



An LAUSD authorized public charter school

2024-2025

Matrix for Success Academy

Parent/Student Handbook

700 Wilshire Boulevard, Suite 400
Los Angeles, CA 90017
(323)765-7005

1010 E. 34th Street
Los Angeles, CA 90011
(323) 897-5971

www.matrix4success.org

PARENT/STUDENT ACKNOWLEDGEMENT FORM
RECEIPT OF ANNUAL NOTIFICATION OF PARENT/STUDENT HANDBOOK
2024-2025 PARENT/STUDENT HANDBOOK

Dear Parent/Guardian:

Please read the NEW Parent/Student Handbook and return the signed form below to the school. Your signature does not constitute consent to take part in any particular program. (revised 07/23/2024)

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

RECEIPT OF ANNUAL NOTIFICATION OF 2024-2025 PARENT/STUDENT HANDBOOK

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

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

LAST NAME FIRST NAME MIDDLE NAME BIRTHDATE GRADE

SIGNATURE OF PARENT/GUARDIAN

SIGNATURE OF STUDENT (Grades 9 -12)

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COVID-19 HEALTH AND SAFETY PROTOCOLS

COVID-19 Guidelines for all employees and students, both vaccinated and unvaccinated, will be conducted to monitor and manage exposure to the virus in alignment with medical guidance. MATRIX for Success Academy will continue to offer nasal swap tests as the primary testing method.

Please note that information related to the 2024-2025 Parent/Student Handbook may be updated during the 2024-2025 school year as MATRIX for Success Academy continues to support families with COVID-19 safety guidelines. We encourage families to check the MATRIX for Success Academy website for important updates at matrix4success.org

ATTENDANCE

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

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

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

Los Angeles County Chapter 13.57 - DAYTIME RESTRICTIONS FOR MINORS

It is unlawful for any minor under the age of 18 years, who is subject to compulsory education or to compulsory continuation education, to be "absent from school and found in a public place, unless the minor has one of the valid excuses (refer to Section 13.57.020). For purposes of this chapter, a minor is "absent from school and found in a public place" if said minor is found idling, wandering, strolling, playing, or aimlessly driving or riding about in or upon any public street, avenue, highway, road, curb area, alley, park, playground, or other public ground, public place or public building, place of amusement or eating place, vacant lot or unsupervised place, or any place open to the public during the hours of 9:00 a.m. and 3:00 p.m. of the same day on days when said minor's school is in session.

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

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

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

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

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

ABSENCES FOR RELIGIOUS PURPOSES

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

ABSENCES/TRUANCY

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

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

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

Attendance at MATRIX for Success Academy

MATRIX for Success Academy is an Independent Study school. Attendance at Matrix for Success Academy is not based on hours in the classroom. Students are granted attendance credit in accordance with the coursework they complete during a determined learning period (LP). Instructors calculate the percentage of work a student has successfully completed, and that percentage is used to determine the percentage of attendance awarded to the student. If a student has not completed any coursework for the LP, the student does not receive attendance credit, and the school does not claim ADA for that student.

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

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

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

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

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

ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS IN SCIENCE CLASSES

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

ANNUAL NOTICE OF PHYSICAL EDUCATION REQUIREMENT

California Education Code Section 51222(a) requires that secondary students receive physical education instruction for a total period of time of no less than 400 minutes each 10 school days.

BULLYING AND HAZING POLICY

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

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

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

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

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

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

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

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

Parents and students are encouraged to contact their school administrator if they have a concern. The school site administrator will investigate the allegation and work with all parties involved to reach a resolution. For more information, resources, and allegations of discrimination/harassment call MATRIX for Success Academy at 323-897-5971 or 323-765-7005 and speak to an administrator.

CALIFORNIA STATEWIDE TESTING NOTIFICATION

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

Statewide Testing Notification

California Department of Education • July 2024

Directions: To meet state and federal obligations to inform parents of the year’s statewide assessments, including a parent’s right to exempt their child, local educational agencies and schools can insert this template language into a parent handbook or other annual parent notification documents.

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child’s learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

Who takes these tests? Students in grades 3–8 and grade 11 take these tests.

What is the test format? The Smarter Balanced assessments are computer-based.

Which standards are tested? The California Common Core State Standards.

California Alternate Assessments (CAAs) for ELA and Math

Who takes these tests? Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA and Math in grades 3–8 and grade 11.

What is the test format? The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Common Core State Standards.

California Science Test (CAST)

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAST is computer-based.

Which standards are tested? The California Next Generation Science Standards (CA NGSS).

California Alternate Assessment (CAA) for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

What is the test format? The CAA for Science is a computer-based series of four embedded performance tasks. The test is administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught.

Which standards are tested? Alternate achievement standards called the Core Content Connectors derived from the California Next Generation Science Standards (CA NGSS)

California Spanish Assessment (CSA)

Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.

What is the test format? The CSA is computer-based.

Which standards are tested? The California Common Core State Standards en Español.

ELPAC

Initial ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Summative ELPAC

Who takes the test? Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative ELPAC is computer-based.

Which standards are tested? The 2012 California English Language Development Standards.

Initial Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English.

What is the test format? The Initial Alternate ELPAC is computer-based.

Which standards are tested? Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

Summative Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

What is the test format? The Summative Alternate ELPAC is computer-based.

Which standards are tested? Alternate ELD Connectors derived from the 2012 California English Language Development Standards.

CELLULAR TELEPHONES AND OTHER MOBILE DEVICES

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

CHALLENGES TO PUPIL RECORD INFORMATION

- A. The inspection/review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official. A MATRIX for Success Academy certificated employee must be present to assist and act as custodian of the file. When a pupil record of one student includes information concerning other students, the parent (or student, when applicable) who wishes to inspect and review such material may see only such part as relates to the child of that parent. If the parent (or student, when applicable) requests a copy of the whole or any part of a pupil record, the copy will be provided. The school or the 6 Educational Service Center may charge a copy fee of 25 cents (\$.25) for the first page and

10 cents (\$.10) for each additional page requested. For all pupil records other than grades, California Education Code Section 49070 provides that a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:

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

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

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

CHANGE OF RESIDENCE/EMERGENCY INFORMATION

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

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

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

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

CHARTER TRANSPARENCY

MATRIX for Success Academy charter public schools governed by a nonprofit board of directors and overseen by the Los Angeles Unified School District. On January 12, 2016, the LAUSD board voted to approve a Board Resolution, "Keeping Parents Information: Charter Transparency" which was passed with the support of the LA charter community. The resolution highlighted commonly requested information

and data that charter public schools share with parents through their charter petitions, School Accountability Report Cards, Local Education Agency Plans, Local Control Accountability Plans, Annual Audits, and other publicly available documents. More information can be found on the matrix4success.org website.

CHILD ABUSE - Reporting Requirements

Any MATRIX for Success Academy employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency (CPA): either the local police or Sheriff's Department, or the Department of Children and Family Services within 36 hours. Additionally, the CPA must be contacted immediately or as soon as practical via telephone. Suspected child abuse reports are confidential as to the identity of the employee making the report.

