



Switzer Learning Center

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"Nurturing students of all abilities to believe, achieve, and thrive."

PARENT – STUDENT HANDBOOK

Dear Parent or Guardian,

You, as the responsible adult for a student at Switzer Learning Center School, must read this Parent-Student Handbook, review the material with your student, and then sign and return the receipt on the last page of this Parent-Student Handbook to Switzer Learning Center. This is a requirement for all new students upon enrollment, and must be repeated annually for all students continually enrolled at Switzer Learning Center.

Much of the information in this handbook is detailed and presented in a very formal manner in order to comply with legal mandates. The State of California requires that all schools annually notify students, parents, and guardians about their rights and responsibilities. These notices are taken from Federal and State laws, the California Administrative Code, the State Education Code and other regulations and statutes relative to the operation of our nonpublic school.

If you have any questions concerning the contents of this handbook, please contact Switzer Learning Center's principal or programs administrator at 310-328-3611. We also encourage you to communicate frequently with the teachers, counselors and other team members working with your child. Thank you for partnering with us to educate your child.

Thank you for completing and returning the last page "PARENT RECEIPT OF PARENT – STUDENT HANDBOOK AND ANNUAL NOTIFICATIONS" to the school office ASAP.

Sincerely,

Rebecca E. Foo, Ph.D.
Executive Director and
Licensed Psychologist # PSY 13182

MISSION STATEMENT

Switzer Learning Center

**Nurtures Students Of All Abilities To
Believe, Achieve And Thrive!**

**SWITZER LEARNING CENTER
PARENT-STUDENT HANDBOOK**

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SWITZER LEARNING CENTER**PARENT-STUDENT HANDBOOK****ABSENCE**

C.C.R. Title 5, Section 306 – A principal, programs administrator, or teacher may require satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent a part or all of a school day or tardy.

Please call 310-328-3611 each morning that your child will not attend school to report all absences. It is very helpful if you notify your child's van driver if you know in advance that your child will not be attending school the next day.

Please provide a note to re-admit your student after every absence.

ABSENCES – EXCUSED

A pupil shall be excused from school when the absence is:

- Due to his or her illness;
- Due to quarantine under the direction of a county or city health officer;
- For the purpose of having medical, dental, optometric or chiropractic services rendered;
- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California;
- For the purpose of jury duty in the manner provided for by law;
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent;
- For justifiable personal reasons including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats or attendance at an employment conference when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal, programs administrator, or a designated representative; or
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Election Code.

A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, may be given full credit according to their school district's policy. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. A pupil absent from school for excused reasons may make up the work by doing independent study.

ABSENCES – UNEXCUSED

Any absence for reasons other than those listed above as ABSENCES - EXCUSED are deemed unexcused. The Center is required by law to seek an explanation (a written note or verbal justification) regarding all absences. Upon the third unexcused or unexcused absence for more than any 30 minute period from school in any school year, the student may be classified as a truant. This could be grounds for your school district to make a referral to the School Attendance Review Board and/or to the City or District Attorney's Office for possible prosecution.

ABSENCES FOR RELIGIOUS PURPOSES

Pupils who are members of religions that observe religious holidays that fall on school days may be excusable from school by making prior arrangements, as specified by the school principal or programs administrator, and with written parental/guardian request [Education Code Section 48205 (a)(7)]. Additionally, students may be absent to attend a religious retreat, not to exceed four hours per semester [Education Code Section 48205(c)]. Such absences are considered excused absences, and pupils so absent are responsible for making up work missed.

ADMINISTRATION OF MEDICATION

California Education Code Section 49423 provides that any pupil who is required to take, during the regular school day, medication prescribed for him/her by an authorized health care provider may be assisted by designated school personnel if Switzer Learning Center receives:

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

Students may not carry or use medication on campus without written consent. However, students may carry and self-administer certain medication (e.g., inhaled asthma medication or auto-injectable epinephrine medication) if Switzer Learning Center receives the appropriate documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of medication, method, amount and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer the medication; and
1. A written statement from the parent or guardian of the pupil consenting to the self-administration, providing release for the school nurse or other health care personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing the school district and school personnel from liability in the case of adverse reaction.

A pupil may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the school office. School personnel do not prescribe or give advice regarding medication.

ALCOHOL, TOBACCO, DRUGS AND VIOLENCE – PREVENTION AND PROHIBITION

Switzer Learning Center does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students on school campus or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, or tobacco on campus and at school activities. In cooperation with the Torrance Police and community agencies in disciplining students in violation, school administrators may use prevention education, direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free.

ALTERNATIVE SCHOOLS

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines an alternative school as a school or separate class group within a school which is operated in a manner designed to:

- Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- Recognize that the best learning takes place when the student learns because of his desire to learn.
- Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers or choices of learning projects.
- Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

Switzer Learning Center is an alternative nonpublic school. In the event any parent, pupil, or teacher is interested in further information concerning other alternative schools, interested persons may request a referral to an alternative nonpublic school from their school district.

APPEAL OF DISCIPLINARY ACTION

Challenges or objections to suspensions may be addressed directly to the school principal or programs administrator, and then to the executive director.

ATTENDANCE

School attendance is vital to student's achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

Attendance Matters!

- When students attend school, they get better grades, score better on standardized tests and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future. Employers say good attendance demonstrates responsibility and is a key factor in the hiring and promotion of employees.
- It's the law. Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school.
- Switzer Learning Center has an Excellent Attendance Program to reinforce students feeling more enthusiastic about attending school daily.

Parents Influence Attendance-Get Involved!

- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address.
- Communicate often with your child's teachers.
- Make your school aware of any problems that may be causing your child to miss school.

Every student is expected to attend school on a daily basis, unless there is valid justification for his/her absence. (EC 48200) Do not allow your child to have "parent permitted truancies." These truancies are best described as absences for reasons other than what the law allows, such as: personal business, car problems, weather, no clean clothes, walk outs/demonstrations, etc.

BULLYING AND HAZING POLICY

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

Center policy requires all students and all personnel to promote mutual respect, tolerance, and acceptance among students and staff. "All students and staff of public primary, elementary, junior and senior high have the inalienable right to attend campuses which are safe, secure and peaceful" [Article 1, Section 28(c) of the California State Constitution].

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

Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical or verbal. A student who engages in cyber bullying at school is subject to disciplinary action even if the bullying

occurred on a personal cell phone or any electronic communication technology. Communications that occur off-campus which compromise the safety or instructional environment of the school may fall under Center's jurisdiction as well.

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

Parents and students are encouraged to work with the Center's administration to address any problems or concerns. For more information or assistance with parent/guardian or student concerns, contact the principal, programs administrator, or the executive director at 310-328-3611.

CELLULAR TELEPHONES

It is the policy of the Switzer Learning Center to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess cellular phones or electronic signaling devices on campus provided that any such device shall remain "off" and stored in a place where it is not visible or audible during normal school hours. Students are permitted to use cellular phones or electronic signaling devices on campus before and after school. However, are not permitted to make any video or audio recordings of any students or staff without written authorization given by an administrator. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone or other signaling device even before or after school. If a cellular phone or electronic signaling device rings or is visible or audible during testing, the device will be confiscated and the student will be removed from the test situation. Improper use of cellular phones or electronic signaling devices will result in confiscation of the device until such a time as the parent meets with an administrator. The Center is not responsible for any lost or stolen cellular telephones or other personal items of value such as: iPods, cameras, electronic games, radios, CD players, computers, etc.

