



WISH Charter

Westside Innovative School House

WISH Elementary School Family Handbook

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ABOUT THE WISH CHARTER FAMILY HANDBOOK

WISH Charter is a free public independent charter school authorized by the Los Angeles Unified School District. California state law governs the basic operation of public schools. The purpose of the WISH Charter Family Handbook is to delineate sections of the Education Code that require annual parent guardian notification (*Education Code 48980[a]*), as well as the opportunities and protections to which they are entitled. WISH Charter supplies families with this annual notification via the WISH Charter Family Handbook at the beginning of each school year, and to new families if they enter the school later during the year. The WISH Charter Family Handbook provides a summary of state law and education code requirements and provisions with which all parents and guardians should be familiar. “Education Code” is the area of state law that affects education most directly. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

The WISH Charter Family Handbook is published annually, and contains important information about the school, as well as policies and procedures that are designed to ensure that the school functions as an effective learning community. Thus, it is important that all members of the learning community – students, teachers, parents, staff, and administrators – understand the expectations of each.

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

If you have questions, which are not answered in the handbook, please call the WISH Charter School Office at (310) 642-9474 or visit our website at <http://www.wishcharter.org>.

ABOUT CHARTER SCHOOLS

Charter schools are public schools that have a specific mission or purpose. Individuals or groups of parents, professionals, or community members can create charter schools. These schools can be independent from typical school district and state regulations, although they must follow all laws such as those prohibiting discrimination on the basis of race, creed or disability. In exchange for increased flexibility and autonomy, charter schools must show that their students meet or exceed high academic standards. All charter schools in California must participate in statewide testing for academic achievement.

As public schools, charter schools may not charge tuition. They receive the same funding from state and federal governments as other public schools. Each charter school has a charter petition, which describes the school's goals, curriculum, governance structure, employee qualifications and benefits, and other characteristics of the school. The charter petition functions as a contract between the school and the school district, which approves it. Charters are granted for a period of 5 years, after which they must be reviewed for renewal.

As a charter school, WISH is a public school of choice. As called for in California Education Code 47605, all students in the Los Angeles Unified School District and all other districts in the State of California are eligible to attend. In order to achieve WISH's goal of a student community that mirrors the racial and economic diversity of our community, it intends to conduct an intensive recruitment process that reaches out to all families.

The school does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, religion or disability. WISH is open to all residents of California and welcomes all students.

If the number of students who wish to attend WISH Charter School exceeds the school's capacity, then attendance (except for existing students) is determined by a public random drawing in accordance to Education Code § 47605(d)(2)(B). If a lottery is to be held, it shall follow the guidelines as set forth in the District Charter School Policy and Guidelines.

The random public lottery determines an applicant's waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Offers for openings are made in waitlist number order until the spots are filled or the waitlist is exhausted.

ABOUT WISH CHARTER

History

WISH Charter School opened in the fall of 2010 as an inclusive free public independent charter school authorized by the Los Angeles Unified School District with grades K-3. As of 2015, WISH Charter is K-8.

Mission

The WISH mission is to maximize every scholar's learning potential within an atmosphere of caring and belonging.

Philosophy

The WISH instructional philosophy rests upon the concepts of hands on learning, meaningful instructional activities, systematic instruction, and a collaborative group of professionals working together to make the learning environment exciting for students. Evidence-based teaching strategies are tailored to meet individual development.

WISH is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of the Year" by the US Department of Education in 2005. In April of 2013, WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets – one of only 6 schools in the US selected for this auspicious designation. WISH has also been asked to host "Promising Practices" seminars for district schools by the LAUSD.

Core Elements of the WISH Model

- **Optimal Class Size:** All Transitional Kindergarten, Kindergarten and First through 3rd grade classrooms have approximately 20 students. Grades 4 and 5 have approximately 25 students. Middle School classes have approximately 28 students.
- **Collaboration and Co-teaching:** Highly qualified, credentialed educators are partners in planning, teaching, and assessing each child. In addition to classroom teachers, teaching specialists support each grade level and move between classrooms to enrich learning opportunities. Music, Art, PE, technology, and specialty teachers utilize a co-teaching model to increase adult to student ratios, provide tailored instruction, and demonstrate best practices for all scholars. Each staff member participates in a 30-minute debriefing session daily. At this time, staff members reflect on the day and share a success, challenge, and action plan for serving children better.
- **Differentiated Instruction:** WISH empowers and inspires learners to reach their highest potential. With an emphasis on academic achievement using a variety of modalities, developing character, building technology skills, and a deep understanding of the world, WISH prepares students to be leaders.

- **Family Partnerships:** The WISH Community Association (WCA) is comprised of parents, students, teachers, staff members, and community members. Working together, we have built an incredible public school that is responsive to each student we serve. Volunteers are central to the success of WISH. The partnerships built with families have led to a thriving and nurturing environment for children.
- **All Students Growing and Thriving:** Each class builds a strong, inclusive community together! Each summer teachers attend professional development institutes on gifted and talented education, technology, and differentiated instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs, and backgrounds learn together.
- **Affiliation with Loyola Marymount University's School of Education:** WISH has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH while maintaining "best practices." LMU's nationally recognized School of Education is located in close proximity to the WISH campus.