CODE OF CONDUCT WITH STUDENTS

MATRIX for Success Academy 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. MATRIX for Success Academy will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students. Parents or guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

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

CONDOM AVAILABILITY PROGRAM: PARENT/GUARDIAN ANNUAL NOTIFICATION

Acquired immunodeficiency syndrome (AIDS) is a chronic, potentially life-threatening condition caused by the human immunodeficiency virus (HIV). HIV/AIDS and sexually transmitted diseases are epidemic in our community. Public health statistics and reports indicate that increasing numbers of young people in their teens are involved in activities that put them at risk for infection. Although the District does offer education that emphasizes abstinence as the only 100% effective method of preventing infection, the District also realizes that not all students will practice abstinence, and therefore, should be instructed that a condom properly used does provide protection against sexual transmission of HIV/AIDS viruses. In view of these facts, and in collaboration with medical and public health authorities, condoms are available in secondary schools. The Board of Education enacted a policy in 1992 to make condoms available for students unless parents/legal guardians contact the school nurse in writing denying permission.

The District's CAP through the Los Angeles County Department of Public Health, makes condoms available at no cost to students who request them. Parents/legal guardians who do not wish their child to obtain condoms can submit a written letter to the school nurse or designated school site CAP staff member. In making condoms available, the District assumes no liability.

DISCIPLINE FOUNDATION POLICY

MATRIX for Success Academy is committed to providing safe classrooms and healthy school environments. Every student has the right to learn in an environment that supports his or her well-being. Every educator has the right to teach in a setting that is free from disruption and obstacles that impede learning. Every employee has the right to work in a safe and respectful atmosphere. The Discipline Foundation Policy establishes a consistent plan for developing, refining, and implementing a culture of discipline built on positive behavior. MATRIX for Success Academy's foundational discipline policy will focus on School-Wide Positive Behavior Intervention and Support (PBIS). This is a three-tiered model that shifts from a reactive model, resulting in punitive consequences towards a proactive approach to discipline, one that promotes appropriate student behavior, increased learning opportunities, and Restorative Justice practices.

DRESS CODES

Students found to be wearing inappropriate clothes or accessories will be asked to change clothes or amend their outfit to comply with the MATRIX for Success Academy Code of Appropriate Dress.

MATRIX for Success Academy CODE of APPROPRIATE DRESS

Clothing

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

Hats & Accessories

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

What is NOT School Appropriate?

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

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

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

As part of AB 699, Attorney General Xavier Becerra published, "*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigrant Issues*," found here: <http://oag.ca.gov/sites/all/files/agweb/pdfs/bci/school-guidance-model-k12.pdf>. This guide equips California's public schools with information and resources to safeguard the right and privacy of students and their families in the event of immigration enforcement at public schools. The guide offers governing law and model policies for handling and responding to the following circumstances:

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

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

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

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

MATRIX for Success – matrix4success.org

EMERGENCY PREPAREDNESS -MATRIX SAFE SCHOOL PLAN

The Matrix Safe School Plan addresses school safety, violence prevention, environmental hazards, emergency preparedness, traffic safety, crisis intervention, and wellness. Parents/legal guardians may learn more about the **MATRIX SAFE SCHOOL PLAN** from the principal or on the matrix4success.org website. A copy of the **MATRIX SAFE SCHOOL PLAN** is available for public viewing in the main office.[Education Code (EC) Section 32282].

MATRIX for Success Academy will work diligently to make sure that students and staff are prepared for emergencies. MATRIX for Success Academy has a detailed Emergency Plan that provides guidance for the school staff in an emergency. MATRIX for Success Academy conducts regular drills that meet or exceed the state mandated requirements and accommodates persons with disabilities.

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

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

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

WHAT CAN PARENTS DO DURING AN EMERGENCY?

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

Parents should also remember that children look to them for guidance and support during an emergency; parents who are calm and prepare for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their school's emergency procedures are encouraged to contact the school's administration at South LA 323-897-5971 or DTLA 323-765-7005

EMERGENCY RESPONSE

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

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

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

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

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

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

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

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

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

If parents/legal guardians would like information regarding the professional qualifications of teachers and/or TAs, they can contact the school and let them know they are reaching out regarding the Parent's Right to Know and specify whose professional qualifications they are interested in receiving.

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

The Family Educational Rights and Privacy Act (FERPA), and EC Sections 49060 and following, afford parents/legal guardians and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) business days after the day the school receives a request for access.
 - To request access, parents/legal guardians or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the student education records they wish to inspect. The school official will make arrangements for access and notify the parent/legal guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/legal guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
 - Parents/legal guardians or eligible students who wish to ask the school to amend a record should write to the school principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent/legal guardian or eligible student, the school will notify the parent/legal guardian or eligible student of the decision and of their right to appeal this decision. Additional information regarding the appeal process will be provided to the parent/legal guardian or eligible student. Refer to the section in this handbook entitled, "Student Records, Parents Rights to Inspect, Review, and Challenge

Content” for further details.

3. The right to provide written consent before the school discloses Personally Identifiable Information (PII) from the student’s education records, except to the extent that FERPA/state law authorizes disclosure without consent.
 - One (1) exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. School officials fall into two (2) broad categories:
 - a. A school official is most often a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board;
 - b. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records. Examples include attorneys, auditors, medical consultants, or therapists; a parent/legal guardian or student volunteering to serve on an official committee such as a disciplinary or grievance committee; or a parent/legal guardian, student, or other volunteer assisting another school official in performing his or her tasks.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or school District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

FERPA permits the disclosure of PII from students’ education records, without consent of the parent/legal guardian or eligible student, if the disclosure meets certain conditions found in Section 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of authorized directory information, and disclosures to the parent/legal guardian or eligible student, Section 99.32 of the FERPA regulations requires the school to record the disclosure. Parents/legal guardians and eligible students have a right to inspect and review the record of disclosures. In accordance with state and federal law, a school may disclose PII from the education records of a student without obtaining prior written consent of the parents/legal guardians or the eligible student if the requester has a legitimate educational objective and is in one (1) of the following categories:

1. Disclosure to other school officials, including teachers within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in Section 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. [Section 99.31(a)(1)];
2. Disclosure to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of Section 99.34. [Section 99.31(a)(2)] and [EC Section 49068]
3. Disclosure to authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as the California Department of Education in the parent/legal guardian or eligible student’s state. Disclosures under this provision may be made, subject to the requirements of Section 99.35, in connection with an audit or evaluation of federal -or state- supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement, or compliance activity on their behalf. [Section 99.31(a)(3) and 99.35];
4. Disclosure in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. [Section 99.31(a)(4)];

5. Disclosure to state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to Section 99.38. [Section 99.31(a)(5)]
6. Disclosure to organizations conducting studies for, or on behalf of the school in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. [Section 99.31(a)(6)];
7. Disclosure to accrediting organizations to carry out their accrediting functions. [Section 99.31(a)(7)];
8. Disclosure to parents/legal guardians of an eligible student if the student is a dependent for IRS tax purposes. [Section 99.31(a)(8)];
9. Disclosure to a pupil 16 years of age or older or having completed the 10th grade;
10. Disclosure to an unaccompanied homeless youth age 14 or older;
11. Disclosure to appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of a pupil or other persons. Schools or school districts releasing information pursuant to this subparagraph shall comply with the requirements set forth in Section 99.32(a)(5) of Title 34 of the Code of Federal Regulations;
12. Disclosure to agencies or organizations in connection with the application of a pupil for, or receipt of financial aid. However, information permitting the personal identification of a pupil or his or her parents/legal guardians may be disclosed only as may be necessary for purposes as to determine the eligibility of the pupil for financial aid, to determine the amount of the financial aid, to determine the conditions that will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid;
13. Disclosure to comply with a judicial order or lawfully issued subpoena. [Section 99.31(a)(9)];
14. Disclosure to a state, local or tribal child welfare agency caseworker who has legal responsibility for the care and protection of the pupil;
15. Disclosure to appropriate officials in connection with a health or safety emergency, subject to Section 99.36. [Section 99.31(a)(10)];
16. Disclosure of information the school has designated as "directory information" under Section 99.37 [Section 99.31(a)(11)] if the parent/legal guardian/eligible student has not opted out of disclosure.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/legal guardian's prior written consent. The primary purpose of the directory information is to allow the school or school district to include information from the student's education records in certain school publications. Examples include:

1. A playbill showing the student's name and role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs.

If parents/legal guardians do not want the school or Los Angeles Unified to disclose directory information in school or District publications, as noted above, please notify the school in writing.