CHALLENGES TO PUPIL RECORD INFORMATION

The inspection/review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school administrator. A Center administrator must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent (or student, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or student, when applicable) requests a copy of the whole or any part of a pupil record, the copy will be provided. The Center may charge a copy fee of 25 cents (\$.25) for the first page and 10 cents (\$.10) for each additional page requested.

For all pupil records other than grades, California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:

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

The parent may challenge the content of such records by first meeting with the school principal or programs administrator. If the principal or programs administrator sustains the parent's challenge, the record will be corrected or removed. If the school principal or programs administrator does not sustain the parent's challenge, the parent may appeal to the executive director. Appeals from Switzer Learning Center's adverse decision are to be made first to the local school district's special education office, and then if necessary, to the district's superintendent. The local district superintendent and the Board of Education may choose to convene an impartial panel to conduct an inquiry into the subject of the challenge. If the panel sustains the parent's challenge, the correction, removal or destruction of material challenged will be made. If the parent's challenge is ultimately denied, the parent has a right to provide written statement of his or her objection to the information. This statement becomes a part of the student's school record unless and until such time as the information objected to is changed or removed.

With regard to the challenge of grades, there is a separate process. California Education Code section 49066 provides that, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades will be conducted in accordance with California law, school district and Switzer Learning Center policy.

Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.

Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to that school.

Parents have the right to file complaints regarding school district procedures affecting rights of privacy with California State Department of Education and/or the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, D.C. 20201.

CHANGE IN ETHNIC/RACE IDENTIFICATION OF STUDENTS

Switzer Learning Center is required to collect race and ethnicity data on all new enrolling students using a two-part question. The first part of the question asks whether or not the respondent is Hispanic or Latino. The second part of the question asks the respondent to select one or more races from the following five groups:

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Other Pacific Islander

- Black or African American
- White

If you wish to change the current ethnic and race category for your child, or have any questions or need more information, contact the school office.

CHANGE OF RESIDENCE/EMERGENCY INFORMATION

It is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Provided that the school meets its responsibility regarding requirements of notification of residence information, a family's failure to report a change of address within 30 calendar days may be cause for forfeiture of the right to a continuing enrollment at Switzer Learning Center. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell) regarding their student.

For the protection of the student's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, in accordance with EC 49408, Switzer Learning Center requires the parent/legal guardian to provide current emergency information on an official Emergency Contact Form. Every parent/legal guardian or caregiver must complete an Emergency Contact Form for each student at the time of enrollment and at the beginning of each school year. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone, and email address.
- Employment positions, employers, business addresses and phone numbers
- Names of any designated adults, their addresses, and telephone numbers who are authorized to pick up and care for the student in an emergency situation, if the parent/legal guardian cannot be reached.
- If the student rides a school district bus to and/or from school, include his/her routing information; route number, any special pick/up and drop off locations or instructions, etc.

Students will only be released to a person listed on the Emergency Contact form unless the parent/legal guardian has provided written authorization on a case by case basis.

CHILD ABUSE REPORTING REQUIREMENTS

Any Switzer Learning Center or school district employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency: either the local police or sheriff's department, or the Department of Children and Family Services. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

CODE OF CONDUCT WITH STUDENTS

The Center is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. The Center will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students. Parents or guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school principal, programs administrator, or executive director at (310) 328-3611.

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

COMMUNICABLE DISEASE PREVENTION

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

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

An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school principal or programs administrator. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from your school district's nurse or school health personnel.

COMPULSORY EDUCATION

Education Code section 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full

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

The City of Torrance, other surrounding cities, and Los Angeles County have loitering ordinances. These ordinances prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session. Students who violate these ordinances may receive a citation, have to appear in court with their parent/guardian, have a fine imposed by the court, and risk having the issuance of their driver's license delayed.

CONDUCT ON SCHOOL VANS AND BUSES

Title V, California Code of Regulations section 14103 states that pupils transported in a school van or bus or in a school pupil activity vehicle shall be under the authority of, and responsible directly to, the driver of the vehicles, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the vehicle or being escorted across a street, highway or road. Students who ride school vans or buses are expected to adhere to the same rules of conduct and behavior on the school vehicle as in school. Any student who engages in misconduct, disrupts school vehicle travel, disrespects the school vehicle driver or jeopardizes the safety of school vehicle rides is subject to disciplinary action, including suspension or removal from the transportation program. If you have questions regarding student conduct on the school van or bus, please call (310) 328-3611.

DRESS CODE

Switzer Learning Center has adopted a dress code that is reasonably related to the health and safety of students, and is implemented in a manner consistent with the rights set forth in the First Amendment of the United States Constitution and Section 2 of Article 1 of the California Constitution. The California legislature has determined that "gang apparel" is hazardous to the health and safety of the school environment, and therefore, the wearing of such apparel may be restricted. All dress codes must be gender neutral; students cannot be disciplined or prevented from wearing attire that is commonly associated with the other gender.

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity;
- Create a hazard to the safety of him/herself or others;
- Create a health hazard.

Consistent with the above guidelines, Switzer Learning Center's dress code includes that:

- Clothing with insulting, derogatory, obscene, or offensive graphics, pictures, or words is prohibited.
- Clothing with images of guns, bombs, weapons, violence or similar images is prohibited.
- Clothing with references to alcohol, bars, drinking establishments, drugs, gangs, or sexual innuendos is not allowed at school.
- Clothing giving the appearance of gang affiliation is prohibited.
- Chests, stomachs, midribs and backs must be covered at all times by appropriate tops, shirts or blouses. No cut-off, cropped or see-through tops, shirts or blouses are allowed, unless worn with an appropriate length top underneath.
- No sleeveless shirts or blouses, jerseys, tank tops, halter tops, spaghetti strap tops, or strapless tops are allowed, unless worn with a sleeved shirt underneath.
- No tops, shirts or blouses with oversized sleeve openings or with plunging or low cut necklines are allowed, unless worn over an appropriate higher-cut shirt, top or blouse.
- No baggy or oversized pants or shorts, or pants with sagging crotches or accordion waists are allowed.
- Running, jogging or short shorts and mini or short skirts are not allowed.
- Underwear must not be visible.
- Hats used for sunscreen and sunglasses may be worn outside only. No hats, hair nets, rags, bandanas, head gear of any kind or gloves may be worn indoors, unless authorized by the school principal, programs administrator, or executive director.
- For safety reasons, students may not wear to school any body piercing jewelry that when grabbed could easily rip open or tear skin or flesh.
- Sneakers, athletic, or tennis shoes with closed toes are required for physical education.
- Slippers, house shoes, and backless shoes that are not attached to the heel (e.g. flip-flops, thongs, and backless sandals) are prohibited.
- All shoes must be appropriately tied, or buckled to not create a safety hazard.

