

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School



**Student and Parent Handbook
2026-2027**

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I. Preliminary Matters / Introduction

Board of Directors

The Board of Directors of TEACH Public Schools is a policy-making board which oversees the fundamental aspects of the School. The Board, when fully constituted shall be composed of at least five (5) and no more than nine (9) directors, including parents and community members. Board members shall have expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. It shall consist of at least three members with career public school teaching experience, one member with legal background, one member representing the business community, one member representing parents, and one member with governmental experience. The members will have a two-year term. In accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the School. There shall be a non-voting member of LAUSD on the Board of Directors, as appointed by the District.

Annual Notification and Guidelines

This Student and Parent Handbook enumerates sections of the Education Code that require annual parent guardian notification. (Education Code 48980[a])

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that TEACH adequately inform parents of the opportunities and protection to which they are entitled. TEACH complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter TEACH schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of TEACH Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of TEACH Public Schools students will be notified of the changes, in writing, in a timely manner.

From the Principal

Welcome to the 2026–2027 School Year!

Dear TEACH Prep Families,

We are thrilled to welcome you to a brand-new school year at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School! As we begin this journey together, our entire team is committed to providing a nurturing, safe, and academically rigorous environment where your children can grow both intellectually and social-emotionally.

At TEACH Prep, we pride ourselves on the strength of our community and teamwork. Our mission is to empower students to become critical thinkers, independent learners, and confident communicators. Our dedicated teachers are excited and ready to deliver engaging, student-centered instruction using innovative strategies and technologies that bring learning to life.

We remain committed to partnering with our parents and guardians to keep you informed and connected with the resources and information you need to support your child's success. Your involvement is a cornerstone of our school's achievements, and we thank you for your continued support.

Together, we will continue working toward our goals of:

Challenging students through innovative instructional practices to reach and exceed grade-level academic standards.
Fostering exploration through the integration of cutting-edge technologies and meaningful learning experiences.
Preparing students to be creative, self-motivated, college-bound learners and responsible global citizens.
We are also inviting more parents to take an active role in our TEACH community. Your voice matters, and your participation in school events, meetings, and student showcases helps make our school a place where students flourish.

Please don't hesitate to reach out to our school at any time to learn how you can get involved or to share your thoughts and feedback. We are honored that you have entrusted us with your child's education, and we look forward to another amazing year of growth, discovery, and success.

With gratitude,

Sharon Rhee
Principal
TEACH Prep Elementary
srhee@teachps.org

Our Vision

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School seeks to establish a state-of-the art community school in South Los Angeles that will equip students with skills and habits of mind needed to compete in the 21st century. TEACH Prep will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at this school will be effectively applied to their daily life.

Our Mission

The mission of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

Our Goals

- Challenging students by moving away from traditional teaching applications in order to attain academic proficiency at grade level and above.
- Allowing each student, the freedom to learn by exploring cutting edge technologies and concepts

- Enabling students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society

Anti-Discrimination Statement

TEACH Preparatory Elementary School will have a zero-tolerance policy against discrimination on the basis of ethnicity, national origin, gender, sex, religion, race or disability. This applies to students, employees, and prospective employees.

Equal Educational Opportunities- Gender Equity

No student shall, on the basis of his or her identified gender, be denied equal access to programs, activities, services or benefits, or be limited in the exercise of any right, privilege, advantage or opportunity. The Executive Director shall appoint a uniform complaint coordinator for nondiscrimination for the school. Students and parents shall be notified annually of their right to initiate a grievance or complaint of illegal discrimination and of the coordinator to whom such complaints shall be directed.

Within seven (7) calendar days of receiving a grievance or complaint of illegal discrimination, the coordinator shall send a copy of the school's written grievance procedure to the complainant. The coordinator shall investigate the nature and validity of the grievance with those responsible for the program or activity cited by the complainant. The coordinator may seek advice from related state agencies or legal counsel. Within sixty (60) days of receiving the grievance, the coordinator shall render a written decision, including the steps to be taken for further appeal of that decision.

Pupil Rights Act (20 U.S.C. 1232h)

Parents have the right to inspect all instructional materials, including teachers' instructional manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation of their child. Parents have:

1. The right to inspect a survey created by a third party before it is administered and distributed to their student;
2. The right to contact the principal and request the viewing of that survey;
3. The right to know the TEACH Public Schools will make arrangements to protect the privacy of their student with regard to surveys that request personal information;
4. The right to inspect any instructional material used as part of their child's educational curriculum;
5. The right to be informed of any physical examinations or screenings that the district may administer to their student (screenings for head lice will occur periodically-as needed);
6. The right to contact the Principal to have their student opt-out of the survey.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at www.cde.ca.gov. You may also send an information request to the, Freedom of Information Act Office at the school office can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

II. Academic Program

Academic Program

Our academic program offers a fully inclusive curriculum that puts all students on track for academic proficiency and eventual college success. The school's curriculum framework is developed for TK-5 grades with the explicit purpose of helping all students reach grade-level proficiency and beyond by the end of TK-5 grade. The school model pulls together curricular and instructional practices proven most effective with a strong emphasis on low achieving students who are struggling academically in the traditional school setting. All teaching and learning is directed toward student mastery of the California State Standards as well as key college-prep skills, learning strategies, and work habits crucial for long-term academic success.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History- Social Studies, Science, and Visual/Performing Arts at each grade level.

Student Recruitment

Students are considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School. No Tuition will be charged. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School is nonsectarian.

Application Process

The application process is as follows:

1. Completion of the student enrollment forms
3. Proof of Immunizations
4. Home Language Survey
5. Completion of Emergency Medical Information Form

Applications of Admission

Applications will be accepted during a publicly advertised open enrollment period each spring for the following school year. Following the close of the open enrollment period, applications will be reviewed to determine whether the number of applicants for any grade level exceeds the number of available seats. Returning students are guaranteed enrollment for the following school year and are not included in the lottery process.

If the number of applications exceeds the number of available seats in any grade level, TEACH Prep will conduct a public random lottery for that grade level. All individuals who have expressed interest in enrollment will be notified of the date, time, and location of the lottery and will be encouraged, but not required to attend. All prospective students who have submitted a complete application during the open enrollment period will be included in the lottery.

In accordance with the School's sibling preference, a separate public random lottery will first be conducted for applicants who have a sibling currently enrolled at TEACH Prep Elementary School. Available seats will be offered to sibling applicants in the order established by that lottery until either all sibling applicants have been offered admission or all available seats have been filled. If seats remain after all sibling applicants have been considered, a second public random lottery will be conducted for all remaining applicants who do not have a sibling currently enrolled at the School.

Names will be drawn at random until all available seats for the grade level have been filled. After capacity has been reached, the remaining applicants will continue to be drawn at random to establish the waitlist in the order selected. If separate sibling and non-sibling lotteries are conducted, the waitlist will first include any remaining sibling applicants in the order established by the sibling lottery, followed by non-sibling applicants in the order established by the non-sibling lottery. Students will be offered admission from the waitlist as openings occur during the school year. Under no circumstances will a waitlist carry over to the following school year.

Our Extended Day- Extended Year

TEACH Preparatory Elementary School (TPES) recognizes that learning and student development extend beyond the traditional school day and academic calendar. Through expanded learning and extended-year opportunities, TPES provides students with additional time and experiences that support academic growth, enrichment, creativity, physical activity, social-emotional development, and positive relationships.

Programs and activities may vary based on student needs and interests, grade-level eligibility, available funding and resources, staffing, program requirements, and school priorities.

Expanded Learning Opportunities Program (ELO-P) – TPES provides eligible students with expanded learning opportunities through the Expanded Learning Opportunities Program (ELO-P). Programming may be provided by TPES staff, After-School All-Stars Los Angeles (ASAS-LA), or a combination of both, depending on program needs, staffing, scheduling, and available resources.