Outside organizations include but are not limited to companies that manufacture class rings or publish yearbooks. In addition, federal law requires school districts receiving assistance under the Elementary and Secondary Education Act (ESEA) of 1965, as amended ESEA to provide military recruiters, upon request, with the names, addresses, and telephone listings of secondary students, unless parents/legal guardians have advised the school district that they do not want their student's information disclosed without their prior written consent.

All the following items of directory information relating to a student may be released to an authorized recipient unless a written

request is on file to withhold its release as indicated in the Information Release Form submitted to the school each school year:

1. Name;
2. Address;
3. Telephone number;
4. Date of birth;
5. Dates of attendance (e.g., by academic year or semester);
6. Current and most previous school(s) attended;
7. Degrees, honors, and awards received.

The third-party recipients authorized by the District to receive directory information are listed in the Information Release Form. If parents/guardians do not want the school or school district to disclose the types of information designated below as directory information from the student's education records without prior parent/legal guardian written consent, notify the school by using the Information Release Form in this handbook. In addition, parents/legal guardians or eligible students must provide consent for the release of directory information of students who are eligible for services under the McKinney-Vento Homeless Education Assistance Act (EC Section 49073). Absent such consent the directory information concerning the student will not be released.

All grade 12 students will be deemed Cal Grant applicants, unless the students opt out (EC Section 69432.9). This information may be shared for purposes of financial aid eligibility [EC Section 49076(a)(2)(B)]. For seniors who have not opted out, school districts are required to submit their Grade Point Averages (GPAs), names, graduation date, school code, student ID number, gender, date of birth, and address to the California Student Aid Commission (CSAC) for the purpose of determining Cal Grant eligibility and making appropriate financial aid awards for college. Without the GPA information verified by the school district, CSAC will not be able to determine the Cal Grant eligibility. Seniors who are 18 years of age or parents/legal guardians of seniors under 18 years of age may opt out of being automatically deemed a Cal Grant applicant. To opt out, parents/legal guardians or adult students must complete the Information Release Form and return it to the school by the specified deadline.

The Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents/legal guardians of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to the right to:

1. Consent before students are required to submit a survey that concerns one (1) or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 - Political affiliations or beliefs of the student or student's parent/legal guardian;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent/legal guardian;
 - Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam, or screening required as a condition of attendance, administered by the school, or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law;
 - Activities involving collection, disclosure, or use of personal information collected from students for marketing, or to sell, or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal

information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, or educational institutions).

3. Inspect, upon request, and before administration or use:

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents/legal guardians to a student who is 18 years old or an emancipated minor under state law.

PazLo Education Foundation - Matrix for Success Academy has adopted policies in consultation with parents/legal guardians regarding these rights as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents/legal guardians of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify such as through U.S. mail or email, parents/legal guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/legal guardian to opt students out of participation in the specific activity or survey. The District will make this notification to parents/legal guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/legal guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt the student out of such activities and surveys. Parents/legal guardians will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

1. Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or in part by ED;
3. Any non-emergency, invasive physical examination, or screening as described above;
4. Parents/legal guardians who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office - U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

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

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

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

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

- The student must be in foster care.
- The student transferred schools after their second year of high school
- The student cannot reasonably complete the additional graduation requirements within four years

- The educational rights holder must determine that the graduation exemption is in the student’s best interest
- The student must complete the California high school graduation requirements

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

Parents, guardians, foster caregivers, social workers and/or probation officers should notify the school district as soon as they become aware that a child is changing school placements so that partial credits may be calculated (if applicable) and school records can be transferred in a timely manner. For students experiencing a change of residence, a Best Interest Determination meeting must be held with the Holder of Educational Rights to determine the school of origin and if transportation is needed to their school of origin. For further information regarding school-related foster care concerns, contact Richelle Brook, Principal of Schools, Matrix for Success Academy (323) 765-7005

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

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

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

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

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

GRADE CHANGE REQUEST PROCESS

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

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

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

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

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 suspension immediately. The term of suspension shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall suspend the student. Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

SAFE GUN STORAGE

PazLo Education Foundation - Matrix for Success Academy takes steps to ensure that campuses are safe from the threat of gun violence. To further the efforts to protect students against firearms, PazLo Education Foundation - Matrix for Success Academy would like to bring to your attention the legal obligations to protect minors from negligent gun storage. More information can be found in the gun storage laws at: [Safe Storage of Handguns, Los Angeles Municipal Code section 55.21](#) and [Criminal Storage of a Firearm, California Penal Code section 25100\(A\)](#).

HEALTH INFORMATION

MATRIX for Success Academy utilizes Cross Country Education - Nursing Services.

Contact information: Phone: 323-391-1622
Address: 21050 Califa Street
Woodland Hills, Ca 91367

Under Cross Country Education's oversight, student health records are reviewed, and mandated health screenings are given in hearing and vision.

In addition, PazLo Education Foundation - Matrix for Success Academy provides CPR training, 1st-Aid Training, Epi-Pen administration training, and Diabetic instruction and training.

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

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

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

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

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

Communicable Disease Prevention

Communicable disease inspections may be conducted periodically by the Los Angeles County Department of Public Health. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by the school district, the California Department of Health and the California Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations. Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and the District, county and state policy.

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

For any fever producing condition (100.4 F degrees or higher), the student must be fever free, without the use of fever reducing medication for a minimum of 24 hours. In addition, symptoms must have improved prior to re-admittance to school.

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

Schools may notify parents/guardians about school exposure to chickenpox, head lice, COVID-19, or other communicable diseases that pose a risk to students. In some cases, decisions regarding notification are made by public health officials. The parent/guardian of a student for whom certain communicable diseases present a particular hazard should contact the Main Office. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants.

Due to the ongoing COVID-19 pandemic, guidance from public health officials may be added or changed. PazLo Education Foundation - Matrix for Success Academy will continue to abide by all requirements and guidelines set forth by public health officials.

IMMUNIZATION REQUIREMENTS

New students to PazLo Education Foundation - Matrix for Success Academy will not be admitted or enrolled unless a current, complete immunization record provided by a health care provider, or the health department is presented at the time of enrollment. Students may be conditionally admitted and enrolled if missing doses of required vaccines are not yet due. Students who are in foster care, experiencing homelessness, children of migratory workers, children of an active-duty military family, or who have an Individual Education Program (IEP) are to be granted Conditional Admission and enrolled immediately, regardless of the availability of immunization records or whether immunizations are up to date or complete. The immunization requirements do not prohibit students from accessing special education and related services required by their IEPs.