If a student comes to school inappropriately dressed, an appropriate shirt may be lent to the student to cover up, or the student's parent or guardian may be called to bring a proper change of clothing. In extreme cases, the student may be sent home to change into appropriate attire. The final decision regarding the appropriateness of questionable attire will be made by the school principal, programs administrator, or their designee.

EDUCATIONAL OPTIONS SCHOOLS

California law authorizes all school districts to provide for alternative schools. An alternative school is a school that is designed in a manner to best assist students in their educational needs in a smaller, more personalized learning environment. Nonpublic schools were designed for those public school district students who are not succeeding in a traditional school setting. Switzer Learning Center is a nonpublic school that is certified by the California Department of Education, Special Education Division. We use the same standards-based curriculum as Torrance Unified School District. Depending on their Individual Education Plan and student needs, students may either graduate from Switzer Learning Center with a high school diploma granted by their school district, or may transition back to a traditional public school.

EMERGENCIES PREPAREDNESS

Switzer Learning Center has a detailed Emergency Plan that provides guidance to make sure that students and staff are prepared for an emergency. The Center conducts regular drills that meet or exceed the state mandated requirements, and accommodate persons with disabilities. In addition to conducting regular drills, the Center's emergency supplies include: water, food, first aid supplies, search and rescue supplies and sanitation items. The Center director is a member of the Torrance Fire Department's Community Emergency Response Team (CERT) and is certified by the American Red Cross as a disaster mental health responder.

Parents can be better prepared for an emergency by doing the following:

1. Make sure that your child's Emergency Contact form is current and correct.
2. If your child rides the school district bus to and from school, make sure that his/her routing information is current and on the Emergency Contact form.
3. Designate a specific adult on your Emergency Contact form who can receive your child in case you cannot be present.
4. Instruct your child to take all emergency drills seriously.
5. Prepare a Family Disaster Plan and review it regularly with everyone in your family.
6. Be familiar with the Center's Emergency Response procedures.
7. Pick up your child will save time and reduce anxiety, but remember that the Center has emergency procedures in place to protect all the students and will follow these procedures during an emergency.
8. Remember that students look to parents for guidance and support during an emergency. Parents who are strong and calm can inspire students to do the same, which will help promote recovery and a return to normalcy.
9. Contact the school's administration if you have questions about emergency procedures.

EMERGENCY RESPONSE

In the event that there is an emergency, parents should remember that schools are among some of the safest buildings in the community, and are designed to protect students and staff. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the school field or play yard.

During an emergency, parents who want to pick up their children may be asked to go to the School Office or other designated location to sign-out their children. It is crucial that all students be signed out so that staff will not have to look for missing students. *Please remember that students will only be released to a person whose name is listed on the student's Emergency Contact form. Parents must make sure that the Emergency Contact form is current and correct. Please notify the Center anytime the emergency contact information changes.*

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

FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent, or adult student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 16 years and older (or have completed the 10th grade) have the right to access their records. Switzer Learning Center and school district employees and officials who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. A "legitimate educational interest" is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. In general, other individuals or agencies may be authorized to access, review and /or obtain pupil records by court order, parent/guardian consent, or by statute.

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

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file with the school district to withhold its release:

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

FOOD SERVICES

The School Breakfast Program (SBP) and National School Lunch Program (NSLP) were developed to protect children from hunger and malnutrition by offering free or reduced price school meals. Students can qualify for free or reduced price meals based upon their household size and income which is based on Federal Income Eligibility Guidelines. Most students are required to fill out a current meal application at the beginning of each school year.

- Applications for free and reduced price meals can be obtained from your school of residence or may be available in the Switzer Learning Center office.
 - If you receive an application in the mail please fill it out and mail it back in the return envelope provided; this will expedite the process.
- Once your application has been received and/or processed, an eligibility letter will be mailed to your home address.
- Upon receiving an approval letter return the letter to Switzer Learning Center to be eligible for free or reduced lunch.
 - If approved for the free lunch program, Switzer Learning Center will extend a \$3.00 a day maximum credit.
- Applications are accepted throughout the school year. If your income or household size changes you may submit an updated application. This may be subject to verification and documentation.
- A new application must be on file within the first month of the new school year; this is known as the “grace period”.
- After the end of the “grace period”, any student without a new application on file will be required to pay full price for meals until an application is submitted and eligibility determined.

If students do not have money or forget to bring lunch, the Center will extend a \$3.00 maximum credit to purchase food for that day. For additional information, please contact the school principal, programs administrator, or school office.

GUN FREE SAFE SCHOOLS

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

HIGH SCHOOL GRADUATION REQUIREMENTS

To create educational equity, students must complete their school district’s high school graduation requirements, unless it is otherwise specified on their own Individual Education Plan (IEP). Parents and students are encouraged to speak with their IEP team regarding all of their specific course and unit requirements for high school graduation on an annual basis.

The year a special education student becomes 14 years old, the IEP team and student will develop an Individual Transition Plan (ITP) that includes the pupil’s career goals, academic and career-related opportunities available to the pupil and for explanation of the coursework and academic progress required for eligibility for admission to a four year college. Students not on track to satisfy the high school diploma requirements must be identified and monitored. This is in addition to AB 347 requirements for additional notification, counseling, monitoring of service, and documentation of students in the classes of 2006-07, and beyond, who complete all graduation requirements but have not passed both parts of the CAHSEE.

HOMELESS STUDENTS

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children and unaccompanied youth to the same free and appropriate public education that is provided to non-homeless students. A homeless student is defined as a person between the ages of birth and twenty two who lacks a fixed, regular, and adequate nighttime residence and may:

- 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 a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in circumstances described above.

IMMUNIZATIONS

New students will not be enrolled unless a written immunization record, provided by a health care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to the Center must show that they have received all currently required immunizations in order to be enrolled. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met.

Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the health department.

A doctor may exempt your child from some or all immunizations (for example, due to a medical condition). You may exempt your child because of your personal or religious beliefs. Ask your school district or childcare provider for details.

INTERNET ACCESS

Switzer Learning Center provides access to the Internet and email through the Center’s computer network. All uses of Center computers and networks are regulated by Switzer Learning Center’s Acceptable Use Policy (AUP). Access to the Internet from the use of the Center’s network and computer resources are privileges, not rights. The purpose of providing access to the Internet and the Center’s computer resources is for regular instructional or business activity, or to compile data necessary for educational research.

Switzer Learning Center is compliant with the Federal Children’s Internet Protection Act (CIPA). Specifically CIPA requires school districts to use technology to block access to Internet sites that are: A) obscene, (B) contain child pornography, or (C) that are harmful to minors. Keep in mind that the blocking technology may not be 100% effective, and there is no technical substitute for adequate

supervision of a child connecting from school or home. More information regarding children's safety when using the internet may be found at <http://www.isafe.org>.