ELO-P is designed to complement the regular instructional day by providing students with a safe, supportive, and engaging environment before and/or after school and during designated extended-year programming. Activities may include tutoring, homework assistance, literacy and mathematics support, academic enrichment, STEM and project-based learning, visual and performing arts, physical activity and recreation, health and wellness, social-emotional learning, leadership development, and other age-appropriate enrichment opportunities.

After-School All-Stars Los Angeles (ASAS-LA) – TPES may partner with ASAS-LA to support after-school and expanded learning programming. ASAS-LA programming may include academic support, tutoring, homework assistance, enrichment clubs and activities, arts, STEM, physical activity and recreation, and other engaging student-centered experiences. These activities are intended to reinforce learning while giving students opportunities to explore their interests, develop new skills, and build positive relationships.

Academic Support and Enrichment – Academic support may be incorporated into expanded learning programming through individual or small-group assistance, homework support, guided practice, literacy and mathematics activities, and other learning experiences responsive to student needs. Enrichment activities provide opportunities for students to engage in hands-on, creative, recreational, and experiential learning that complements the regular instructional day.

Saturday and Additional Learning Opportunities – TPES may provide Saturday programming and other additional learning opportunities based on student needs, available resources, and applicable program requirements. Programming may include academic support, enrichment, attendance recovery, physical activity and recreation, arts, STEM, team-building, special events, and other age-appropriate educational experiences.

Intersession and Summer Programming – TPES may provide expanded learning opportunities during designated school breaks, intersessions, and/or summer. Programming may be provided by TPES staff, ASAS-LA, or a combination of both, as applicable, and may include academic support, enrichment, arts, STEM, physical activity and recreation, social-emotional learning, and other engaging educational experiences.

Program availability, schedules, and enrollment may vary based on student eligibility and participation, staffing, available funding and resources, and applicable program requirements.

Through these extended-day and extended-year opportunities, TPES seeks to provide students with a safe, supportive, engaging, and enriching environment that strengthens academic learning, encourages exploration and creativity, promotes healthy development, and supports the whole child.

Report Cards & Progress Reports

TEACH Public Schools believes that regular and transparent communication regarding academic progress is vital to student success. TPES provides families with multiple opportunities throughout the school year to monitor student growth, review progress toward grade-level standards, and communicate with teachers.

Trimester System: TEACH Prep Elementary School (TPES) operates on a Trimester Grading System. Official final report cards are issued three (3) times per school year, at the conclusion of each trimester. These report cards provide a comprehensive summary of student performance and progress toward grade-level standards and serve as the formal academic record for the completed trimester.

Monthly Academic Progress Reminder: On or around the 8th of each month, TPES will send a general announcement through ParentSquare reminding families to log in to the Aeries Parent Portal to review their child's current academic progress. If the 8th falls on a weekend, school holiday, or other non-instructional day, the reminder may be adjusted accordingly. Families are encouraged to use these monthly reminders as an opportunity to review their child's progress and contact the teacher if they have questions or concerns.

Progress Reports: Formal Progress Reports are provided around the midpoint of each trimester. These reports provide families with an interim update on their child's academic performance and progress toward grade-level standards before final trimester grades are issued.

Parent-Teacher Conferences: During Trimester 1 and Trimester 2, parent-teacher conferences provide an additional opportunity for families and teachers to discuss student progress, areas of strength, areas requiring additional support, and strategies for continued academic growth.

Ongoing Access and Communication: Families are encouraged to regularly monitor the Aeries Parent Portal rather than waiting for a formal Progress Report or trimester report card. Parents/guardians may contact their child's teacher throughout the school year to ask questions, discuss academic progress, or request an individual conference when additional discussion or support is needed.

Through Aeries, ParentSquare, Progress Reports, trimester report cards, and parent-teacher conferences, TPES seeks to maintain a strong partnership between families and school staff in support of each student's academic growth and success.

Grading System

TEACH Prep Elementary School (TPES) utilizes a Standards-Based Grading (SBG) system designed to communicate each student's progress toward mastery of grade-level standards. Students are evaluated based on the degree to which they demonstrate understanding and proficiency in the applicable California Academic Content Standards.

TPES uses a 4-point standards-based grading scale:

- 4 – Exceeding Expectations: 82.50%–100% | Rubric Range: 3.30–4.00
- 3 – Meeting Expectations (Proficient): 67.50%–82.49% | Rubric Range: 2.70–3.29
- 2 – Developing Expectations: 50.00%–67.49% | Rubric Range: 2.00–2.69
- 1 – Beginning: 0%–49.99% | Rubric Range: 0.00–1.99

Evidence of Student Learning: Teachers use multiple forms of evidence to assess student progress and proficiency. Evidence may include classroom assignments and activities, formative assessments, projects, benchmark assessments, teacher-created assessments, observations, and other demonstrations of student learning.

Standards-Based Assessment: Students are evaluated on their demonstrated progress toward mastery of required grade-level standards. The 4-point scale is intended to provide students and families with meaningful information about

a student's current level of understanding, areas of strength, and standards or skills that may require additional instruction and support.

Progress and Report Cards: Families have ongoing opportunities to monitor student performance through the Aeries Parent Portal. Formal Progress Reports are provided around the midpoint of each trimester, and final report cards are issued at the conclusion of each of TPES's three trimesters. Report cards provide families with a comprehensive summary of student performance and progress toward grade-level standards.

Parents/guardians are encouraged to regularly review their child's academic progress in Aeries and discuss questions or concerns with their child's teacher. During Trimester 1 and Trimester 2, parent-teacher conferences provide an additional opportunity to discuss student progress, strengths, areas for growth, and available academic supports.

Student Records

TEACH Public Schools maintains student records in strict compliance with the federal Family Educational Rights and Privacy Act (FERPA) and the California Education Code.

1. Types of Records Maintained

- **Permanent Records:** Maintained indefinitely (never destroyed). This includes:

1. Student and parent names and addresses.
2. Date of birth, place, and gender.
3. Academic record.
4. Attendance record.
5. Health record.
6. Record of release of record information.
7. Emergency card information such as emergency address, telephone number, and doctor.

- **Temporary Records:** Maintained for educational utility and safely destroyed a designated period after graduation or departure. This includes:

8. Family background information.
9. Intelligence test scores, both group and individual.
10. Aptitude test scores.
11. Achievement test results.
12. Teacher anecdotal records.
13. Disciplinary information.

2. Parent Rights and Access

- **Right to Inspect:** Parents and legal guardians have the right to inspect and review these records. In accordance with California Education Code Section 49069.7, the school will grant access within five (5) business days of a request. Parents may obtain copies at a reasonable charge.
- **Access Without Consent:** Third-party access requires written parental consent. An exception is made for school personnel who are involved with the student and have a legitimate educational need for the information.
- **Right to Challenge:** If a record is believed to be inaccurate or misleading, a formal written request must be submitted to the office manager or principal. This written challenge must explicitly explain what is being challenged, why, and what is required to remediate the situation.
- **Filing Complaints:** No person or entity may condition benefits, employment, credit, or insurance on surrendering temporary record data. Families have the right to contact the U.S. Department of Education to report any alleged compliance failures.

3. Directory Information

A listing of directory information (student name, parent/guardian name, address, and telephone number) is made available to authorized school organizations only as needed.

- **Opt-Out:** If a parent/guardian does not wish to have their name listed, they must indicate this in writing to the principal prior to the start of school.

Make Up Work

Parents may and are encouraged to get make-up work for a child who is absent due to illness or injury. Parents are asked to call the school before 10:00 a.m. on the day the make-up work is to be picked up. This gives the teacher adequate time during the day to organize needed materials. Materials may be picked up from the office at the end of the school day.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Library/Textbooks

TEACH Prep Elementary focuses on literacy. Excellent reading materials will be provided for students at school. Teachers will assign reading assignments through our curriculums that are online/hard copy as well as from their intervention programs, along with their paper copies. Continuous efforts will be made to teach and model proper use and care of all school books, materials, equipment, and supplies. Students and parents will be held financially responsible for any willful or unnecessary damage to or loss of books, materials, equipment, and supplies belonging to Teach Prep.