There are no grace periods for students who lack vaccines that are currently due. Students new to PazLo Education Foundation - Matrix for Success Academy or transfer students within the District must show that they have received all currently required immunizations in order to be enrolled. In addition, all students entering or advancing to 7th grade must show evidence that they have received a pertussis-containing vaccine booster (e.g., Tdap) on or after their 7th birthday. The Td vaccine does not meet the requirement; however, DTap/DTP do meet the requirement if administered after the 7th birthday. All students entering or transferring to a different school at any grade level and/or entering or advancing to 7th grade are required to have a second dose of Varicella vaccine. Parent(s)/legal guardian(s) are encouraged to visit their child's health care provider. For more information about school immunization requirements, see: www.shotsforschools.org.

A school must review the immunization records of students admitted conditionally at least every 30 days until the student has received the remaining required vaccine doses or obtained an exemption. (17 CCR, Section 6035(b).

Students who do not meet the state guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the public health department. Only a Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO) licensed in California may exempt a student from some or all immunization requirements due to a medical condition: As of January 1, 2021, all new medical exemptions for school and childcare must be issued through California Immunization Registry-Medical Exemption (CAIR-ME). Parents/legal guardians and physicians can register and create an account in CAIR-ME at any time. Once registered, parents/legal guardians can log in to CAIR-ME to request a medical exemption. Parents/legal guardians take the exemption request number to their child's physician who can log in to CAIR-ME to issue the exemption. Once the exemption is issued, the physician prints the two (2) page form and provides a copy to the parents/legal guardians to give to their child's school or childcare facility.

A physician will be required to provide the following information on the medical exemption in CAIR-ME:

1. The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization;
2. Each specified required vaccine that is being exempted;
3. Whether the medical exemption is permanent or temporary;
4. If the exemption is temporary, an expiration date of no more than 12 calendar months from the date of signing.

MEDICATION IN SCHOOL

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

1. A written statement from an authorized health care provider licensed by the State of California to prescribe medications detailing the name, method, amount, and time schedules by which such medication is to be taken;
2. A written authorization provided by a physician or surgeon relating to a student carrying and self-administering inhaled asthma medications, from a physician or surgeon who contracted with a prepaid bi-national health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in California per California (EC Section 49423.1). The written authorization must be provided in both, English and Spanish and include the name and contact information for the physician or surgeon;
3. A written statement from the parent/legal guardian, educational rights holder ("Parent") of the student indicating the desire that the school district assists the student in the matters set forth in the health care provider's statement;
4. Whenever possible, it is preferable for licensed health care providers to establish a medication schedule that will eliminate or minimize the necessity for a student to take medication during school hours. Parent(s)/legal guardian(s) are urged to ask their licensed health care providers to consider such an arrangement;
5. Written authorizations must be renewed annually if there are any changes in the order or if there is a change in the health care provider. The authorization is valid one (1) calendar year from the date of the licensed health care provider's signature;
6. Parent/legal guardian-generated changes or modifications to the medication administration directions are not permitted or acted upon unless such changes are received from the licensed health care provider in writing, along with written parent/legal guardian authorization;
7. The parent/legal guardian has a right to rescind their consent for administration of medication at school at any time. The parent/legal guardian must submit a written statement and the school nurse will notify the health care provider.

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

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

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

SCHOOL MENTAL HEALTH AND RESOURCES

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

In accordance with Assembly Bill (AB) 2022, PazLo Education Foundation – MATRIX for Success will provide information to parents, guardians, and students on how to access available School Mental Health services in the community. PazLo Education Foundation – MATRIX for Success supports positive connections with peers, family, school and community by providing a list of resources families can utilize to promote health relationships, self-reflection, and problem-solving skills to optimize school success. Below is a list PazLo Education Foundation – MATRIX for Success will use to notify and assist parents to initiate services:

1. MATRIX Web site - <http://matrix4success.org/governance/charter-documents.html>

2. Public Posting in Main Office
3. Parent Hand Out
4. ParentSquare Notification

If further assistance is needed, please contact the following: **Brenda Esparza, Administrator of Student Services**, email: besparza@matrix4success.org or **Victor Rojas, Social Worker** at vrojas@matrix4success.org

SUICIDE PREVENTION, INTERVENTION, POSTVENTION

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

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

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

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

If you believe that your child is thinking about suicide, approach the situation by asking. Asking is the first step in saving a life and can let them know that you are there for them and will listen. If you need IMMEDIATE assistance due to a life-threatening situation, call 911. For a psychiatric emergency, contact the Department of Mental Health 24-hour ACCESS Center at (800) 854-7771 or the National Suicide Prevention Lifeline at (800)273-8255 or text 988, available 24 hours every day.

SYNTHETIC DRUG PREVENTION and AWARENESS (Fentanyl)

Ed. Code: 48985.5

Synthetic drugs that are not prescribed by a physician, such as fentanyl have become a national crisis for youth. Drug dealers make fake pills with the cheaper, stronger, and deadlier synthetic drug fentanyl. Fentanyl can be up to 50 times more potent than heroin and 100 times more potent than morphine. Fentanyl is odorless, tasteless, and colorless. People may accidentally take fake drugs and never know what they are getting. One pill can kill.

As part of the ongoing efforts to increase awareness on the fentanyl crisis plaguing the nation and our schools, PazLo Education Foundation – Matrix for Success Academy has implemented the Naloxone (Narcan) program. Naloxone, often referred to as the brand name Narcan, is a life-saving medication that can be sprayed into a nostril to reverse an opioid overdose. When given in time, the medication restores normal breath to a person whose breathing has slowed or stopped because of an opioid overdose.

PazLo Education Foundation – Matrix for Success Academy is actively training on-site administrators and staff to administer naloxone in an emergency situation. We continue to partner with health organizations and engage in interdivisional collaborations to raise awareness, prevent drug use, and reduce harm.

Fentanyl, a synthetic opioid that is 50 to 100 times more potent than morphine, is a prescription drug used to treat severe pain. Prescribed fentanyl is colorless, odorless, and can cause rapid respiratory depression resulting in accidental death.

Illegally made fentanyl, often referred to as "street" fentanyl, is sometimes mixed with other highly addictive and dangerous drugs like heroin and cocaine. Sometimes, street fentanyl is made with bright colors to resemble candy and appeal to youth.

Please beware that even one small dose of street fentanyl, the equivalent of 5-7 grains of salt, can be deadly.

If you, or someone you know, is struggling with substance abuse, there is a free helpline available toll-free, 24/7, year-round, with interpretation as an option provided by the Los Angeles County's Substance Abuse Service Helpline (844) 804-7500.

For more information on the opioid epidemic, please refer to the Center for Disease Control (CDC) website: [Understanding the Epidemic](#) Click Here.

Additional Resource:

https://www.cdph.ca.gov/Programs/CCDPHP/sapb/Pages/Fentanyl.aspx?gclid=CjwKCAjwJmBhAsEiwA1hrp5qv344HMapv0xRus9jfqjLGf6Byb4dMmmKr_t0S4GCQ8bzXm6lBxBoClxkQAvD_BwE&utm_campaign=dc_ope_mc_en&utm_content=na&utm_medium=paidsearch&utm_source=dc_gs&utm_term=na_na

Medical Care on Field Trips

Each student's parent/legal guardian must provide written permission for a field trip and authorization for medical care. For those students with health issues/medical conditions, parents/legal guardians are responsible to provide all necessary medications, supplies, and equipment needed for the field trip at least five (5) school days prior to departure. In order to administer medication (prescription and over the counter) on the field trip, parents/legal guardians must have submitted a complete "Request For Medication To Be Taken During School Hours" form, which includes the parent/legal guardian signature and the written California licensed health care provider's order with signature and date. If a student needs a Specialized Physical Health Care Service (Protocol), a current completed Parent Consent and Authorized Healthcare Provider Authorization covering the field trip date(s) MUST be in place.

