to college may be required to complete additional courses beyond that approved for high school graduation. The "a-g" college entrance courses are a sequence of high school courses that students must complete, with a grade of "C" or better, to earn minimum eligibility for admission to California State University and the University of California.

Coursework and graduation requirements: children of military families – EC 51225.1 and 51225.2 If you are a military family, your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment to review your child's options for graduation. All coursework that was completed at another school outside of the Long Beach Unified School District will be issued full or partial credit.

Coursework and graduation requirements - **AB 167/216 (Foster Care), AB 2121 (Migratory/Newcomers), AB 365 (Military Family), AB 2306 (Juvenile Courts), AB 1806/216 (Homeless), AB104 (Covid)** Your child may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements. Please make an appointment to review your child's options for graduation.

Please note that receiving a diploma through the above listed exemptions may affect the student's ability to gain admission to post-secondary educational institutions. Students will not meet the A-G requirements for enrollment in a four-year CA university (CSU and UC) upon graduation from high school. Through CA community colleges, students may complete specific coursework and gain entry into the CA State University system.

Student Technology– Acceptable Use Program. Students utilizing school-provided Educational Technology are responsible for good behavior and proper communication when on-line just as they are in a classroom or other area of the school. The purpose of school-provided Educational Technology is to facilitate communications in support of

research and education. To remain eligible as users of these tools, a student's use must be in support of and consistent with the educational objectives of the district. Access is a privilege, not a right and entails responsibility. Network Privacy and Guidelines Students are expected to and shall abide by the generally accepted rules of network etiquette.

These include (but are not limited to) the following: 1) Use the Educational Technology in such way that you would not disrupt the use of the Educational Technology by other users. Examples include, but are not limited to, damaging computer hardware or software and overloading computer servers or Internet connections 2) Personal information, including Social Security number, driver's license number, address or phone number or those of other students or colleagues should not be revealed to anyone 3) If you see an inappropriate message, do not respond to it and inform a teacher or staff member immediately.

Students should not expect that information stored on school-based computers will always be private. Electronic information, messages and files stored on school-based computers may be treated like school lockers. Administrators may review any and all information to maintain system integrity and insure that students are acting responsibly. The school's computers are to be used for educational purposes only. The site administration has the final say as to what is educational.

Bring Your Own Device Guidelines. Bring Your Own Device (BYOD) allows students to bring and use their own personal electronic devices at school in lieu of using a school/district device. Devices include but may not be limited to: tablets (such as iPad), Chromebooks, laptops, smartphones and eReaders. The choice to bring and use a personal electronic device belongs to the parent or guardian. No student is required to bring a personal device. A school/district device shall be provided to any student that does not opt to use a personal device for any school activity that requires the use of technology.

Appropriate use of devices and rules concerning devices apply from the time the student leaves for school until the time they arrive home. Devices may not be used to disrupt the educational environment or violate the rights of others. Using the device to cheat, violate school conduct rules, harass/bully students or staff, or using the device for unlawful purposes could result in confiscation of the student owned device by a teacher or administrator. Student may also be subject to disciplinary action. Serious offenses will be reported to the local authorities. Recording the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or is made without the consent of the individuals being recorded is prohibited. Devices recording the voice or image of another to take, transfer, or share any audio, video, or photographs that reveal parts of the body (ordinarily covered by clothing) is prohibited. The possession of pornographic images or video on any electronic device is prohibited.

Parent Involvement The Board recognizes that parents from throughout our ethnically diverse population serve as an invaluable resource in the process of educating children. The Board believes that a child's education is a responsibility shared by family and school. To ensure a collaborative partnership, the Board, administration and the staff are committed to providing parent involvement activities which are of sufficient size, scope, and quality to promote an effective home-school partnership by:

1. Providing opportunities to help parents strengthen their parenting, literacy and English language skills to foster conditions at home that affect children's efforts in learning;
2. Providing parents with the knowledge and strategies to assist their children in learning at home, in the community, and at school;
3. Supporting the efforts of parents to work with their children to understand and attain the Common Core State standards;
4. Encouraging and facilitating parental interest and involvement in school organizations and activities. Also identifying and involving parents in instructional and support roles;
5. Encouraging parents to assume school and district leadership roles in governance, advisory and advocacy decision-making processes;

6. Helping parents acquire needed services through identified school district and community resources;
7. Training parents, teachers, and principals to build a partnership between the home and school to promote effective two-way communication;
8. Consulting on an ongoing basis with parents concerning the manner in which the school and parents can work together to plan, design, implement, and evaluate school programs to ensure academic progress;
9. Informing parents about the academic performance of the school, and of the options they have to ensure appropriate educational placement of their student;
10. Informing parents of participating children of the:
 - (a) reasons their children are participating in programs and
 - (b) specific instructional objectives and methods of programs.

CPEC's Parent Collaborative Model provides multiple touch points for parent engagement which include, but are not limited to:

- *School Support*: Parents play a critical role in assisting in the implementation of the school plan. Parents are offered multiple options to provide service. Please contact the school.
- *Orientation*. New families learn about the mission and vision of the school, the educational approach, and expectations for parent participation. Clearly defined expectations will be outlined in a Parent/Student Handbook.
- *Parent/Student/Teacher Conferences*: Teachers meet with students and their parents to discuss the student's academic progress and social development.
- *Goal Setting Meetings*: Goal setting meetings provide parents the opportunity to participate in establishing their student's educational master plan. Through its collaborative model, CPEC works with parents, staff and students to set goals for the school year. Parents and CPEC staff engage in follow-up sessions to review student progress toward goal attainment and discuss next steps.
- *Website updates*: The school website is updated to deliver information on all academic programs, activities and events.
- *Grade level meetings*: Parents are invited to participate in grade specific meetings where they may receive timely information regarding student academic/social progress and access key campus resources (i.e. advisor support, college-going support, graduation requirements).