If school materials along with either a Chromebook or iPad have been distributed to the students to take home and a student should damage or lose a textbook, digital equipment, or classroom supplies, he/she will need to pay the cost of the repairs or replacement. Parent and student will meet with an Administrator to go over the damage/lose as well as the repayment or replacement of the materials.

Parents are encouraged to have their children read at least 20-30 minutes a day. Reading helps develop comprehension and vocabulary skills.

Student Supports and Protections

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them. The SST meets to determine what assistance is needed for students who have learning difficulties or who have repeated behavior problems. The team consists of the principal, teacher, parent and others associated with the student's area of need.

Integrating Physical Activity into the Classroom Setting

TEACH Prep Elementary School (TPES) recognizes that regular movement and physical activity support students' physical health, overall wellness, attention, and readiness to learn. In addition to physical education, recess, and other structured opportunities for physical activity, TPES encourages age-appropriate movement throughout the school day.

To support an active and engaging learning environment, TPES encourages the following practices, as appropriate:

- **Classroom Movement Breaks:** Teachers may provide brief opportunities for students to stand, stretch, move, or participate in age-appropriate physical activity breaks during or between lessons to help reduce prolonged periods of sitting.
- **Active Learning:** Teachers are encouraged, when appropriate, to incorporate movement into academic instruction through hands-on activities, learning stations, interactive lessons, educational games, and other instructional strategies that allow students to be physically engaged while learning.
- **Health and Wellness Education:** Classroom instruction may reinforce the importance of regular physical activity, healthy habits, and making positive choices that support lifelong health and wellness.
- **Movement Throughout the School Day:** Whenever practical and developmentally appropriate, students will be encouraged to participate in movement and physical activity opportunities throughout the school day.

Classroom-based physical activity is intended to complement, not replace, physical education, recess, or other structured physical activity opportunities. TPES seeks to create a school environment in which movement and healthy habits are incorporated into the student experience in developmentally appropriate ways.

Daily Physical Education (P.E.) 5-10

All students in grades K-5 including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 100 minutes for every 10 school days for students in grades K-5
- Schools shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

Physical Activity Opportunities Before and After School

TEACH Prep Elementary School (TPES) recognizes that regular physical activity is an important part of supporting students' health, wellness, development, and overall well-being. In addition to physical activity provided during the regular school day, TPES seeks to provide students with opportunities to be active through before-school, after-school, and extended learning programs.

Expanded Learning and ELO-P: Through the Expanded Learning Opportunities Program (ELO-P) and other expanded learning activities, TPES provides opportunities for students to participate in age-appropriate physical activity and recreation. Programming may be provided by TPES staff, After-School All-Stars Los Angeles (ASAS-LA), or a combination of both, depending on program needs, staffing, scheduling, and available resources.

Activities may include organized games, recreational sports, fitness activities, movement-based enrichment, dance, outdoor play, team-building activities, and other developmentally appropriate physical activities. Programs will encourage students to participate in regular physical activity and, when feasible, provide appropriate time, space, equipment, and supervision to support safe and engaging participation.

TPES will strive to provide a variety of opportunities that respond to students' ages, interests, abilities, and developmental needs, including appropriate access and accommodations for students with disabilities and students with special health-care needs.

Before- and after-school physical activity opportunities may vary throughout the school year based on student participation, staffing, facilities, available resources, funding, and program offerings. These opportunities are intended to complement the physical education, recess, and other physical activity students receive during the regular school day.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

III. Student Health, Safety and Wellbeing

Health and Safety

Emergency Contact Information & Cards

For the safety of every child, it is mandatory that parents/guardians complete, sign, and date an Emergency Card prior to the start of the school year. Returning families may update specific emergency and contact details digitally during brief windows over the summer through our student information system, Aeries, via the online Parent Data Confirmation Process. Please note that verbal consent or over-the-phone requests cannot be accepted; all emergency updates must be explicitly submitted in writing. If there is no telephone in the home, the number of a dependable relative or family friend must be provided. Parents/guardians must report any changes in address, telephone numbers, employment, physicians, or the names of persons authorized to pick up the child to the main office immediately.

Accidents, First Aid, and Emergency Care

While TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School ("TEACH Prep Elementary") makes every reasonable effort to prevent student accidents, injuries may still occur. The Principal or designee maintains strict procedures to ensure that first aid and/or professional medical attention is secured as quickly as possible and that parents/guardians are notified immediately. In accordance with health regulations, universal precautions are strictly observed by all staff members whenever contact with blood or body fluids is possible. All student accidents are appropriately documented and reported by school staff.

Immunizations

Immunization Requirements

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School adheres to all California state laws relating to legally required immunizations for entering students, pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations (CCR) Sections 6000-6075. California law mandates that a complete, valid immunization record be presented to school staff before a child can be enrolled or attend campus. TEACH Prep Elementary requires official written verification from a physician, health clinic, or the California Immunization Registry (CAIR) confirming that the student has received all required doses for school entry.

To safely enroll in Transitional Kindergarten (TK) through 5th grade, students must have documented proof of the following immunizations:

- Diphtheria, Tetanus, and Pertussis (DTaP/DTP)
- Poliomyelitis (Polio)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B and Varicella (Chickenpox)

Under California law, exemptions based on personal or religious beliefs are not accepted for school entry. If a student has a medical condition that makes a required vaccine unsafe, a licensed California physician must submit a medical exemption request digitally through the California Immunization Registry Medical Exemption website (CAIR-ME). The school can only accept official medical exemptions generated and approved directly through this state system.

Pursuant to Title 17, CCR Section 6035, students who have fallen behind on vaccines may be granted provisional Conditional Admission, provided they have already commenced receiving doses of all required vaccine series and are not currently overdue for any doses at the time of entry. Custom or personalized delayed schedules created by parents or providers are not permitted; the catch-up process must strictly adhere to the intervals dictated by the California Department of Public Health (CDPH) Conditional Admission Schedule.

Tuberculosis (TB) Screening Requirement (TK/K and New Enrollments)

In accordance with mandates set forth by the Los Angeles County Department of Public Health, all new students enrolling in Transitional Kindergarten (TK) through 12th grade must complete a tuberculosis evaluation upon school entry.

- **Mandatory Risk Assessment:** Parents/guardians must submit a completed LAC Pediatric TB Risk Assessment Form filled out and signed by a licensed healthcare provider. This assessment must be performed within one (1) year before or up to 90 days after the student's first school entry date.
- **Determining the Need for Testing:** A physical TB skin test (TST) or blood test (IGRA) is not automatically required for all children. The need for a physical laboratory test or chest X-ray will be determined solely by the healthcare provider based on whether risk factors are identified during the questionnaire assessment.
- **Conditional 90-Day Grace Period:** To prevent delays in school attendance, students should not be excluded from school or school activities while the TB evaluation is actively in progress. Families are granted a strict 90-day grace period from the date of first school entry to submit the finalized, doctor-signed documentation to the main office. If a TB risk factor is identified, a TB Clearance Form must also be completed by the provider. Failure to provide the required documentation within the 90-day window will result in the student's immediate exclusion from school until compliance is met.

Physical Examinations

California law requires all children entering 1st grade to have a comprehensive physical examination to ensure they are healthy and ready to learn (Health and Safety Code Section 124085).

Here are the simple, important details you need to know:

1. The Timeline Window

The physical exam must be completed by a licensed doctor or clinic within:

- 18 months before your child starts 1st grade, OR
- 90 days after their first day of 1st grade.

(If your child had a check-up during their Kindergarten year, that exam likely already counts!)

2. What Forms to Turn In

You must turn in one of the following documents to the Main Office:

- The Doctor's Form: The official state form titled "Report of Health Examination for School Entry" (Form PM 171A), filled out and signed by your pediatrician.
- The Waiver Form: If you choose not to or are unable to get this health screening for your child, you must sign and submit an official Waiver Form.