Student downloads of music, photographs and/or video must comply with all applicable copyright laws. Furthermore, any music, photographs and/or video should only be downloaded for Center, and not personal purposes. Personal downloads, particularly if they are of copyright protected materials in violation of Switzer Learning Center's AUP is forbidden and students are subject to discipline for unapproved and/or unlawful downloading activities. No user of Switzer Learning Center's Internet access, network, or computers technology should have an expectation of privacy. The Internet is a public network, and email or other communications on it are not private. Switzer Learning Center's technology and network system operators have access to all user account directories and data, e-mail, web pages, and any other files stored on system servers. It is the user's responsibility not to initiate access to material that is inconsistent with the goals, objectives, policies, and educational mission of the Center as well as adherence to any city, state and federal laws. It is expected that users will not use Switzer Learning Center's Internet access to threaten, demean, defame, or denigrate others for race, religion, creed, color, national origin, ancestry, physical handicap, gender, sex and sexual orientation or other reason. Any statement of personal belief in email or other posted material is understood to be the author's individual point of view and not that of the Switzer Learning Center. Violation of Switzer Learning Center's AUP can lead to loss of Internet/email privileges, and further disciplinary/legal action may also be taken.

LOCATION OF PUPIL RECORDS

Most current Special Education IEPs and pupil records are maintained at Switzer Learning Center's school office. Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian. However, some pupil records such as discipline, special education or psychology records may be maintained in students' cum folders at local home schools or school district offices.

MISCELLANEOUS HEALTH INFORMATION

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a health care provider's written permission to attend school and must comply with any safety procedures required by the Switzer Learning Center's school administration.

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

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

A current Emergency Contact form must be on file at the school so that parents can be notified promptly in case of accident or illness involving their child.

Blood donation drives in cooperation with blood procurement agencies may be held on campus. Efforts will be made to notify parents/guardians of planned blood donor drives; however, the written consent of the parent/guardian is no longer required for participation by students 17 years or older.

School authorities may excuse any pupil in grades 7 through 12 from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.

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

NEWS MEDIA ACCESS

Occasionally, members of the news media may visit schools to cover activities such as sports competitions, school assemblies, special programs and general newsworthy events. When possible, the school must make every effort to notify parents/guardians in advance in order to provide parents/guardians with the opportunity to authorize or to withhold permission for media access to their child.

The law provides that when members of the news media are lawfully on campus, they may interview, photograph and/or film students. However, parents/guardians may deny or withhold permission for their children to be interviewed, filmed or photographed. Please see the Media Release of Information form included in these materials. Additionally, a student may decline to speak to the media and may refuse to be interviewed, filmed or photographed by the media.

NONDISCRIMINATION STATEMENT

The Switzer Learning Center is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. The Center prohibits discrimination and harassment based on an individual's age, ancestry, color, disability (mental or physical), marital status, national origin, race, religion (including religious accommodation), sex, gender (actual or perceived), family or parenting status (including pregnancy, childbirth, or related medical condition), sexual orientation, political beliefs, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the Center. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in

disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or conduct that is threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in, all Switzer Learning Center's programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participation in Center programs or activities.

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

For assistance or to file a complaint related to discrimination or harassment based on student's sex (Title IX); sexual orientation or gender identity (Title 5, CCR, §4910); race, color, or national origin (Title VI); or mental or physical disability (Section 504), contact the principal, programs administrator, or the executive director at 310-328-3611.

OPPORTUNITY TRANSFERS

A voluntary transfer may occur when a student has been the victim of a violent crime while in or on the grounds of a public elementary school or secondary school which he/she attends. To obtain a referral to another nonpublic school, contact your school district's special education office.

PARENT INVOLVEMENT

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home and in their children's education improves student achievement. Furthermore, when parents are involved at school, their children go further, and they go to better schools.

Important Facts From State Board Of Education Policy #89-01:

1. Families provide the primary education environment.
2. Parent involvement improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Switzer Learning Center recognizes that, when schools and parents form strong partnerships, our children's potential for educational success improves significantly. Teachers and school administrators become more aware of parent and community expectations and may implement their suggestions regarding programs and operations. Parents learn the scope of the school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. We welcome and encourage open communication between school and home. Please feel free to contact your student's teacher or school administrators regarding attendance, progress report marks, student assignments, or any other concerns.

PARENTAL RIGHTS

Education Code Section 51101 provides that parents/guardians of pupils enrolled in public schools have the right to work together in a mutually supportive and respectful partnership with schools to help their children succeed. Parents/guardians have the right to:

- Observe the classroom(s) in which their child is enrolled or will be enrolled within a reasonable time of making the request.
- Meet with their child's teacher(s) and the principal or programs administrator within a reasonable time of making the request.
- Volunteer, under the supervision of Center employees, their time and resources for the improvement of school facilities and programs.
- Be notified if their child is absent from school without permission.
- Receive the results of their child's performance on standardized and statewide tests and information on the performance of the school.
- Have a school environment for their child that is safe and conducive for learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their child's progress in school and of the appropriate school personnel to contact if problems arise with their child.
- Have access (within five days of the request) to review during regular school hours the school's education record concerning their child and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school.
- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school.
- Receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- Participate as a member of a parent advisory committee, in accordance with any rules and regulations governing membership.

PARENTS' RIGHT TO KNOW

The *No Child Left Behind Act (NCLB)* requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects. This information includes:

- The type of credential the teacher holds.
- The teacher's college degree(s) and major(s).

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his/her child. Additionally, schools must provide timely notice to the parents of a child who has been assigned to, or has been taught in, a core academic subject for four or more consecutive weeks by a teacher who does not meet the *NCLB* teacher requirements.

PARENTS' RIGHT TO REQUEST A CHANGE OF PUPIL'S GRADE

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

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

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

Any request for a grade change must start with the school principal or programs administrator within 30 days of the date the grade report was mailed. The next step, if not resolved with the principal or programs administrator is a written request to the executive director. If not resolved by Switzer Learning Center administrators, the decision may be appealed to your local school district's special education division, and finally your school district superintendent. At each step, the parent has the right to present information in support of the request.

PHYSICAL FITNESS TEST

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

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

1. Aerobic capacity
2. Body composition
3. Muscular strength, endurance and flexibility

Parents should see that their children participate in a regular program of physical activity and nutrition. Teachers and administrators are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested as part of the regular physical education (P.E.) program throughout the year. Students are tested between February and May. Students who were grade 9 in 2008 and grade 10 in 2009 were the first students to "pass" FITNESSGRAM in order to receive the exemption from physical education classes for two years (i.e., junior and senior year). A "passing" score has been defined as meeting the healthy fitness zone for 5 of 6 events. Additional information about the FITNESSGRAM is posted on the internet at <http://www.cde.ca.gov/ta/tg/pf/>.

PREGNANT OR PARENTING STUDENTS

Pregnant or parenting students, regardless of their marital status, have the right to attend their current school and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. This includes magnet, special education, gifted, non-public and any other specialized schools or programs. Enrollment in any school or program specially designed for pregnant or parenting students, such as pregnant minor schools or Cal-SAFE programs, must be completely voluntary on the part of the student. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes; track changes to minimize missed class time due to child birth and recovery or to facilitate access to child care; providing independent study activities during absences due to pregnancy related illness or recovery at the request of the student/family. Students should not be checked out from a school or program based on their pregnancy or parenting status.