Although Clear Passage may encourage parental involvement as a key factor in the success of students, it is not required. Clear Passage notifies the parents and guardians of applicant pupils and currently enrolled students that parent involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Elementary and Secondary Education Act–Title I In the Elementary and Secondary Education Act, Title I, requires that schools/districts notify parents regarding qualifications of their student's classroom teacher. According to this law, parents have the right to request information regarding the professional qualifications of their child's teacher, including:

- Whether the teacher has met state credential or license criteria for grade level and subject taught.

- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held.
- Whether the child is provided services by paraprofessionals, and if so, their qualifications.

If you are interested in obtaining this information, please contact:

Executive Director: Vivianna Trujillo, Executive Director, Clear Passage Educational Center
 Address: 1471 Martin Luther King Jr Ave, Long Beach, CA 90813
 Email Address: vtrujillo@cpecschools.org
 Phone: 562-912-7480

Equal Access to Educational Opportunities – Homeless Education The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;

Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or

- Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school’s decision by contact:

Executive Director: Vivianna Trujillo, Executive Director, Clear Passage Educational Center
 Address: 1471 Martin Luther King Jr Ave, Long Beach, CA 90813
 Email Address: vtrujillo@cpecschools.org
 Phone: 562-912-7480

The law requires the immediate enrollment of homeless students, which is defined as “attending class and participating fully in school activities”. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student that transfers schools after the second year of high school and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

Comprehensive Sexual Health Education and HIV/AIDS Education – 51933, 51934, 51938 Requires school districts to provide comprehensive sexual health education and HIV/AIDS prevention education at least once in middle school and once in high school. Specifies content of instruction, sources of information, and requires parent notification. Parents will be notified if guest speakers will be used to provide instruction. A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV/AIDS prevention education, and assessments related to that education by letting the school know in writing.

Uniform Complaint Procedures

For students, employees, parents/guardians, and school and district advisory committee members, appropriate private school officials, and other interested parties.

Clear Passage Educational Center has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees, and complaints regarding compliance with requirements established through the Local Control Funding Formula related to the Local Control and Accountability Plan (EC 52060-52075 or 47606.5-47607.3).

Clear Passage Educational Center shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws regarding, but not limited to:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education; Career Technical; Technical Training (state)
- Career Technical Education (federal)
- Child Care and Development Programs
- Compensatory Education
- Course Periods without Educational Content (for grades nine through twelve)
- Consolidated Categorical Aid Programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in

Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for Pupils in Foster Care, Pupils who are Homeless, Pupils of Military Families, and Pupils formerly in Juvenile court now enrolled in a school district.
- Every Student Succeeds Act/No Child Left Behind
- Local Control and Accountability Plan
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils (SSC)
- State Preschool
- State Preschool Health and Safety Issues Exempt from Licensing

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees should be filed with CPEC's executive director no later than one year from the date of the alleged violation. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees and/or LCAP.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated, and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) daytime period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal by filing a written appeal within 15 days of receiving the School's Decision. The appeal must include a copy of the complaint filed and a copy of the Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of District'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. A copy of CPEC's UCP policy and complaint procedures shall be available free of charge.

Nondiscriminatory School Environment for All Students

Clear Passage Educational Center (CPEC) is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. CPEC's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; the perception of one or more such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. CPEC assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form or additional information, contact:

Executive Director: Vivianna Trujillo, Executive Director, Clear Passage Educational Center

Address: 1471 Martin Luther King Jr Ave, Long Beach, CA 90813

Email Address: vtrujillo@cpecschools.org

Phone: 562-912-7480

Nondiscrimination/Harassment Policy

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, or hostile, or offensive education environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The principal or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, CPEC's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to who such reports should be made.

In providing instruction, guidance, supervision, or other services to CPEC students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying or retaliation shall be subject to disciplinary action, up to and including dismissal.

Prohibition of Sexual Harassment-Students

Clear Passage Educational Center is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

CPEC ensures that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information includes the following:

- (1) what acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence;
- (2) a clear message that students do not have to endure sexual harassment;
- (3) encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
- (4) Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made; and
- (5) information about the rights of students and parent/guardians to file a criminal complaint, as applicable.

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-sponsored or school-related activity shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with uniform complaint procedures specified.

The principal or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the principal or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

The principal or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behaviors in the schools.

Parent Release of Student Information to Military and Other Agencies

School districts are required to release student directory information for military recruitment purposes unless parents request that Student Directory Information be withheld. Information about your students that can be released to military, as well as other agencies listed below, includes name, address, telephone number, email address, birth date, enrollment, attendance dates, graduation, high school major, participation in officially recognized activities and sports, if on an athletic team—weight and height, diploma and awards received. Agencies receive only the

information directly related to their request. For example, a scholarship sponsor would receive dates of attendance, honors and awards information but not weight and height.

Agencies requesting information:

Governmental: The Armed Services, Probation Department, Department of Children's Services, law enforcement in the course of official duties, Social Security, Veteran's Administration, elected officials.

School-related: PTA, school transportation, work-experience employers, Site-Council.
Employers: Potential or current employers.

Post-Secondary: Colleges, other post-secondary institutions.

News Media: Reporters in conjunction with a news story.

Community-related: Grantors of awards, scholarships, honors.

If you do not wish your student's information to be given to the military or other agencies listed above, you can submit this request to the school when completing the student registration form or by contacting the school office as follows:

Email Address: vtrujillo@cpecschools.org
Phone: 562-912-7480

You may designate whether you would like your student's information withheld from the armed services (military) only or from all agencies.