3. The Deadline and Consequences

You have a 90-day grace period from the first day of school to turn in either the doctor's form or the signed waiver.

4. Changes in Medical Health

If your child's medical status changes at any time during the school year, please provide the Main Office with a written note from their doctor.

Communicable, Contagious, or Infectious Disease Prevention Policy

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See "Blood borne Pathogen Exposure Control Program" Policy)

Illness

If a child is ill he or she should not attend school. Students who contract a contagious disease such as pink eye, chicken pox, ringworm, impetigo, head lice or other such conditions should not attend school. The child should remain at home until he or she is no longer contagious and declared healthy by a health professional. A doctor's note is required for the student to return to school. If a student has a fever, a student should remain out of school until they are fever-free for at least 24 hours without the use of fever-reducing medications (e.g., Tylenol, Motrin).

Medication at School

Students are not permitted to carry medication (including inhalers for asthma). If a doctor's note is on file, the Office manager will be permitted to dispense the medication to the student.

The school office and the student's teacher must be informed of any prescription medication that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. These notifications must remain on file at the school for duration of time that the student is required to take the medication. All medication should be brought to the office manager by the parent/guardian in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage.

Administration of Medications

TEACH Preparatory Elementary School staff is responsible for the administration of medication to students attending school during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon, may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if TEACH Prep receives the appropriate written statements

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, TEACH Preparatory Elementary School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, along with a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing TEACH Prep and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication.

In order for a pupil to be assisted by designated school personnel, TEACH Prep shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that TEACH Prep assist the pupil in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.

- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
- A pupil may be subject to disciplinary action if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Medication Policy

The following procedures will be in effect for the monitoring and use of medication at school:

- Medication will only be allowed at school when failure to take medication could jeopardize the health and/or educational abilities of the student.
- Medication is restricted to students with long-term chronic illnesses or disabilities including, but not limited to, diabetes, attention disorders, asthma, seizure activity, epilepsy, cystic fibrosis, cardiac, neurological, and endocrine disorders. Any other medications should be given by parents/guardians before and/or after school hours.
- No medicines may be administered at school unless directed by a doctor.
- The student must have a medical form completed by the attending physician and his/her parents or guardian on file with the school office.
- All medicine must be in a labeled prescription container and must be kept in the designated place in each building. All asthma inhalers should be kept in the office (labeled) unless a note from a doctor states the inhaler should be kept on the person
- Instructions for dispensing, as well as a date, must be on the container
- Students are expected to take their medication during passing times or lunch times.
- Students are to remember the conditions under which they are to request their medicine.
- Teachers or other personnel are not required to administer the medicine. They may, however, supervise the student taking the medicine.

Note: All medication must be submitted to the office for safe keeping and cannot be in a student's backpack or on them, unless specific doctor's approval is provided with specific direction and reason why for certain conditions.

Guidelines to Help Promote a Healthy Environment

Children are most vulnerable to contracting diseases while in school because of the close contact they maintain. While we cannot prevent this from occurring, with your help we can implement some simple guidelines to help promote a healthy environment.

1. Teach your child the importance of correct hand washing as a means of preventing the spread of germs.
2. Proper disposal of tissues and covering one's mouth when coughing also prevents germs from circulating.
3. If your child is coughing excessively, keep him or her home to prevent exposure to other children.
4. A child should be fever free for 24 hours before returning to school. Temperature may indicate the onset of an illness.
5. A child should remain home if he or she has vomited or experienced diarrhea within a 24-hour period.
6. Communication is essential to maintaining a healthy environment. Please report any contagious diseases your child has been diagnosed to have (e.g., strep throat, chicken pox, pink eye, etc.). The more we know, the better prepared we are to keep your child on the road to good health. When necessary, notices containing information regarding health matters will be sent home

First Aid, CPR, and Health Screening

TEACH Preparatory Elementary School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the school expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the TEACH Preparatory Elementary School facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Resuscitation Orders

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff.

Head Lice

To prevent the spread of head lice infestations, TEACH Preparatory Elementary School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to school when reexamined by the nurse, or designee, shows that all nits and lice have been removed.

Fire and Earthquake Drills

Fire and earthquake drills will be conducted throughout the year. Students are expected to follow teacher instructions.

SFA Wellness Policy

TEACH Public Schools is committed to supporting the whole child by promoting the health, well-being, and academic success of every student. Our Local School Wellness Policy aims to provide students with healthy, nutritious opportunities and school environments that encourage lifelong habits of healthy eating and physical activity.

TEACH Public Schools participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and operates its School Nutrition Program in accordance with applicable U.S. Department of Agriculture (USDA) and California Department of Education (CDE) requirements and guidance.

As part of our commitment to student wellness, TEACH schools:

- * Provide students access to nutritious breakfast and lunch that meet applicable federal and state nutrition standards;
- * Promote nutrition education, healthy food and beverage choices, and lifelong healthy eating habits;
- * Provide age-appropriate opportunities for physical education and physical activity;
- * Limit foods and beverages with minimal nutritional value, commonly referred to as “junk food”;
- * Support school-wide initiatives that promote students’ physical, social, emotional, and overall well-being; and
- * Engage students, families, and staff in creating a healthy and supportive school environment.

We ask our families to partner with us by encouraging healthy eating habits at home, choosing nutritious foods and beverages when sending food to school, limiting candy, soda, highly processed snacks, and other foods with minimal nutritional value, and supporting TEACH’s school-wide wellness and physical activity initiatives.

To support student wellness, food safety, and the integrity of our School Nutrition Program, students and families should not bring or arrange delivery of outside restaurant or fast-food meals during the school day. Dietary, medical, disability-related, or other approved accommodations will be addressed in accordance with applicable requirements and school procedures.

TEACH believes that healthy students are better prepared to learn, participate, and thrive. By working together, our schools and families can help students develop healthy habits that extend beyond the classroom.

The complete TEACH Public Schools Local School Wellness Policy is available on our website at www.teachps.org.

Breakfast

TEACH Public Schools recognizes that a nutritious breakfast supports student health, readiness to learn, and academic success. TEACH participates in the School Breakfast Program (SBP) and provides breakfast to students in accordance with applicable USDA and California Department of Education (CDE) requirements.

Schools may use service models such as traditional breakfast service, grab-and-go, breakfast in the classroom, or other approved approaches that encourage student participation. Families are encouraged to support healthy breakfast habits at home and at school.

Free and Reduced-priced Meals

TEACH Public Schools participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and follows California's Universal Meals Program, ensuring that all students have access to a nutritious breakfast and lunch at no cost each school day.

Families are not required to submit a meal application for students to receive free school meals. However, TEACH asks all families to complete the Home Income Survey or Universal Benefits Application, as directed by TEACH. Completing this information is important because it helps TEACH identify eligibility for certain educational resources, benefits, funding, and programs that support our students and school communities.

TEACH is committed to providing every student with equitable, respectful, and stigma-free access to school meals and encourages all students to participate in the school meal program.

Meal Times and Scheduling

TEACH Public Schools will provide students with an appropriate opportunity and reasonable amount of time to eat their school meals.

Schools will make reasonable efforts to schedule meal periods in a manner that supports student health, participation in the school meal program, and the instructional program. Students are encouraged to practice appropriate hygiene, including washing or sanitizing their hands before eating.

Sharing of Foods and Beverages

Schools should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Snacks

TEACH Public Schools encourages healthy and nutritious snacks that support student wellness, development, and learning. When snacks are provided through school-sponsored programs, schools will make reasonable efforts to offer nutritious options such as fruits, vegetables, whole grains, and water.

Students may bring an appropriate nutritious snack for designated snack or break periods, subject to school rules and classroom allergy restrictions.

To support student wellness, food safety, and TEACH's school nutrition initiatives, outside restaurant meals, fast food, food deliveries, and other non-school meal deliveries for individual students are not permitted during the school day unless specifically authorized by school administration as part of an approved school activity or accommodation.