Pregnant and parenting students with excused absences such as pregnancy-related illnesses, medical care of related conditions due to the illness or the medical appointment of a child for whom students are the custodial parents shall be treated like all other students with excused absences. Students with excused absences shall be allowed to complete all assignments and tests missed, or a reasonable equivalent of the work missed, during the absence and shall be given full credit upon satisfactory completion of that work in a reasonable time period. For assistance or more information regarding pregnant or parenting teens, contact the principal or programs administrator at 310-328-3611.

Pregnant students may voluntarily elect to enroll in one of their school district's pregnant minor schools. Los Angeles Unified School District's (LAUSD) McAlister High School and Riley High School, and other districts' similar pregnant minor high schools offer small campuses, a shortened day, and classes in child development, nutrition, health, childbirth education, and parenting for students in grades 6 through 12. LAUSD's pregnant minor schools have a full-time nurse who visits each of McAlister's five sites, and Riley's three sites. Food service and transportation assistance (tokens or bus passes) are also provided. McAlister and Riley use an individualized instructional contract model providing core curriculum and selected electives with transferable credits. Students may enroll on any day that school is in session.

Ramona High School (Ramona) also offers an education program that may be appropriate, as it offers a small school setting for students, some of whom are pregnant and/or parenting. Ramona serves students in grades 7 through 12 and has on-campus childcare. For contact information regarding McAlister, Riley, Ramona, or other voluntary educational programs and options for pregnant and parenting students, please contact your school district office.

PRIVATE & CONFIDENTIAL PUPIL COMMUNICATION WITH MEMBERS OF IEP TEAM

Per California Education Code 56366.12 every student and his or her parent or guardian is entitled to have private and confidential communication between the student and the members of his or her Individualized Education Plan (IEP) Team, at the pupil's discretion. Should a student wish to exercise his or her right to confidential IEP member team communication, the student may request a confidential meeting by: notifying the executive director, principal, programs administrator, or any other member of his or her IEP team. An appointment will be made for the student to meet with whichever IEP team member(s) he or she requests at a time that is mutually convenient for all parties. A private room will be made available for the meeting and communication to take place.

PUPIL DISCIPLINE: DISCIPLINE RULES

California Education Code Section 35291.5 authorizes each school to develop discipline rules and procedures that are a match to School-Wide Positive Behavior Support. Schools shall provide this information in writing to continuing pupils at the beginning of each school year and to any other pupils, and their parents or guardians at the time of their enrollment. Behavioral expectations are to be taught, modeled, reinforced and corrected. Below are some, but not all, areas of misconduct that may result in student discipline:

A. Prohibition Against Drugs, Tobacco, & Alcohol

Alcohol, tobacco, and nicotine products (such as cigarettes, chew, or other related products) are prohibited and students found to be in possession of, or to have used, such products while under school jurisdiction will receive specified consequences ranging from detention to suspension to a recommendation for participation in deterrent programs to expulsion. Because possession of drugs at school may also constitute a crime, students will be reported to local law enforcement officials. Any student found to have participated in the unlawful sale of drugs will be recommended for expulsion and may be subject to criminal prosecution.

B. Electronic Devices

Student's use of cellular phones or electronic signaling devices on campus is prohibited during normal school hours. If a student brings such a device to school, it must remain "off" and be stored where it is not visible or audible during school hours. If school staff observes or hears such a device, staff may confiscate it until a parent/guardian redeems it. Photographing, videotaping or otherwise recording individuals without their permission is strictly prohibited. If a cellular phone or electronic signaling device rings or is visible or audible during testing, the device will be confiscated and the student will be removed from the test situation.

C. Prohibition Against Firearms, Weapons, and Other Dangerous Objects

School administrators will take immediate, appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to: knives (including Swiss Army-style knives, X-acto knives, utility knives, etc.), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of gun including BB/Pellet guns and replica guns. Any student who inadvertently brings an object onto campus that is prohibited should turn it in to a teacher or administrator immediately; doing so will in most cases avoid disciplinary consequences. However, prohibited firearms are not to be taken to school for any reason at any time. Pursuant to the Federal Gun-Free Schools Act, and in accordance with the California Education Code, any student found in possession of a firearm shall be recommended for expulsion. Possession includes, but is not limited to, on a student's person or inside of clothing worn by student, in a pocket of a jacket not being currently worn, or kept in purses, backpacks, or automobiles. Students expelled for gun possession shall be expelled for the term of one calendar year and may be prosecuted in a court of law.

RESTITUTION/PARENT LIABILITY

Civil Code 1714.1 provides that any act of willful misconduct of a minor which results in any injury to the property or person of another shall be imputed to the parent or guardian having custody and control of the minor for all purposes of civil damages and the parent or guardian having custody and control shall be jointly and severally liable with the minor for any damages resulting from the willful misconduct not to exceed \$25,000. California Education Code Section 48904 provides that the parent or guardian of a minor is liable to a school district or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts or private schools to adopt a policy whereby the marks, diploma, or transcripts of these students would be withheld until the pupil or the parent/guardian pays for the damages or returns the property.

It is the policy of Switzer Learning Center to seek restitution, including but not limited to, when a student willfully cuts, defaces, vandalizes, causes the loss, non-return or otherwise damages any property, real or personal, belonging to the school district or a school employee, this includes but is not limited to: Switzer Learning Center vans/busses, employee conveyances, interior and exterior walls of the school, text books, classroom furniture (i.e. desks, chairs, etc.), classroom equipment (i.e. computers, overhead projectors, televisions, DVD/Video players, etc.), etc.. The parent/guardian of the student is liable for such damages not to exceed \$25,000.

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

SCHOOL ACCOUNTABILITY REPORT CARD

Education Code Section 35256 requires the Center to issue a School Accountability Report Card (SARC). A copy is available upon request and also on the Internet at www.switzercenter.org.

SCHOOL SCHEDULES

Education Code 48980 (c) states that notification shall be sent to parents and guardians of all pupils attending a school advising of the schedule of minimum days and pupil-free staff development days, and if any minimum or pupil-free staff development days are scheduled.

SECURITY CAMERA SURVEILLANCE AND RECORDING

To help ensure the health, welfare, and safety of all students, staff, and visitors; to safeguard facilities and equipment; and to serve as a tool for ongoing professional development and training, Switzer Learning Center uses surveillance cameras and other recording devices to view or record activities occurring in parking lots, playground, entries/exits, hallways, classrooms, auditorium, digital technology labs, and other open areas that usually do not involve reasonable expectations of privacy. No cameras are placed in restrooms, private offices, or other locations where it would be an intrusion on a reasonable expectation of privacy. In the event that a student may be in violation of Switzer Learning Center policies, procedures, or rules, any images, videos, and audios captured through surveillance may be used as evidence that may subject them to appropriate disciplinary and legal action, including but not limited to disclosure to law enforcement. Such recordings may become part of a student's educational record or a staff member's personnel record. Switzer Learning Center complies with all applicable state and federal laws related to record maintenance and retention.

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

Schools are required to:

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

Notice and Parental Excuse

Switzer Learning Center encourages students to communicate with their parents or guardians about human sexuality and HIV/AIDS and respects the rights of parents or guardians to supervise their children's education on these subjects. Since parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children, they can decide whether or not to have their child participate in all or part of the instruction or assessments related to that education. A parent or guardian, who does not wish that his or her child receive comprehensive health education or HIV/AIDS prevention education, must make a request in writing to the school.