THE INDEPENDENT STUDY PROGRAM

The Governing Board of Matrix for Success Academy ("Matrix" or the "Charter School") shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study shall offer Matrix students a means of individualizing the educational plan with a flexible schedule personalized to students' needs and enabling students to reach curriculum objectives and fulfill graduation requirements.

A pupil's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each pupil shall be under the general supervision of the principal or designee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300, registered by law. pupils' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, if the pupil's individualized education program (IEP specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. (Education Code 51745(c))

A temporarily disabled pupil may receive individual instruction pursuant to Education Code Section 48206.3 through independent study. Education Code 51745(d)

In accordance with Education Code Section 47607, Matrix has adopted the following policies:

Maximum Length of Assignment

To foster each participating student's success in independent study, the Governing Board establishes the following maximum length of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:

- 20 school days for students in all Matrix programs and grades 9-12

Evaluation to determine whether it is in the student's best interest to remain in independent study:

- (1) When any participating student fails to complete **three independent study assignments** in a period of **20 school days**.
- (2) In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's SST and MTSS committees, which considers ALL of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

Pupils Participating in Independent Study for 15 Days or More:

Opportunities for Live Interaction and/or Synchronous Instruction, Tiered Re-engagement and Transition to In-Person Instruction

The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
- c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- d. When the evaluation described above is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction:

For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- i. weekly in-person meetings for academic support with the pupil's supervising teacher or
- ii. weekly virtual meetings (small group or one-on-one) with the pupil's supervising teacher or
- iii. weekly telephone check-ins with the pupil's supervising teacher

The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

If a student or their guardian wishes to return the student to in-person instruction, Matrix for Success personnel shall assist the student in securing enrollment at their home school, or at another public school of their choice. All transcripts, records, evaluations, and other required documentation will be shared expeditiously with the school in which the student will be enrolled.

Pupil-Parent-Educator Conference

Before signing a master agreement, the parent or guardian of a pupil may request that the charter school conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other meeting during which the pupil, parent/guardian, and if requested by the pupil, parent or guardian, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study before making the decision about enrollment or disenrollment in the various options for learning. (Education Code 51747(h)(2))

A pupil-parent-educator conference shall be held as appropriate including, but not limited to, as a re-engagement strategy and/or if requested by a parent or guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Master Agreement

The Principal or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5) Independent Study agreements shall include, but not limited to, all of the requirements of Education Code section 51747(g).

For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. (Education Code 51747)

For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. (Education Code 51747(g)(9)(A)(ii))

The agreement shall include general pupil data, including the pupil's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study written agreement for each participating pupil also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

- ◆ The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
- ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- ◆ The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- ◆ A statement of the Board's policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b)

regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- ◆ A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For the purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- ◆ In the case of a suspended or expelled pupil who is referred or assigned to any school, class or program pursuant to Education Code 48925 or 48917, a statement that instruction may be provided to the pupil through independent study only if the pupil is offered that alternative of classroom instruction

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the pupil to receive instruction through independent study.

Records for Audit Purposes

The principal or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the pupils, by grade level, program, and school, who have participated in independent study, the course credits attempted by and awarded to pupils in grades 9-12.
3. A file of all agreements, with representative samples of each pupil's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the pupils are participating, a daily or hourly attendance register that is separate

from classroom attendance records, maintained on a current basis as time values of pupil work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

5. Appropriate documentation of compliance with the teacher-pupil ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each pupil by a school employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

Matrix shall document each pupil's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A pupil who does not participate in independent study on a school day shall be documented as non participatory for that school day. (Education Code 51747.5)

The principal or designee also shall maintain a written or computer-based record such as a grade book or summary document of pupil engagement, for each class, of all grades, assignments, and assessments for each pupil for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Matrix shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.

The Principal shall establish procedures to implement these policies in alignment with applicable law.

HIGH SCHOOL GRADUATION REQUIREMENTS

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

MATRIX for Success Academy also offers the **170** credits graduation path for students who are 18 years or older. This path follows the model of 34 courses that LAUSD's Division of Adult & Career Education has implemented.

In addition, many of the students we serve may be in foster care or homeless (AB216) which will make them eligible for the **130** credits state diploma requirements.

Matrix for Success Academy's goal is to fully inform and educate every student of all options for high school completion.

COUNSELING COMPONENT

The High School Supplemental Counseling Program (AB1802) requires annual student, parent, and counselor conferences for all students in grades 9-12.

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

HOMELESS STUDENTS - McKinney-Vento Homeless Assistance Act

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

- Live in an emergency or transitional shelter;
- Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)
- Live in substandard housing, car, garage, or other place not designed as a regular sleeping accommodation for human beings.
- Live in a hotel or motel
- Live temporarily in a trailer/RV/motorhome or campsite
- Live temporarily with an adult who is not their parent/guardian

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

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

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

INTERNET ACCESS

MATRIX for Success Academy provides access to the Internet and email through MATRIX for Success Academy computer network. The MATRIX for Success Academy website is located at www.matrix4success.org. All uses of MATRIX for Success Academy computers and networks are regulated by PazLo Education Foundation and uses the Acceptable Use Policy (AUP) that can be found at <http://achieve.lausd.net/aup>. Access to the Internet from www.matrix4success.org and the use of MATRIX for Success Academy network resources including MATRIX for Success Academy email accounts are privileges, not rights. Access to www.matrix4success.org is free to actively enrolled students with a Student Identification Number, active employees and to contractors retained by the MATRIX for Success Academy. The purpose of providing access to the Internet and MATRIX for Success Academy network resources is for regular instructional or business activity, or to compile data necessary for educational research.

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

Student downloads of music, photographs and/or video must comply with all applicable copyright laws. Furthermore, any music, photographs and/or video should only be downloaded for MATRIX for Success Academy, and not personal purposes. Personal downloads, particularly if they are of copyright protected materials, are forbidden and students are subject to discipline for unapproved and/or unlawful downloading activities. No user of www.matrix4success.org should have an expectation of privacy. The Internet is a public network, and email or other communications on it are not private. Matrix for Success Academy 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 MATRIX for Success Academy as well as adherence to any city, state and federal laws.

It is expected that users will not use www.matrix4success.org access to threaten, demean, defame, or denigrate others on the basis of race, religion, creed, color, national origin, ancestry, physical handicap, gender, sex and sexual orientation or other reason. Further, access to MATRIX for Success Academy's network and electronic communications technologies, including the Internet and electronic mail, shall not be used for bullying or other such activity for the purpose of harming another person(s). Any statement of personal belief in email or other posted material is understood to be the author's individual point of view and not that of MATRIX for Success Academy. Violation of MATRIX for Success Academy AUP can lead to loss of Internet/email privileges, and further disciplinary/legal action may also be taken.

MEALS/SNACKS

Meals/Snacks are provided through Unity-Meals: Fresh Lunches. Visit Unity-meals.com for a sample menu and student accommodations.