Families are encouraged to support TEACH's wellness efforts by limiting candy, chips, sugary beverages, highly processed snacks, and other foods of minimal nutritional value.

Rewards

TEACH encourages staff to use non-food incentives and rewards whenever possible. Foods and beverages that do not support the school's nutrition standards should not routinely be used as rewards for academic performance, attendance, or student behavior.

School meals, food, or beverages will not be withheld from a student as punishment or used as a disciplinary consequence.

Celebrations

TEACH Public Schools recognizes that birthdays and other classroom celebrations can be meaningful opportunities to build community while maintaining a healthy, safe, and orderly school environment. When food is included, families and staff are encouraged to provide reasonable portions and healthier options and must follow school expectations regarding food allergies, food safety, and outside food.

Parents/guardians may not arrive at school with meals, fast food, cakes, or other food for a birthday or classroom celebration without prior approval from a school administrator (Principal or Assistant Principal). If a celebration involving food is approved, the parent/guardian must coordinate with the student's teacher in advance regarding the appropriate date, time, food items, and classroom procedures. Unapproved food or meal deliveries may not be distributed to students.

Schools may establish additional site-specific procedures for classroom celebrations based on student needs, instructional schedules, allergies, and health and safety considerations.

Food Marketing in Schools

Food and beverage marketing on TEACH campuses will be consistent with TEACH's wellness goals and applicable school nutrition requirements.

School-sponsored advertising, promotions, fundraising, incentives, and other marketing activities involving food or beverages should promote choices consistent with healthy eating and student wellness. TEACH encourages the promotion of nutritious foods and healthy behaviors throughout the school environment.

Staff Wellness

TEACH Public Schools values the health and well-being of its employees and recognizes the important role staff members play in modeling healthy behaviors for students.

TEACH encourages staff to participate in wellness activities and support schoolwide efforts that promote healthy eating, physical activity, social-emotional well-being, and healthy lifestyles.

Qualifications of School Food Service Staff

TEACH Public Schools will ensure that its school nutrition programs are administered and supported by appropriately qualified personnel in accordance with applicable USDA, CDE, and program requirements.

Employees responsible for school meal operations will receive appropriate training and professional development related to food safety, nutrition standards, meal program requirements, and other responsibilities associated with the administration of school nutrition programs.

School-Sponsored Events

TEACH encourages healthy food and beverage choices at school-sponsored events, including athletic events, performances, dances, family events, celebrations, and other school activities.

When food or beverages are offered or sold, schools are encouraged to provide nutritious options and support the overall goals of TEACH's Local School Wellness Policy. Applicable nutrition requirements will be followed when required by the school meal programs or other federal or state requirements.

Nutrition Education and Promotion

TEACH Public Schools is committed to helping students develop the knowledge and skills necessary to make healthy choices.

Nutrition education and wellness promotion may be incorporated into classroom instruction, physical education, school meal programs, enrichment activities, school gardens, special events, and other educational opportunities. Schools are encouraged to provide age-appropriate and culturally responsive learning experiences that promote fruits, vegetables, whole grains, water, balanced nutrition, physical activity, and healthy lifestyle habits.

Whenever appropriate, nutrition education should connect what students learn in the classroom with the healthy choices available through TEACH's school meal and wellness programs.

Safe Routes to School

TEACH Public Schools supports safe and healthy transportation options for students when appropriate and feasible.

Schools will work with families and, when necessary, appropriate community and public agencies to promote safe travel to and from school. This may include walking, bicycling, public transportation, and other safe transportation options appropriate to the student's age and circumstances.

TEACH may explore available partnerships, programs, grants, or other resources that improve pedestrian, bicycle, and transportation safety around its school communities.

IV. Student Conduct

Student Conduct

Students will go over one character pillar for the month. Each student is expected to be in full uniform at all times unless it is noted during special occasions during school's Spirit Week Activities. Students will conduct themselves in a calm manner, keeping hands and feet to themselves, and when students have difficulties with keeping themselves and others safe, staff member will speak to them about their behavior and conduct and work towards possible behavior. When a misbehavior continues, parents will be notified, meetings with admin staff can occur as well as behavior contracts to provide support at school.

Student Bullying, Harassment, or Intimidation

A person is bullied when he/she is exposed to intentional negative actions on the part of one or more students, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying often occurs repeatedly and over time.

A person is harassed when he/she perceives or actually experiences discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected.

A person is intimidated when he/she is subjected to intentional action that seriously threatens and induces a sense of fear and/or inferiority, and whose ability to participate in or benefit from the school's educational programs or activities is adversely affected. Bullying, harassment, or intimidation is strictly prohibited by federal law and will not be tolerated in TEACH Public Schools.

Students who engage in behaviors that constitute bullying, harassment, or intimidation will be disciplined according to the procedures set by California Ed Code.

Students who believe that they are victims of harassment should report any such incidences promptly and may employ the Title IX grievance procedure. Students may report bullying, harassment, or intimidation without fear of harmful consequences. Students, parents/guardians, close adult relatives, and/or teachers may complete a form.

TEACH Public Schools is committed to maintaining a safe, respectful, and inclusive learning environment for all students. Harassment, intimidation, bullying, cyberbullying, or discrimination based on a student's actual or perceived disability, neurodiversity, or participation in special education or Section 504 services is strictly prohibited.

Neurodiversity refers to natural differences in how people think, learn, communicate, process information, and experience the world. This includes, but is not limited to, students with autism spectrum disorder, Attention-Deficit/Hyperactivity Disorder (ADHD), dyslexia, learning disabilities, processing disorders, Tourette syndrome, intellectual disabilities, and other neurological or developmental differences.

Examples of prohibited behavior include:

- * Teasing, mocking, or making jokes about a student's disability, learning differences, accommodations, or support services.
- * Excluding a student from activities because of their disability or perceived disability.
- * Mimicking or ridiculing a student's speech, movements, sensory needs, social interactions, or behaviors.
- * Using derogatory language, slurs, or stereotypes related to disability or neurodiversity.
- * Posting or sharing harmful messages, images, or content online targeting a student because of an actual or perceived disability.

Students who believe they have experienced or witnessed disability-based bullying, harassment, or discrimination should immediately report the incident to a teacher, counselor, administrator, or other trusted school employee. Parents and guardians are also encouraged to report concerns to school administration.

The School will promptly investigate all reports and take appropriate action to stop the behavior, prevent its recurrence, and address its impact on affected students. Retaliation against any person who reports or participates in an investigation of bullying, harassment, or discrimination is prohibited.

All students have the right to learn in an environment that promotes dignity, respect, inclusion, and equal access to educational opportunities.

Bullying, Harassment, or Intimidation Reporting Form

This form may be obtained from the uniform complaint coordinator.

Telephone and Cell Phones

The telephone is to be used for business only. If a student needs to place a call, he/she may do so with the permission of a teacher or other adult in the office. If it is necessary for a parent/guardian to call, the message will be relayed to the student as soon as possible. No student will be called out of class to talk on the phone, except in cases of a life or death emergency. All students bringing cellular phones to school will be responsible for leaving their phone in "cell phone bin", in the office before the start of the school day. Cellular phones MAY NOT be on the student or be used on campus.

Technical devices such as phone watches may not be utilized on campus as well. Please be aware that students will not be excused for any tardiness due to this policy. Phones and any devices can be retrieved at the conclusion of the school day. Cellular phones or technical devices are not permitted on campus during the school day. Any student who brings a cellular phone to school without following the cell phone procedure, will have the phone confiscated and will only be released to a parent/guardian.

Infractions and consequences are based on a school year unless otherwise noted.

Student Code of Internet Conduct

TEACH Public Schools ("TEACH") provides students with access to technology resources to support instruction, research, communication, collaboration, creativity, and other school-related educational activities. Technology resources may include school-issued devices, computers, networks, internet access, software, digital learning platforms, and school-managed accounts.