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

1. At the beginning of each school year or for a student who enrolls later, schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians must include all of the following information:
 - a. That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
 - b. That schools may teach comprehensive sexual health education and HIV/AIDS prevention education using school personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of this subsection, Section 51933, and Section 51934. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
 - c. That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.
 - d. That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Section 51513 which states that no questionnaire, survey, or examination containing any question about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. Schools may, according to this Act, administer in Grades K-12 anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions about the students' attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate.

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

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

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

Authorized Comprehensive Sexual Health Education

1. Schools may provide comprehensive sexual health education—which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases— in Grades K through 12.
2. Schools may use trained district personnel or outside consultants who know the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. The instruction must meet the following requirements:
 - a. The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
 - b. All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
 - c. Instruction must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
 - d. Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural background, and students with disabilities.
 - e. Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
 - f. Instruction and materials must encourage students to talk with their parents or guardians about human sexuality.
 - g. Instruction and materials must teach respect for marriage and committed relationships.
 - h. Starting in Grade 7, instruction and materials must:
 - i. Teach that not having sexual intercourse is the only certain way to prevent sexually transmitted diseases and that not having sexual intercourse has other personal and social benefits, as well. Also instruction and materials must provide medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
 - ii. Provide information about sexually transmitted diseases, including how they are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually transmitted diseases.
 - iii. Provide information about the effectiveness and safety of all FDA approved contraceptive methods in preventing pregnancy, including emergency contraception, and other approved means.
 - iv. Provide students with skills for making and carrying out responsible decisions about sexuality.
 - v. Provide students with information on the fact that a parent or other person who surrenders physical custody of a baby three-days old or younger at a lawfully identified hospital or “safe-surrender site” will not be prosecuted, as detailed in Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
3. Schools that teach comprehensive sexual health education earlier than Grade 7 may provide age-appropriate and medically accurate information on any of the general topics contained in paragraphs 8 through 12 immediately above and if doing so starting in Grade 7 or earlier must comply with the following paragraphs:
 - a. Instruction and materials must not teach or promote religious doctrine.
 - b. Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability (as listed in Section 220 of the Education Code), or ancestry, gender, or sexual orientation (as further listed in Section 422.6 of the Penal Code).

Required HIV/AIDS Prevention Education

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

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

SEXUAL HARASSMENT POLICY

It is the policy of Switzer Learning Center to maintain a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of Switzer Learning Center policy.

Sexual harassment is a major offense that can result in disciplinary action to the offending employee, or the suspension or expulsion of the offending student in Grades 4 – 12. However, students enrolled in Kindergarten and Grades 1 – 3 may be subject to other disciplinary actions.

Any student or employee of the Center who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper administrator/supervisor (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. The Center prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them.

Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to unwelcome:

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendoes or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss and/or offers of benefits in return for sexual favors.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

For more information or assistance with student or parent/guardian concerns, contact the principal or programs administrator at (310) 328-3611. For assistance with employee concerns, contact the executive director at (310) 328-3611.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) SYSTEM

On January 1, 2014, California Education Code Section 60640 established the CAASPP System of assessments. State designated grade levels are required to participate in the Smarter Balanced Assessments, the California Science Tests (CAST), or the California Alternative Assessments (CAAs). CAASPP System assessments are administered annually in the spring, and are designed to measure how well students are learning the knowledge and skills identified in the California Common Core State Standards. Individual student results are confidential, only the students, their teachers, programs administrator, principal, and parents/guardians see the student test results.

All students in designated grades take the CAASPP System Assessments, including students who are English learners and students with disabilities. Only students whose parents/guardians have submitted written requests to exempt them from CAASPP System testing do not take the tests.

STUDENT INFORMATION SYSTEM – GRADELINK SOFTWARE

Gradelink is a cloud-based software that manages student records, attendance and behavior, facilitates communication via text and email, provides online access to calendars and other resources, and integrates teaching tools, grades, and report cards. Parents can securely enroll students, update student information, and monitor student progress on Gradelink.com from their personal computer. All parents/guardians should create their online access account upon admission to Switzer Learning Center, and if desired download the free mobile app optimized for iPhones, iPads, and Android devices. Please keep your cell phone and email address current in Gradelink to receive email blasts and/or text messages about school news and announcements, school calendars, class schedules, early dismissal reminders, attendance and conduct monitoring, assignments, current grades, links to important resources, and rapid emergency alert communications.

STUDENT/SCHOOL CODE OF CONDUCT

Section 300 of Title 5 of the California Code of Regulations requires pupils to follow school regulations, obey all directions, be diligent in study, be respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The Center has a school-wide positive behavior support framework based on administrative leadership, team-based implementation, behavioral expectations defined, taught, monitored, reinforced and corrected, and data based decision making. Switzer Learning Center is committed to creating a nurturing and therapeutic environment where every student feels safe and welcome. Therefore, these are the guiding principles for everyone in the school: Be Respectful; Be Responsible; Be Appreciative of Differences; Be Honest; Be Safe; and Be a Life-Long Learner.

Students must be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. Any student found to have committed any of the acts below will be subject to a full investigation and, if applicable, all appropriate disciplinary actions, which may include suspension, expulsion, and/or referral to law enforcement. These are not permitted:

1. Bullying/intimidation
2. Weapons possession
3. Fights/threats/violence
4. Drug possession/sale
5. Graffiti/vandalism
6. Gang activity
7. Cheating and plagiarism
8. Forgery and falsification
9. Sexual harassment and assault
10. Blackmail and extortion
11. Prejudice and hate crimes
12. Robbery and stealing
13. Fireworks and firecrackers

With appropriate guidance students should:

1. Learn and follow school and classroom rules.
2. Solve conflicts appropriately, without physical or verbal violence.
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs.
4. Serve as positive role models and help create a positive school environment.
5. Report any bullying, harassment, or hate-motivated incidents.
6. Display good sportsmanship both on the athletic court and playground.
7. Attend school on time, prepared and willing to learn.
8. Keep social activities safe.
9. Remember that they matter, and that their ideas, thoughts and opinions are important and have value.

School Pride Means:

1. Treating others with respect
2. Finding peaceful solutions
3. Listening to each other
4. Being drug free
5. Keeping our school clean and beautiful
6. Having healthy friendships
7. Producing my own work
8. Maintaining honesty and integrity
9. Showing empathy and compassion
10. Defending others' rights
11. Appreciating our differences
12. Respecting the property of others
13. Engaging in safe activities

STUDENT SEARCHES

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

A. Searches Based on Reasonable Suspicion

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

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

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

1. Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
2. Jackets, purses, pockets, back packs, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
3. Under no conditions may a body or strip search be conducted.
4. Only school officials of the same sex as the student being searched may conduct the search.

5. Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

B. Random Metal Detector Searches

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

1. The method of selection of students to be searched is genuinely random.
2. Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).
3. The searches are minimally intrusive.
4. School officials provide parents and students with advanced and detailed notice of the random metal detector search procedures.
5. If, as a result of a metal detector search, **reasonable suspicion** arises that a particular student may have a weapon, school officials may conduct a search of that student, in a private area, in accordance with the above guidelines for reasonable suspicion searches.