Unity - Meals: **phone:** 424-488-8178 **Address:** 19431 Business Center Drive, Unit 24, Northridge, Ca 91324

ALL MATRIX FOR SUCCESS ACADEMY Students receive free meals and snacks.

NEWS MEDIA ACCESS

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

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

NONDISCRIMINATION STATEMENT

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

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

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

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

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

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of MATRIX for Success Academy.

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 MATRIX for Success Academy 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. MATRIX for Success Academy prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

PARENTSQUARE – PARENT NOTIFICATION SYSTEM

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

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

PHYSICAL FITNESS TEST

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

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.

What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

What is Reported? Student participation (by component, by grade level) shall be reported in the local educational agency’s Student Accountability Report Card.

RESTITUTION/PARENT LIABILITY

As part of their education, students are provided with materials and equipment, including textbooks and devices to assist with instruction. In order to ensure the District maintains materials so all students have access, certain procedures are in place. Students should handle instructional materials, library books, devices, and other school property with care. The following are ways to help the student understand this responsibility:

1. Model careful handling of instructional materials, library books, devices, and other school property;
2. Help students find a safe place to keep books during the borrowing period;
3. Inform students that vandalism is not only a crime, but parents/legal guardians may be held financially responsible for the damage.

Parents/legal guardians should report damage to school property to the school as soon as possible. If a student’s device is damaged, the student will be provided a replacement upon return of damaged property to ensure access. If the student intentionally fails to return a device or willfully damages textbooks by cutting, defacing, or otherwise injuring the school property, under the Civil Code and Education Code (EC) as well as District policy, parents/legal guardians are liable for damage to school property, including textbooks and/or devices, with limited exceptions for students experiencing homelessness or in foster care. Civil Code Section 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 the responsibility of the parent/legal guardian having custody and control of the minor for all purposes of civil damages and the parent/legal 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,

in addition to liability otherwise imposed by law. EC Section 48904(a)(1) states that a parent/legal guardian of a minor is liable to a school district for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$23,900 as of January 1, 2023, adjusted annually for inflation per EC Section 48904(a)(2). Upon receiving notification, the parent/legal guardian may return the property or pay the outstanding obligation. If the parent/legal guardian does not return the property or pay the outstanding debt, a small claims action may be filed by the Restitution Unit against the parent/legal guardian. If the parent/legal guardian is unable to pay the judgment, the parent/legal guardian may request an owner-debtor hearing. This is part of the law because these items are purchased with public funds. However, please see important points below.

Schools shall not take negative action against a student or former student because of a debt owed to the school, including but not limited to all the following, in cases that do not involve willful damage or loss:

1. Denying full credit for any assignments for a class;
2. Denying full and equal participation in classroom activity;
3. Denying access to on-campus educational facilities, including, but not limited to the library;
4. Denying or withholding grades or transcripts;
5. Denying or withholding a diploma;
6. Limiting or barring participation in an extracurricular activity, club, or sport;
7. Limiting or excluding from participation in an educational activity, field trip, or school ceremony.

If the school finds that school property is damaged as a result of willful acts, the school may:

1. Offer the parent/legal guardian and the student alternatives to repayment with money. Alternatives to repayment must be approved by the parent/legal guardian. Any alternatives that include service or work in exchange for repayment shall comply with all provisions of the Labor Code, including those sections relating to youth employment;
2. Provide an itemized invoice for the amount owed by the parent/legal guardian;
3. Establish a payment plan and a receipt will be provided after each payment.

RESPONSIBLE USE POLICY

The Responsible Use Policy (RUP) is an agreement between the District, parents/legal guardians, and students that outlines the appropriate use of District technology and the internet. The purpose of the RUP is to prevent unauthorized or unlawful activities on District networks, systems, and sensitive information. The RUP describes the various responsibilities of parents/legal guardians and students such as practicing positive digital citizenship, keeping personal information private, password protection, and care of District equipment.

Each school year, all parents/legal guardians and students that use the District's network applications, account, and/or internet are expected to sign the RUP form and return it to their student(s) school where it will be kept on file.

PazLo Education Foundation - Matrix for Success Academy is committed to ensuring all students have a computing device to access instructional materials. Families and students are responsible for the security of computing devices placed in their care. Students without a device at school should contact the site's Instructional Device Manager (IDM) to have one (1) assigned and checked-out to them.

SAFE SCHOOL PASSAGE PROGRAM – Transportation Options

Metro Collaboration - PazLo Education Foundation - Matrix for Success Academy will continue to provide all students with free Metro TAP cards. This program has been instrumental in enabling our students to travel dependably to and from school sites. PazLo schools will offer TAP cards to all interested students attending PazLo Schools.

Safe Passage Vans – This program provides transportation to and from PazLo Education Foundation - Matrix for Success Academy school sites for students who face challenges in getting to and from school safely, in a timely manner, and/or have other significant barriers keeping students from attending school for in-person support.

SCHOOL ACCOUNTABILITY REPORT CARD

Education Code Section 35256 requires MATRIX for Success Academy to annually issue a School Accountability Report Card (SARC) for each school. The SARC is published by February 1st each school year. A copy is available upon request at the school site and on <http://matrix4success.org/governance/charter-documents.html>

SCHOOL CALENDAR

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

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

Schools are required:

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

Notice and Parental Excuse:

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

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

1. At the beginning of each school year or for a student who enrolls later, schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians must include all of the following information:
 - That the written and audiovisual education materials used in comprehensive sexual health education and HIV/AIDS prevention education are available for inspection.
 - That schools may teach comprehensive sexual health education and HIV/AIDS prevention education using District personnel or outside consultants and if by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using guest speakers and in either instance must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of this subsection, Section 51933, and Section 51934. Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered.
 - That the parent or guardian has the right to request a copy of Chapter 5.6 California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act.

- That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV/AIDS prevention education.
2. Schools must continue to meet the requirements of Section 51513 which states that no questionnaire, survey, or examination containing any question about the student’s personal beliefs or practices in sex, family life, morality, or religion or any questions about the student’s parents’ or guardians’ beliefs and practices in sex, family life, morality, and religion can be administered to any student in Grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. Schools may, according to this Act, administer in Grades K-12 anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students’ attitudes concerning or practices relating to sex if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate.

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

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

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

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

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

approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local sources for testing and medical care for sexually transmitted diseases.

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

Required HIV/AIDS Prevention Education

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

In-Service Training for Staff

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

4. School districts may expand HIV/AIDS in-service training and include personnel who provide comprehensive sexual health education to enable them to learn of new developments in the scientific understanding of sexual health.

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

SEXUAL HARASSMENT PREVENTION POLICY

PazLo Education Foundation - Matrix for Success Academy (District) is committed to providing a working and learning environment free from sexual harassment. The District prohibits sexual harassment of, or by employees, students, or persons doing business with or for the District based on actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, breastfeeding/lactating status, and any related medical conditions. Failure to follow this policy is a violation of state and federal law.

Under California law, sexual harassment is any unwelcome conduct based on sex, including sexual advances, requests for sexual favors, and any other verbal, visual, or physical conduct of a sexual nature, or based on sex made by someone from, or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress;
2. Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual;
3. 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 educational institution;
4. 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, offensive work, or educational environment.