TEACH is committed to providing students with a safe and secure digital learning environment and complies with applicable federal internet-safety requirements, including the Children's Internet Protection Act (CIPA) and applicable E-Rate requirements. TEACH uses technology protection measures, including internet filtering and monitoring tools, designed to restrict access to inappropriate or harmful online content. No filtering system can guarantee that all inappropriate content will be blocked at all times; therefore, students are also expected to use technology safely, respectfully, and responsibly.

TEACH provides age-appropriate instruction and guidance regarding digital citizenship and internet safety, including appropriate online behavior, safe interaction with others through electronic communications and online communities, protection of personal information, and cyberbullying awareness and response.

Students using TEACH Technology Resources must comply with the following expectations:

1. **Educational Use.** Students shall use TEACH Technology Resources primarily for educational purposes, school-related activities, and other uses authorized by TEACH staff. Students must follow the directions of teachers and staff regarding technology use.
2. **Appropriate Online Conduct.** Students shall communicate respectfully and responsibly online. Students may not use TEACH Technology Resources to bully, harass, threaten, intimidate, discriminate against, impersonate, or otherwise harm another person.
3. **Inappropriate or Harmful Content.** Students shall not intentionally access, create, display, send, download, store, or distribute material that is obscene, sexually explicit, harmful to minors, threatening, violent, discriminatory, illegal, or otherwise inappropriate for the school environment.
4. **Privacy and Personal Information.** Students must protect their own privacy and the privacy of others. Students shall not disclose passwords, home addresses, telephone numbers, personal email addresses, social media information, real-time location, or other personally identifiable or confidential information unless specifically authorized for an educational purpose. Students may not share another person's private information, photographs, recordings, or other personal content without authorization.
5. **Account and Password Security.** Students are responsible for protecting their TEACH-issued accounts and login credentials. Students shall not share passwords, use another person's account, allow another person to use their account, or attempt to impersonate another user.
6. **Network and System Security.** Students shall not attempt to gain unauthorized access to TEACH networks, devices, accounts, files, or systems. Hacking, bypassing or attempting to bypass internet filters or security controls, using unauthorized VPNs or proxies, disabling security features, introducing malware or other disruptive software, or otherwise interfering with TEACH technology systems is prohibited.
7. **Digital Property and Academic Integrity.** Students must respect intellectual property, copyright, and the digital work of others. Students shall not delete, alter, copy, or access another person's files without authorization and shall not use technology to cheat, plagiarize, or otherwise violate TEACH's academic integrity expectations.
8. **Artificial Intelligence (AI) Is Prohibited for Student Academic Work.** TEACH recognizes that artificial intelligence and generative AI are rapidly developing technologies and may serve as valuable resources in many professional and educational settings. However, students are expected to develop, practice, and demonstrate the knowledge and skills taught through TEACH's instructional program through their own work. Students may not use generative artificial intelligence tools at any point to complete, create, revise, summarize, solve, generate, or otherwise assist with coursework, homework, classwork, projects, essays, presentations, assessments, research assignments, or other student academic work. This includes, but is not limited to, using AI to generate answers, written content, images, code,

calculations, ideas, outlines, translations, or completed portions of an assignment. Lastly, student work must reflect the student's own knowledge, thinking, creativity, problem-solving, and application of skills learned through instruction. Submitting work created or materially assisted by AI as the student's own work may constitute a violation of TEACH's academic integrity expectations and may result in appropriate academic and/or disciplinary consequences.

9. Reporting Safety Concerns. Students must promptly notify a teacher, administrator, or other TEACH staff member if they encounter inappropriate content, receive suspicious or unwanted communications, experience cyberbullying or online harassment, believe an account or device has been compromised, or encounter online activity that makes them feel unsafe or uncomfortable. Students should not forward, repost, or further distribute inappropriate material.

10. Filtering and Monitoring. TEACH uses internet filtering, network-security, device-management, and monitoring measures to promote student safety and appropriate use of school technology. Student activity involving TEACH-issued devices, TEACH networks, and school-managed accounts may be monitored, reviewed, or accessed by authorized TEACH personnel for safety, security, maintenance, compliance, and appropriate-use purposes. Students and families should have no expectation of privacy when using TEACH Technology Resources.

11. Personal Devices and Networks. Personal devices may not be connected to the TEACH Public Schools Wi-Fi network unless specifically authorized by TEACH. Students using personal devices while at school remain subject to applicable school rules and policies.

12. Consequences for Misuse. Failure to comply with this Code, the TEACH Technology & Internet Use Agreement, the Student-Parent Handbook, or staff directions may result in restriction or loss of technology privileges, parent/guardian notification, disciplinary action consistent with TEACH policies, restitution for damaged or lost equipment when applicable, and other appropriate action. Serious or unlawful activity may be referred to appropriate authorities when required by law.

This Student Code of Internet & Technology Conduct should be read together with the current TEACH Student Technology & Internet Use Agreement (Acceptable Use). Students and families are expected to comply with both documents when using TEACH Technology Resources.

Our Dress Policy

The uniform is worn as an affirmation that the student accepts TEACH values, adheres to rules, and demands more of themselves than average. Parents must make choices to enforce student adherence to the school uniform policy. The school uniform policy does not change due to inclement weather, laundry issues, or personal choice. The school uniform shirt may be picked up with the school voucher free of charge.

Additional uniform shirts may be

purchased too. Every student is required to wear the required school uniform everyday.

- Wednesday is College Shirt Day, therefore students may wear College shirt or sweatshirt of their choice.
- Hoods on sweatshirts or jackets may not be worn inside classroom. All backpacks and jackets will be placed on hooks.

Bottoms

- Black pants, shorts, and skirts/skorts are permitted.
- Absolutely NO “sagging”. Every student will wear their pants in a business casual manner. The definition of sagging is not determined by the student. The definition of sagging is determined by the administration of TEACH. All students will wear their pants in the manner described by TEACH administration.
- Uniform pants for all grade levels and all genders must be LOOSE FITTING. Yoga pants or any other type of form fitting pants are never to be worn at TEACH.
- Belts can be worn at all times by all students. The belt must be “Business Casual”. No Bling!

Tops

- Appropriate grade level polo shirt with the school logo will be worn by all students. Gold- TK, Purple- K, Royal Blue- 1st, Forest Green- 2nd, Burgundy- 3rd, Light Blue- 4th, Navy Blue- 5th.
- All clothing must be clean and worn by the student for the entire instructional day.

Shoes

- ALL GRADE LEVELS must wear CLOSED-TOE, RUBBER-SOLED, SNEAKERS. No croc style shoes or slippers are allowed.

Hair

- Students must keep their hair neat, clean, and well groomed.

Accessories

- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry. Students may only wear a pair of earrings no larger than a quarter.
- All neckwear / jewelry must be tucked into the student’s uniform shirt. However, we urge parents to consider keeping all jewelry at home for student safety.
- All head coverings are unacceptable at TEACH, including head/hair accessories, hats, bandanas, and beanies, etc. Special exceptions will be made for head covering for religions or medical reasons and it will be on a individual case.

Make-Up

- . Any make up that is distracting to the learning environment will not be allowed on campus and will be asked to remove the make up prior to entering the campus.

Personal Belongings

The school is not responsible for items that are lost or stolen. Items having a value for one individual usually have an appeal for others. Therefore, all items of value must be kept at home.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. The School assumes no responsibility for the loss or theft of such articles.

Candy & Toys

Students may not bring candy, toys, or other non-school related items to school unless approved by the teacher. The student assumes responsibility for any items brought from home. If a toy is brought without teacher permission or it becomes a distraction in class, it will be confiscated and will be given to them at the end of the school day. Toy weapons are strictly prohibited, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent.

Lost & Found

Students may lose items of clothing from time to time. Every article that could possibly be lost should be plainly marked with the child's name on it. It is important every student makes an effort to keep or recover all of his/her belongings. Articles lost and not claimed are given to a charitable organization at the end of each semester.

Pets & Toys

Pets may not be brought to school unless a teacher has made a special request. Toys, trading cards, etc. are not to be brought to school. They get lost or taken and become a distracting to learning. All toys, including toy guns, squirt guns, toy knives and toy cell phones are prohibited.