STUDENTS' PERSONAL PROPERTY

Personal items of value (cell phones, iPods, cameras, electronic games, radios, CD players and computers, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by Center personnel. The Center is not responsible for lost or stolen personal items.

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

Children supervised by DCFS or probation and placed in licensed foster homes, group homes or with relative caretakers have special enrollment provisions. AB 490 mandates that educators, school personnel, social workers, probation officers, caregivers, advocates, and juvenile court officers all work together to serve the educational needs of children in foster care. Parents, guardians, foster care givers, social workers and/or probation officers should notify Switzer Learning Center as soon as they become aware that a child is changing placement so that school placement can be evaluated and, if necessary, so that the school can ensure a timely transfer of the student's school records.

STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION

Students learn in a variety of ways and students with disabilities may be eligible to receive special education services to assist them in learning effectively. These services are based on assessment and determined by an Individualized Education Program (IEP) team, which includes the student's parent. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. Such services may include support, instruction and accommodations in the general education program or may be provided in nonpublic schools or other settings. For further information or assistance concerning special education programs and services available for your student, contact your local school district's special education office.

SUSPENSION AND EXPULSION

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

Students are subject to suspension or expulsion for offenses occurring

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

California law allows classroom teachers to suspend students from the classroom for any of the behaviors described in Education Code Sections 48900 et seq. (see Grounds for Suspension/Expulsion in section B., below). If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal or programs administrator for appropriate action. The principal or programs administrator shall then determine whether to suspend the student from school or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal, programs administrator, or his or her designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day (or next class period for that same class). A student serving a classroom suspension must remain on campus under appropriate supervision. Subsequent to a teacher's classroom suspension, the teacher shall, as soon as possible, ask the parent to attend a conference with the teacher, at which the school administrator, school counselor, or school psychologist may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, or has disrupted school activities or otherwise defied the valid authority of school officials, the teacher may require that the parent/guardian attend a portion of the school day in his or her child's classroom. Switzer Learning Center has a variety of supports for students who are struggling with behavior challenges and in developing positive behaviors. Center staff makes every effort to use suspension alternatives that provide both a consequence as well as an opportunity to learn new skills.

Grounds for Suspension/Expulsion may include, but are not limited to the following:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object ;unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from the principal, programs administrator, or executive director.

4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. 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.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. 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.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
20. Committed sexual harassment, as defined in California Education Code Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233. This applies to pupils in grades 4 to 12, inclusive. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably 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. This applies to pupils in grades 4 to 12, inclusive.
22. Made terrorist threats against school officials or school property, or both. Making bomb threats is a federal crime for which parents/guardians can be made responsible for restitution.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Mandatory Recommendation to Expel Offenses

Under California law, a school principal or school administrator is *required* to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or at a school-sponsored activity off campus:

1. Possessing, selling, or furnishing a firearm
2. Brandishing a knife at another person
3. Unlawfully selling a controlled substance
4. Committing or attempting to commit a sexual assault or committing a sexual battery
5. Possession of an explosive

The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

Behavior Intervention for Students with Disabilities

Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the Individualized Education Plan (IEP) process and implemented throughout the timeframe of the IEP.

In the case of a student who receives special education services and who is experiencing "serious" behavior challenges as defined in the Education Code (EC sections 56520 et seq.) a Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required.

Suspension, Opportunity Transfer and Expulsion Of Students With Disabilities

For students who are disabled, the law requires additional procedures and considerations:

A. Suspension:

1. When a student who receives special education services is suspended, school administrators must determine if an IEP meeting is needed to create a BSP or to review and modify an existing BSP to organize more targeted behavioral instruction and to prevent the recurrence of the misconduct.
2. Continued misconduct resulting in suspension will require an IEP meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services.
3. The student cannot be suspended for more than 10 days in a school year.
4. If the suspensions are nearing 10 days, an IEP team conducts a manifestation determination.

B. Opportunity Transfer:

1. If a different educational placement is being considered for a student who receives special education services, an IEP meeting is required. The IEP team must consider appropriate instructional and/or behavioral supports designed in the BSP to address the behavior(s) that resulted in the school's consideration of a change of placement.
2. A student who receives special education services may not have their placement changed without parent consent.

C. Expulsion:

1. Before a student who receives special education services can be recommended for expulsion, an IEP team must hold a pre-expulsion IEP and conduct a manifestation determination.
2. If a student with disabilities is expelled, he or she is entitled to receive the services specified in his or her IEP during the term of expulsion. The student is also entitled to post-expulsion services (see Rehabilitation and Reinstatement from Expulsion below) during the term of expulsion.
3. If the student is not expelled, he or she will be placed in the most appropriate setting as determined in the student's IEP.

For more information, please refer to your school district's *Parent's Guide to Special Education Services* (Including Procedural Rights and Safeguards).

TITLE IX AND STUDENTS

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

1. Athletics
2. The classes they can take
3. The way they are treated in the classroom
4. The kind of counseling they are given
5. The extracurricular activities in which they can participate
6. The honors, special awards, scholarships and graduation activities in which they can participate

Students who feel that their rights are being violated have the right to take action and should not be afraid of trying to correct a situation by speaking to a school administrator, counselor, or trusted adult at school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at Switzer Learning Center. Any student who believes he or she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact your school district's Educational Equity Compliance Office.

TRANSPORTATION – SCHOOL VANS AND BUSES

Transportation is only provided to eligible students as authorized by your school district in your student's IEP. If applicable, you will be given notification of your child's transportation schedule and transportation safety rules prior to the start of the school year or student enrollment. If your child receives school district transportation, your school district will provide information on routing, bus rules, contact information, and other items.

Parents should remember to:

1. Review the transportation safety rules with your child (ex. no eating or drinking on, nor vandalizing of school transportation).
2. Instruct your child to follow transportation safety rules and drivers' directions.
3. Instruct your child on the safest way to enter, exit and ride in a vehicle, including remaining seated and wearing seat belts.
4. Have students prepared to board the van or bus ten minutes before their scheduled pickup time.
5. Make sure that a parent or other designated adult is at home to assure your child's safety each day your child is picked up and dropped off.
6. Notify Switzer Learning Center's van driver or school district's bus driver if your child will not be coming to school and does not need transportation the next day.
7. If you child receives school district transportation, parents and children should know their school district's bus route number and call their school district's bus dispatcher directly if the bus is 15 minutes late.
8. Pickup and drop-off times may change due to route adjustments, changes to school start/end times, and traffic or weather conditions.
9. Parents must immediately report changes of address, telephone numbers, or authorized adult receivers to Switzer Learning Center or the school district when applicable.
10. If you have questions or concerns regarding transportation, please call the principal or programs administrator at 310-328-3611 or your school district's bus dispatcher when applicable.
11. Alternative drop-offs must be requested two days in advance, in writing, and be approved by the principal, programs administrator, or their designee. If the request for an alternate drop off is approved, parent will be notified either in writing or via telephone before the child is transported to the alternate drop off location.