Under regulations for Title IX of the Education Amendments of 1972, conduct on the basis of sex that satisfies one (1) or more of the following may constitute sex discrimination or sexual harassment:

1. An employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
3. Sexual assault, dating violence, domestic violence, or stalking as defined under the Clery Act or Violence Against Women Act.

Upon witnessing discrimination, harassment, intimidation, abusive conduct, or bullying based on the above, personnel are required to take immediate steps to intervene when safe to do so. Reporting the conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school/office has been notified of the conduct and a complaint has been filed, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate, support the investigation, or otherwise determine what occurred and take prompt and effective reasonable steps to end the conduct, eliminate a hostile environment if one has been created, and prevent it from reoccurring. Supportive measures will be provided regardless of whether an individual makes a complaint or asks the school/office to act. This policy applies to all acts related to school activity or school attendance under Los Angeles Unified Superintendent's jurisdiction.

Any District students or employees who believe they have been a victim of sexual harassment or who have witnessed such an act should report it to an administrator or Title IX/Bullying Complaint Manager so appropriate action may be taken to resolve it. The District prohibits retaliation against anyone who files a sexual harassment complaint or participates in the investigation process. Complaints must be promptly and fairly investigated in a way that respects the privacy of the concerned parties to the fullest extent possible.

For more information or assistance with student or parent/legal guardian concerns, contact the school administrator, the school Title IX/Bullying Complaint Manager, Richelle Brook, Principal of School at (323) 765-7005 or Susan Huitron, HR Manager at (323)765-7014

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.

1. Searches Based on Reasonable Suspicion
2. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student. The administrator must:
 - Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
 - Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
 - Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
 - Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
3. When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:
 - Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
 - Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
 - Under no conditions may a body or strip search be conducted.
 - Only school officials of the same sex as the student being searched may conduct the search.
 - Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same sex).

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

STUDENTS' PERSONAL PROPERTY

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

SENATE BILL 1375 – TITLE IX

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

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

Pregnant and parenting students, regardless of their marital status, have the same right as any other student to attend any District school or program and to do so in an environment free of discrimination or harassment. The District shall make reasonable accommodations for pregnant and parenting students, including accommodations responsive to a student's breastfeeding/lactating status, academic needs, and attendance related to pregnancy and parenting, so that no student is excluded from participation in, denied benefits of, or subjected to discrimination on the basis of that student's gender/sex. Pregnant and parenting students have the right not to be treated differently on the basis of sex; to participate in educational and extracurricular activities if physically and emotionally able to; not to be required to participate in pregnant minor programs or alternative education programs; to have their pregnancy-related conditions treated in the same manner and under the same policies as any other temporarily disabling condition; to voluntarily take eight (8) weeks of parental leave or more if deemed medically necessary by the student's physician; not to be required to complete academic work or other school requirements while on parental leave; to return to school and the course of study enrolled in prior to taking parental leave or to elect to participate in an alternative education program; to make up work missed; to take a fifth year of high school instruction if necessary to complete graduation requirements, and not to incur an academic penalty from using these accommodations. More information is available for review in the [Know Your Rights: Pregnant and Parenting Students](#) handout and federal law and Education Code.

Students who feel that their rights are being violated have the right to take action and are encouraged to resolve any situation by speaking to a school administrator, Title IX/Bullying Complaint Manager, psychologist, counselor, or trusted adult at the school, or filing a complaint (see Uniform Complaint Procedures). Students are encouraged whenever possible to try to resolve their complaints directly at the school site. Any student who believes he/she is being discriminated against in violation of Title IX has the right to file a complaint. For further information or assistance, contact **Richelle Brooks, Principal of Schools and Title IX Coordinator** at **PHONE:** (323)-897-5971 or (323)765-7005, **ADDRESS:** 700 Wilshire Boulevard, Suite 400, Los Angeles, Ca 90017 **EMAIL:** rbrooks@matrix4success.org

STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION

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

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

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

MATRIX for Success Academy has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school-age individuals with disabilities under Section 504. MATRIX for Success Academy is required to provide a program designed to provide equal access to the educational program and activities for students with disabilities as adequately as that provided for students without disabilities. For students who are not eligible for special education services but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to

participate. Parents or guardians must be notified in writing of any District decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

STUDENTS WITH TEMPORARY DISABILITIES - Instruction in the home or hospital is provided pursuant to state law for eligible general education and special education students in grades K-12 whose non-contagious, temporary medical disability prevents attendance in regular day class, or an alternative education program for a limited period. The intent is to maintain continuity of the student's instructional program during the period of temporary disability. A home/hospital teacher provides instruction either in person or online in subjects/courses correlated with the student's school program to the maximum extent possible. Home/hospital instruction is designed as a temporary interim service. It shall not replace, over an extended period, the regularly required instructional program. Instruction in the home/hospital will commence: (1) when the attending physician authorizes service to begin, based upon the student's ability to participate, and (2) upon receipt of the parent's/legal guardian's authorization for temporary transfer of educational duties. Instruction in the home/hospital for a temporary period is also provided with a current IEP.

SUSPENSIONS

California Education Code Section 48925(d) defines suspensions as removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended for no more than five (5) consecutive days.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities (school-wide activities; issued only by an administrator)
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for 28 the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (Grade 4-12).

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

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

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

Prior to a suspension from school, the principal/designee will have an informal conference with the student where the student will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension, and the evidence as well as the opportunity to present their version and evidence (EC Section 48911). If the school determines there is an emergency situation defined as a situation that constitutes a clear and present danger to the life, safety, or health of students or school personnel, the informal conference is not required.

UNIFORM COMPLAINT PROCEDURES (UCP)

This annual notice to all stakeholders that PazLo Education Foundation has primary responsibility to ensure compliance with applicable state and federal laws and regulations and shall investigate complaints alleging failure to comply with those including, but not limited to allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group or noncompliance with laws relating to all programs and activities subject to UCP cited in this handbook. PazLo Education Foundation shall seek to resolve complaints in accordance with procedures in California Code of Regulations §§4600-4687 and PazLo Education Foundation policies/procedures, including retaliation for participation in the UCP process and/or in appeals of PazLo Education Foundation decisions regarding such complaints.

Standardized notice of educational rights and complaint processes for pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in the district and pupils in military families is posted as specified in Education Codes (EC) §§48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2.

Protected Groups Covered:

Allegations of unlawful discrimination, harassment, intimidation or bullying of students based on protected groups, set forth in Penal Code §422.55, EC §§200, 220, and Government Code §11135 include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, immigration status, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived categories, in any program or activity it conducts or to which it provides significant assistance.

Complaints of discrimination, harassment, intimidation or bullying must be filed within six months from the date the alleged incident occurred or the date when knowledge of the facts of the alleged incident was first obtained.

UCP Jurisdiction:

Unlawful discrimination, harassment, intimidation or bullying of protected groups (employee-to-student, student-to-student, third party to student, employee-to-third party). Other Programs and Activities Subject to UCP:

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

A pupil enrolled in a PazLo Education Foundation school shall not be required to pay a pupil fee for participation in an educational activity. Pupil fees are fees charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit; a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment; a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A pupil fee complaint may be filed with the principal of a school or designee.