Vandalism, Theft, and Graffiti

TEACH Preparatory Elementary School considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging and/or theft of any charter school/district-owned real or personal property, including the writing of graffiti.

Any TEACH Preparatory Elementary School student who commits an act of vandalism shall be subject to disciplinary action by the Charter School and also may be prosecuted through other legal means. If reparation of damages is not made, TEACH Prep also may withhold the student's grades, diploma and/or report cards/transcripts in accordance with law.

Weapons and Dangerous Instruments

In order to maintain order and discipline in TEACH Prep and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with charter school policy and the law, Board policy and administrative regulations. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

Reporting of Injurious Objects

TEACH Preparatory Elementary School encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The School Director or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also include means of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Discipline

TEACH Preparatory Elementary School believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH Prep are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality

- Responsiveness

TEACH Preparatory Elementary School believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

Restorative Justice

At TEACH Prep, we believe in working with students to repair any harm they may have caused to others through their words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to positive changes in individuals, relationships, and our school community. When conflicts arise, our goal is to help students learn from the experience rather than simply receive a consequence. Staff members facilitate restorative conversations and mediations between students, providing a safe and respectful environment where each person has an opportunity to express their thoughts, feelings, and perspectives. Through guided discussion, students develop the skills to communicate effectively, resolve disagreements peacefully, and understand the impact of their choices on others. During the restorative process, students are encouraged to take responsibility for their actions, acknowledge any harm they have caused, offer sincere apologies when appropriate, and accept apologies from others. Together, students identify ways to repair relationships and discuss strategies for making better decisions in the future. These conversations promote accountability, empathy, problem-solving, and healthy communication while reinforcing the importance of resolving conflicts through respectful dialogue rather than physical or inappropriate reactions. Our restorative approach helps students build strong interpersonal skills, develop self-awareness, and contribute to a safe, supportive, and inclusive school community where everyone is treated with dignity and respect.

V. Parents

Parents

Parent Involvement

A key piece of the school culture to support achievement for all students is a process of continuous communication and collaboration with families. As the student moves through the school year, his/her progress toward individual goals is carefully tracked and shared monthly with families through the means of a Personalized Learning Plan.

Parental involvement at TEACH Preparatory Elementary School is encouraged but not required. Our parents are encouraged to participate individually and as a group for the benefit of the school.

Parent Participation

- Enhances the quality of education children receive
- Provides for greater integration of the educational program
- Promotes better understanding between parent and teacher, between parent and child; between home and school; and between school and the community.
- Parental involvement plays an important role in the life of the school and in the resolution of classroom behavior issues.

The Board of Directors of TEACH Preparatory Elementary School believes that parental involvement plays an important role in the life of the school and in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid school authority, the teacher of the class from which the student was removed may request that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian shall also meet with the school Principal or designee.

The teacher may also inform the parent/guardian about available resources and parent education opportunities.

Parent's Right to Know

Right to know about your child's teacher and Paraprofessional

As a parent you have the right to know the qualifications of your child's teacher and/or paraprofessional. You may obtain information from California Department of Education by computer at www.cde.ca.gov. You may also send an information request to the, Freedom of Information Act Office at the school office can provide you with information regarding:

- Whether the teacher is certified in the area in which they are teaching,
- Whether the teacher is teaching under emergency or other provisional status
- Whether the State Qualification or certification requirements have been waived, the bachelor degree and major of the teacher, graduate certification of the teacher, the field of discipline of the certification or degree
- And whether the child is provided services of a paraprofessional and if so their qualifications

Visitor Identification

Visitors are always welcome at the TEACH Prep, especially parents of our students. To help ensure a safe and secure learning environment for all students, all visitors to TEACH Prep are required to sign-in at the main office and to wear a visitor's pass. Faculty and staff are instructed to escort anyone not having a pass to the office immediately for identification. When visiting we ask that visitors limit the time to 20 minutes for minimal distraction in the classroom.

Parking

Parent parking will be street parking in residential street. Please read the signs regarding street cleaning days carefully prior to parking the car. Please be mindful when parking not to block driveways of our neighbors. The parking lot off Western Ave is for teachers and staff.

Conditions for Classroom and School Visitation and Removal Policy

While TEACH Prep Elementary encourages parents/guardians and interested members of the community to visit TEACH Prep Elementary and view the educational program, we also endeavor to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, pursuant to California Penal Code Sections 627, ET. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher, Principal, or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non- instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher, Principal, or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the office will provide a visitor with a Visitor's pass to wear as they are being accompanied through the school and any classrooms.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or actions would disrupt the school, its students, its teachers, or its other employees; and/or would result in damage to property; would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Executive Director or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Executive Director or the Board President within five days after the denial or revocation. The Executive Director or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Executive Director shall be held within seven days after the Executive Director receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's permission.

Conditions for Classroom and School Visitation and Removal Policy Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

Volunteers

Volunteers must come to the office and sign in and sign out when volunteering. A volunteer badge must be worn while on campus. Additionally, all volunteers must have TB test and finger print clearance and have the results on file with the office.

Releasing Students

If a student becomes too ill to remain in school, a staff member will contact the parents by telephone. The parent is required to pick the child up or arrange for the child to be picked up by an authorized person. Parents must have the name and contact telephone number of an authorized person on the emergency card.

TEACHERS ARE NOT PERMITTED TO RELEASE CHILDREN WITHOUT OFFICE APPROVAL.

Parents or guardians who wish to take students home before regular dismissal time must come to the school's office for an official release from class. If a student has a specific medical condition, health problem or security need, this information must be reported in writing at the time of enrollment or as soon as it is known, so that appropriate accommodations can be made for the student.

Parent/Teacher Conference

Parents may be required to accompany their child through a school day to monitor and observe his or her behavior. Parents may be required to confer with school staff to concentrate efforts to assist a chronically misbehaving student. There will be two required Parent-Teacher Conferences parents need to attend either in person or via zoom (1st and 2nd trimester). Third trimester Parent-Teacher Conference will be only by request by teacher or by parent.

Picking Up Students from School

If you will be picking your student up before the end of the school day, please send a note to the office, as well as the classroom teachers. If someone other than a parent or guardian is to pick up your child, a signed note is REQUIRED and the adult MUST be named in the Emergency Card.

After-School Pick-Up of Students

For the safety of our students, families, staff, and neighbors, please follow all posted parking signs and after-school pick-up procedures.

Parking and Safety: Please observe all posted parking signs. Double parking is illegal, unsafe, and prohibited. Please do not block driveways, intersections, or other vehicles while waiting to pick up students. The parking lot off Western Avenue is reserved for TEACH teachers and staff. Families should refrain from parking in this lot.

TK–Kindergarten | Lower Campus – Century Blvd

TK and Kindergarten students will be dismissed from the Lower Campus located on Century Avenue at the Century/Hobart entrance. Families may park legally along Hobart or on a nearby street and walk to the entrance to pick up their student.

Grades 1–5 | Main Campus – Western Avenue

Students in Grades 1–5 will be dismissed from the Main Campus located on Western Avenue through the 85th Street front gate.

Families may park in a legal parking space and walk to the gate to pick up their student. Families using the drive-up pick-up line should approach 85th Street from St. Andrews Street and follow staff directions. TEACH staff will assist students with safely entering their vehicles.

Please drive slowly, follow staff directions, observe all posted parking restrictions, and be mindful not to block neighborhood driveways while waiting in the pick-up line.

Thank you for helping us maintain a safe and efficient after-school pick-up process for all TEACH students and families.

VI. Operations

School-Sponsored Events

(such as, but not limited to, athletic events, dances, or performances)

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

Communications with Parents

The TEACH SFA/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The TEACH SFA will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

The TEACH SFA/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).¹¹ School-based marketing of brands promoting predominantly low-nutrition foods and beverages¹² is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

Staff Wellness

TEACH SFA highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

Physical Education and Physical Activity Opportunities

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

Monitoring

The Wellness Committee will ensure compliance with established TEACH SFA school-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the TEACH SFA Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, TEACH SFA will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on TEACH SFA school-wide compliance with TEACH Schools established nutrition and physical activity wellness policies, based on input from schools within TEACH SFA. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in TEACH SFA schools.