TRUANCY

California Education Code 48260) requires that any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof is a truant and shall be reported to the special education attendance supervisor or to the superintendent of the school district. Parents should review with their children that regulations and policies for students classified as a truant state that:

- The parent or guardian is obligated to compel the attendance of the pupil at school.
- Parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- Alternative educational programs may be available in your school district.

- The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- The pupil may be subject to prosecution.
- The pupil may be subject to suspension, restriction or delay of the pupil's driving privilege.
- It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Any pupil is deemed a **habitual truant** who has been reported as a truant three or more times per school year after an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil.

Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB). The notice shall indicate that the pupil and parents or guardians of the pupil will be required to meet with the School Attendance Review Board. There is a SARB held in each local district.

In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the SARB or services provided, the SARB shall direct the school district to make and file in the proper court a criminal complaint against the parent, guardian, student, or other person charging the violation and shall see that the charge is prosecuted by the proper authority.

UNIFORM COMPLAINT PROCEDURES (UCP)

Switzer Learning Center recognizes that it will assist your school district which has the primary responsibility to ensure compliance with state and federal laws and regulations governing educational programs. Your District shall investigate and seek to resolve complaints at the local level. The District shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging failure to comply with the law in Adult Education, Career Technical Education, Child Development Programs, Consolidated Categorical Programs, Migrant and Indian Education, Nutrition Services, Special Education and laws regarding unlawful student-to-student, adult-to-student, and nonemployee discrimination/ harassment on the basis of age, ancestry, color, disability (mental or physical), ethnic group identification, gender, national origin, race, religion, sex (actual or perceived), sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity. For additional information regarding the Los Angeles Unified School District's Uniform Complaint Procedures process or assistance in filing a complaint, please contact the Educational Equity Compliance Office at (213) 241-7682. For additional information about other school districts' Uniform Complaint Procedures, contact your school district office or visit their website.

Compliance Officer

The Educational Equity Compliance Office Director has been designated as the District's Compliance Officer responsible to receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and ensure District compliance with the law.

Notifications

The District shall annually notify in writing its students, employees, parents and guardians, district advisory committees, appropriate private school officials or representatives, and other interested parties of these procedures and the person responsible for processing complaints.

Filing of UCP Complaints

A written complaint of alleged noncompliance with a federal or state law or regulation governing education programs must be filed with the school district's Compliance Office in the Educational Equity Compliance Office. When the subject matter of a complaint is not covered by this policy, the complainant will be so advised in writing.

Uniform Complaint Procedures forms are available upon request from your school district office, or by calling the Educational Equity Compliance Officer. Any person, including, but not limited to individuals with a disability, requesting to file a complaint and who is unable to prepare a written complaint will be assisted by District staff in filing the complaint.

Any student, parent, or non-employee individual, or specific group of individuals who allege that he/she or they were subjected to unlawful discrimination may file a Uniform Complaint Procedures (UCP) complaint alleging unlawful discrimination. Discrimination complaints must be filed no later than six months from the date the alleged discrimination occurred or the date when the complainant first obtained knowledge of the facts of the alleged discrimination unless the time of filing is extended by the school district superintendent/designee.

Investigation of Complaint

Upon receipt of the complaint and the determination that the allegations are under the jurisdiction of the Uniform Complaint Procedures process, the Compliance Officer/designee will open a complaint investigation. At the discretion of the Compliance Officer/designee and with the consent of the parties, the Compliance Officer/designee may undertake a resolution of the dispute via mediation. The complainant and/or complainant's representatives and the school district representatives will be provided an opportunity to present information that is relevant to the complaint during the mediation and/or investigative process. By filing a complaint, the complainant authorizes the school district to investigate and make disclosures, as may be reasonably necessary to the investigation and resolution of the complaint. To ensure that all pertinent facts are considered, the school district's complaint investigator may request other individuals to provide additional information. Complainants are advised that, while the school district will make an effort to protect their privacy and confidentiality, investigation of their complaint may require disclosure of certain information to others. Complainants are protected by law from retaliation for filing a complaint and/or their participation in the complaint investigation process.

Written Decision

Within sixty (60) days of receiving the complaint, unless the complainant agrees in writing to an extension of time, the Compliance Officer/designee shall prepare and send to the complainant a written report of the school district's investigative findings, and corrective

action(s) if appropriate. The investigative report shall be written in English and in the language of the complainant whenever feasible or required by law.

Appeals to the California Department of Education

If a complainant is dissatisfied with the school district's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) days of receiving the school district's decision. The appeal must be in writing and must include a copy of the original complaint, as well as a copy of the school district's decision and specific reasons for appealing the school district's decision. The appeal should be sent to: California Department of Education, 1430 N Street, Sacramento, CA 95814

Complaints Not Under the Jurisdiction of the School District's Uniform Complaint Procedures Process

In accordance with Section 4611 of Title 5 of the California Code of Regulations the following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to these complaint procedures:

1. Allegations of employment/work, employee-to-employee or student-to-employee discrimination/harassment complaints may be referred to the District's Equal Employment Opportunity Office.
2. Allegations of suspected child abuse shall be referred to the Los Angeles County Department of Family Children Services (DCFS) or the appropriate city police department or Los Angeles County Sheriff's Department, as applicable.
3. Allegations of fraud shall be referred to the responsible division/branch/department/unit/administrator/supervisor or to the Office of the Inspector General.
4. Personnel action complaints shall be referred to the appropriate division/branch/department/unit/administrator/supervisor.
5. Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services, for licensed facilities.

VISITORS TO SCHOOL CAMPUS

All campus visitors must have the consent and approval of the principal, programs administrator, executive director or their designee. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal, programs administrator, or executive director has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Any individual who disrupts the school operations or fails to follow school rules and/or procedures is subject to removal from the school campus and may be further restricted from visiting the school.

Smoking and the use of all tobacco products is prohibited on all Switzer Learning Center property, including Switzer Center vehicles at all times, by all persons, including employees, students, and visitors at Switzer Learning Center, or attending any school-sponsored events.

Visitors are expected to:

1. Follow the established school policy in requesting a classroom visitation.
2. Check in with the school office upon arrival at the campus.
3. Enter and leave the classroom or any other areas as quietly as possible.
4. Not converse with the students, teacher and/or instructional aides during the visitation unless authorized by a school administrator.
5. Do not interfere with any school activity.
6. Keep the length and frequency of classroom visits reasonable.
7. Follow the school's established procedures for meeting with the teacher and/or principal or programs administrator after the visit, if needed.
8. Learn and follow the school-wide behavioral expectations.
9. Return any Switzer Learning Center property to the point of origin before leaving the campus.

VOLUNTEER OPPORTUNITIES

Switzer Learning Center's volunteer Board of Trustees has a Talent Team whose purpose is to match potential volunteers with the Center's needs. The Talent Team captain facilitates the processing of school volunteers, maintains a database of volunteer opportunities, offers orientation tours, and recognizes the contributions of Center volunteers.

Parents interested in volunteering should contact the Center's development director or Talent Team captain to request a list of volunteer opportunities and/or a volunteer application. For additional information on volunteer opportunities you may visit our website at www.switercenter.org or call 310-328-3611.