A complaint may be filed anonymously if it provides evidence or information leading to evidence to support an allegation of noncompliance, including pupil fee and LCAP complaints. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

PazLo Education Foundation will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents/guardians who paid a pupil fee within one year prior to the filing of the complaint. If merit is found in a complaint, a remedy shall be provided to the affected pupil in cases regarding course periods without educational content, reasonable accommodations to a lactating pupil, education of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in our school district and/or pupils in military families; a remedy shall be provided to all affected pupils and parents/guardians in cases involving pupil fees, physical education instructional minutes and/or LCAPs.

How to Submit a Complaint:

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

**Susan Huitron,
Human Resources/Operational Management
PazLo Education Foundation - MATRIX for Success Academy
700 Wilshire Blvd., Suite 400
Los Angeles, Ca 90017
Phone 323-765-7014
[email: shuitron@matrix4success.org](mailto:shuitron@matrix4success.org)**

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the Principal of Schools:

MATRIX for Success Academy assures confidentiality to the maximum extent possible. Complainants are protected from retaliation. PazLo Education Foundation prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

Pursuant to E.C. §262.3, Complainants are advised civil law remedies, including but not limited to, injunctions, restraining orders or other remedies/orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws if applicable.

A copy of PazLo Education Foundation UCP policy and complaint procedures shall be available free of charge. For UCP related questions, contact Susan Huitron, at (323) 765-7005

Complaint Investigation and Response:

Each complaint is investigated by the appropriate office knowledgeable about applicable laws, programs and compliance in accordance with UCP policies/procedures. The investigation and PazLo Education Foundation - MATRIX for Success Academy response:

1. Provides an opportunity for complainant and PazLo Education Foundation personnel to present information relevant to the complaint
2. Obtains relevant information from other persons or witnesses who can provide evidence
3. Reviews related documents
4. Results in a written report of findings in English or in the primary language of the complainant which contains the investigative findings and PazLo Education Foundation 's decision, including any corrective actions
5. Concludes the investigation in a written report sent to complainant within 60 days from the date of receipt of the written complaint unless the complainant agrees in writing to extend the investigative timeline
6. Provides appeal procedure

How to Appeal:

PazLo Education Foundation decisions/findings regarding programs and activities subject to UCP may be appealed by complainants to the State by filing a written appeal within 15 days of receipt of PazLo Education Foundation's decision. The appeal must explain the basis for appealing the decision, state how the facts of PazLo Education Foundation's decision are incorrect, and/or the law is misapplied and include a copy of the original complaint and PazLo Education Foundation's decision. The appeal should be sent to

California Department of Education
1430 N Street
Sacramento, CA 95814
<http://www.cde.ca.gov/re/cp/uc>

The 60-day timeline for investigation and PazLo Education Foundation - MATRIX for Success Academy response shall begin when the written complaint is received.

Uniform Complaint Procedure Form

Last Name _____ First Name _____

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

Address _____ City _____ Zip _____

Home Phone _____ Cell Phone _____ Work Phone _____

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

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

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

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

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

For bullying complaints that are not based on protected groups and other complaints not listed on this form, contact your school Title IX/Bullying Complaint Manager:

Brenda Esparza, Administrator of Student Services - besparza@matrix4success.org or (323) 765-7005

Victor Rojas, School Social Worker at vrojas@matrix4success.org or (323) 765-7005

For complaints of employee-to-employee discrimination or harassment, contact:

Susan Huitron, Human Resources/Operations Manager at shuitron@matrix4success.org or (323) 765-7005

VISITORS TO SCHOOL CAMPUSES

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. MATRIX for Success Academy Policy states that smoking and the use of all tobacco products is prohibited on all MATRIX for Success Academy property including MATRIX for Success Academy leased building, and in MATRIX for Success Academy vehicles at all times, by all persons, including employees, students, and visitors at any school or MATRIX for Success Academy site, or attending any school-sponsored events. Visitors are expected to:

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

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

WELLNESS POLICY

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

The Matrix for Success Academy wellness policy is a guide for implementing a comprehensive health and wellness plan. The following are wellness areas of focus: Nutrition Services, Physical Education, Health Education, Health Services, Positive Attendance, Building Resiliency, Safe Environment, Staff Wellness, as well as Parent and Community Involvement. This wellness policy is designed to encompass student, parent/legal guardian, staff, and community wellness.

Nutrition Education Guidelines

Matrix for Success Academy will educate, encourage and support healthy eating to all students of all ages.

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

WILLIAMS UNIFORM COMPLAINT PROCESS

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

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

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

- MATRIX for Success Main Office - 700 Wilshire Blvd., Suite 400, Los Angeles, Ca 90017 Attn: Richelle Brooks, Principal of Schools
- By calling the Educational Equity Compliance office at 213-241-7682
- On-Line at matrix4success.org under Charter Document and Compliance
- Submission by email to: Richelle Brooks at rbrooks@matrix4success.org

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

- MATRIX for Success Main Office - 700 Wilshire Blvd., Suite 400, Los Angeles, Ca 90017 Attn: Richelle Brooks, Principal of Schools
- The Educational Equity Compliance office by fax 213-241-3312
- By Mail to: LAUSD – Educational Equity Compliance Office, Williams Complaints, 333 S. Beaudry Ave., 20th Floor, Los Angeles, Ca 90017
- Submission by email to: Richelle Brooks at rbrooks@matrix4success.org

Complainants who are not satisfied with the resolution have the right to describe the complaint to the governing board of PazLo Education Foundation at a regularly scheduled meeting of the board. Except for complaints involving a condition of a facility that poses an emergency or urgent threat, there is no right of appeal to the California Department of Education. Questions regarding the Williams UCP process can be directed to the Educational Equity Compliance Office at 213-241-7682

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

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

Response Requested: Yes No (Circle One)

Name(Optional)_____

Mailing Address (Optional)_____

Phone/Cell Number (Optional)_____

Date of Problem_____ School Name_____ Principal_____

Location of Problem (room number/building) _____ Grade:_____ Teacher Name_____

Issue of Complaint (please check all that apply):

1. Textbooks and Instructional Materials

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

2. Facility Conditions

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

3. Teacher Vacancy or Misassignment

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

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

Please file this complaint at the following locations: MATRIX for Success Academy, Attn: Richelle Brooks, 700 Wilshire Blvd., Suite 400, Los Angeles, Ca 90017, 323-765-7005 **OR** Educational Equity Compliance Office, Los Angeles Unified School District, 333 S. Beaudry Ave., 18th floor, Los Angeles, Ca 90017 Phone: 213-241-7682 or fax: 213-241-3312

CONTACT INFORMATION

PazLo Education Foundation Governing Board

Siatu June Getz – Chair	323-765-7005	jsgetz@gmail.com
Manny Guardado	323-765-7005	manny.ahsa@gmail.com
Lynnette Jenkins	323-765-7005	Jenkins.lynnette@gmail.com
Damian Loporto	323-765-7005	d.loporto@yahoo.com
Jody Molodow - Secretary	323-765-7005	jody.molodow@gmail.com
Mary Jane Wagle - Treasurer	323-765-7005	maryjanewagle@gmail.com

PazLo District Office - MATRIX for Success Academy

Margret Woelke	Executive Director	323-765-7014	mwoelke@matrix4success.org
Cesar Lopez	Advisor	323-765-7014	clopez@matrix4success.org
Susan E. Huitron	HR/OPS Manager	323-765-7014	shuitron@matrix4success.org
Richelle Brooks, ED. D	Principal of Schools	323-765-7005 or 323-897-5971	rbrooks@matrix4success.org



2024-2025
Parent/Student Handbook