Monitor and Policy Review

Policy Review

To help with the initial development of the TEACH SFA wellness policies, each school in the TEACH SFA will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.¹³ The results of those school-by-school assessments will be compiled by the Wellness Committee level to identify and prioritize needs. Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, TEACH SFA will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. TEACH SFA, and individual schools within TEACH SFA, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

VII. Complaints and Forms

Uniform Complaint Policy and Procedures

Uniform Complaint Policy and Procedures

TEACH Public Schools dba, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Elementary School

10600 S. Western Ave.

Los Angeles, CA 90047

323-872-0808

www.teachps.org

Adopted by our Governing Board or authorized designee (here and after “the board”) on January 28, 2025.

This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by TEACH Public Schools' Local Educational Agencies (LEAs): TEACH Academy of Technologies, TEACH Tech Charter High School, and TEACH Preparatory Elementary School (hereinafter collectively referred to as "TEACH") of federal or state laws or regulations governing educational programs. This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

TEACH developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.

According to state and federal codes and regulations, the programs and activities that are subject to the UCP are:

Accommodations for Pregnant and Parenting Pupils

Adult Education

After School Education and Safety

Agricultural Career Technical Education

Career Technical and Technical Education and Career Technical and Technical Training Programs

Child Care and Development Programs

Compensatory Education

Consolidated Categorical Aid Programs

Course Periods without Educational Content

Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.

Every Student Succeeds Act (ESSA)

Instructional Materials and Curriculum: Diversity

Local Control and Accountability Plans (LCAP)

Migrant Education

Physical Education Instructional Minutes

Pupil Fees

Reasonable Accommodations to a Lactating Pupil

Regional Occupational Centers and Programs

School Plans for Student Achievement

Schoolsite Councils

State Preschool

State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The Responsibilities of TEACH

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

information regarding allegations about discrimination, harassment, intimidation, or bullying;

the list of all federal and state programs within the scope of the UCP;

the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;

a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

● **Step 1: Filing of Complaint**

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

The following individual is designated as TEACH's Uniform Complaint Procedures Compliance Officer, referred to throughout this policy as the "compliance officer":

Mr. Matt Brown

Executive Director, TEACH Public Schools

10600 S. Western Ave.
Los Angeles, CA 90047
323-872-0808
mbrown@teachps.org

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with the Executive Director or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend TEACH's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by TEACH to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of TEACH's investigation and decision, as described in Step #5 below, within sixty (60) days of TEACH's receipt of the complaint.

- **Step 5: Final Written Decision**

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

the findings of fact based on the evidence gathered;

a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;

corrective actions if we find merit in a complaint:

for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,

for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,

With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and

the procedures to be followed for initiating an appeal to the CDE.

TEACH's Investigation Report shall be in writing and sent to the complainant. TEACH's Investigation Report shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Investigation Report shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal TEACH's Investigation Report to the CDE within thirty (30) calendar days of the date of the Investigation Report, and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the employee was informed of TEACH's expectations. The report shall not give any further information as to the nature of the disciplinary action.

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date of TEACH's Investigation Report. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

TEACH failed to follow its complaint procedures, and/or

the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or

the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or

the legal conclusion in the Investigation Report is inconsistent with the law, and/or

in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

All complaints and responses are public records.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

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

Street Address/Apt.#: _____

City: _____ State: _____ Zip Code: _____

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

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|--|---|
| ☐ Special Education | ☐ After School Education and Safety | ☐ Foster/Homeless Youth |
| ☐ Pupil Fees | ☐ Consolidated Categorical Aid | ☐ Tobacco-Use Prevention Education |
| ☐ Bilingual Education | ☐ Child Nutrition | ☐ Lactating Pupils |
| | ☐ No Child Left Behind Programs | ☐ Economic Impact Aid |
| | ☐ Every Student Succeeds Act Prog. | |
| | ☐ Local Control Funding Formula | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| ☐ Age | ☐ Gender / Gender Expression / | ☐ Sex (Actual or Perceived) |
| ☐ Ancestry | Gender Identity | ☐ Sexual Orientation (Actual or |
| ☐ Color | ☐ Genetic Information | Perceived) |
| ☐ Disability (Mental or Physical) | ☐ National Origin | ☐ Based on association with a |
| ☐ Ethnic Group Identification | ☐ Race or Ethnicity | person or group with one or more |
| ☐ Medical Condition | ☐ Religion | of these actual or perceived |
| | | characteristics |
| | | ☐ Marital Status |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any TEACH personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.
I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:
Executive Director
TEACH Public Schools
10600 S. Western Avenue
Los Angeles, CA 90047

General Complaints

The Board of Directors of TEACH Public Schools (“TEACH”) has adopted this General Complaint Policy to provide a process for addressing concerns regarding TEACH generally or specific TEACH employees.

Complaints involving discrimination, harassment, sexual harassment, bullying, or alleged violations of applicable state or federal law should be addressed in accordance with TEACH’s Anti-Discrimination, Sexual Harassment, Harassment, and Bullying Policy and/or Uniform Complaint Procedures, as applicable.

For complaints that do not fall within those policies or other applicable complaint procedures, the General Complaint Form and the procedures set forth in this policy shall apply.

Internal Complaints

Complaints by Employees Against Employees

This section of the policy is for use when a TEACH employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss and resolve concerns with the immediate supervisor. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed by the Executive Director or Designee:

1. The complainant will bring the matter to the attention of the Executive Director or Designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if such attempts are not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The Executive Director or Designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file their complaint in a signed writing with the Chair of the TEACH Board of Directors, who will then confer with the Board of Directors and may conduct fact-finding or authorize a third-party investigator on behalf of the Board of Directors. The Chair or investigator will report their findings to the Board of Directors for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, TEACH values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Generally

General Complaints and Complaints by Third Parties Against Employees

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about TEACH generally or a TEACH employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Designee, or with the Chair of the TEACH Board of Directors if the complaint concerns the Executive Director, as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director or Designee shall abide by the following process:

1. The Executive Director or Designee shall use their best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or Designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain the relevant facts.
2. In the event that the Executive Director or Designee finds that a complaint is valid, the Executive Director or Designee may take appropriate action to resolve the problem. Where the complaint is against an employee of TEACH, the Executive Director or Designee may take appropriate disciplinary action against the employee, consistent with applicable TEACH policies and procedures. As appropriate, the Executive Director or Designee may also counsel or reprimand employees regarding their conduct without initiating formal disciplinary measures.
3. The Executive Director or Designee's decision relating to the complaint shall be final unless it is appealed to the TEACH Board of Directors. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information provided by the complainant and information gathered during the complaint process will be maintained as confidentially as reasonably possible. However, complainants will also be advised that absolute confidentiality cannot be guaranteed in all circumstances, including when disclosure is necessary to investigate or resolve the complaint or as otherwise required by law.
2. Non-Retaliation: All complainants will be advised that TEACH prohibits retaliation against any individual for filing a complaint, participating in a complaint process or investigation, or otherwise raising concerns in good faith.
3. Resolution: The TEACH Board of Directors, if the complaint concerns the Executive Director, or the Executive Director or Designee, as applicable, will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures. When warranted, appropriate remedial or corrective measures will be taken to address and resolve the complaint.

General Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize TEACH to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by TEACH:

Received by: _____

Date: _____

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s):

Name of Person(s) you believe sexually harassed you or someone else:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional Pages if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____

Print Name: _____

To be completed by School:

Received by Name: _____

Date: _____

Parent/Student Signature Page

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student/Parent Handbook 2026-2027.

Student Name (please print)

Grade Level

Date

Parent/Guardian Signature

Date