WISH Charter School as a Research to Practice Site

WISH Charter was developed as a model of best practices in education. It is being operated by the school site administrator, faculty, and staff members. Oversight is provided by the WISH Board of Directors and it is affiliated with Loyola Marymount University's school of education. WISH serves as a laboratory and demonstration site for preparing teachers and other educators.

Partnership activities may include:

- University faculty involved in school governance, design of the curriculum, and are available to consult with classroom teachers and other staff.
- University students from many fields participate in the classrooms. In addition to providing extra help for classroom staff, these students will enrich the program by bringing in new ideas and expertise.
- University personnel assist with grant writing and development efforts, to obtain resources that support the School's mission.

Some aspects of a laboratory school require special understanding by parents. A laboratory school serves as a place where University students can learn and practice their skills as educators, with modeling and guidance of experienced teachers and staff. It is important to remember that these students are learning. While they should be (and usually are) well prepared for their assignments, they will not perform perfectly or demonstrate best practice in every instance. Parents should be assured however, that teachers and staff have the welfare of the students as their top priority and will always assure that students are safe and well served. Moreover, most parents and teachers find that University students are a great help in the classroom, and that they often contribute by bringing in current practices that are informative for the teachers and

staff, and beneficial to the students.

Parents are urged to communicate directly with their student's teacher(s) if they have questions about University students. The University students themselves may be unsure of how to answer questions or may lack the background knowledge needed to respond to parent concerns.

SCHOOL ORGANIZATION AND GOVERNANCE

At WISH, "Governance" is viewed as an opportunity to achieve the vision of our learning community by using collaborative decision-making processes that involve the entire school community. WISH will be governed in a manner that ensures staff and families share decision-making responsibility and that will assure the viability of local school control and accountability.

The Westside Innovative School House, Inc., also known as "WISH" will be a directly funded independent charter school and will be constituted as a California Non-Profit Public Benefit Corporation pursuant to California law. Westside Innovative School House Inc. shall operate the Westside Innovative School House charter school. WISH has filed Articles of Incorporation with the State of California, and is a 501(c)(3) non-profit corporation.

WISH operates autonomously from LAUSD, with the exception of supervisory oversight, as required by statute. Pursuant to California Education Code Section 47604(c), WISH and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school. LAUSD shall not be liable for the debts or obligations of WISH, or for claims arising from acts, errors, or omissions by WISH.

Members of the WISH's Board of Directors, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The Governing Board

The WISH Board of Directors will govern WISH pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Directors' major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff.

It is intended that WISH will operate the school in an alliance with Loyola Marymount University (LMU). This alliance provides many mutual benefits, including LMU's ability to use WISH as a laboratory for preparing teachers and other school personnel and for research on relevant educational issues. For this reason, LMU faculty is represented on the Board of Directors.

Board Committees

At the beginning of the school year, the Board shall initiate the formation of the following standing board committees:

- Finance and Capital Development
- Governance and Personnel (Executive Committee)
- Curriculum & Instruction

Teachers, parents and community stakeholders have been recruited to fill these committees, along with Board Members, and help ensure their respective missions are accomplished. Because parent involvement is critical to the success of the school, the Board ensures adequate representation of parents on the committees. Each committee elects a chairperson and a recording secretary. Each committee is comprised of at least one teacher, one parent, one community stakeholder and two Board Members for a total of no more than 5 members. Committee members are appointed by the Board in its reasonable discretion, based upon an assessment of the qualifications and expertise needed for the subject area, along with the interest and commitment level of potential nominees. The committees keep meetings that do not involve confidential matters open and public to all interested parties. Meetings of these committees are subject to the rules of the Brown Act. As such, the chairperson needs board approval. If need be, the Board will provide special training to the chairperson to ensure adherence to the law prior to approval. Committees meet no less than once per quarter, and more often when required. Committees do not have power of attorney for the school, unless designated by the Board.

Administrative Committees

In addition to the Board committees listed above, WISH Charter will have the following administrative committees initiated by the Principal at the school-site level:

- Curriculum and Instruction
- Fundraising/Finance
- Safety

Teachers, parents and community stakeholders have been recruited to fill these committees for a total of up to five members and help ensure their respective missions are accomplished. Because parent involvement is critical to the success of the school, the Principal ensures adequate representation of parents on the committees. Parents have an instrumental advisory role on administrative committees. Teachers take an active part in committee structure, as curriculum experts and the standard-bearers of the WISH mission and vision. The Principal can select committee members at his or her discretion or preference. However, to ensure that parents actively participate in the selection of their representatives, each grade has the option to elect one parent as a representative in these committees. The Administrative Committees meet at least once per quarter, or more often when required.

Board Meetings

The Board meets at least once a month and as needed to ensure the appropriate development of and seamless operation of the school. In addition, the Board meets annually for the summary purposes of organizational review, appointment of officers and the transaction of all business. The annual meeting is held at a specified time, date and place established through a board resolution.

Regular public meetings of the Board, including annual meetings, are held monthly. Board meetings are held in places accessible to the public, such as the school building or available public facilities nearby. In accordance with the Brown Act, at least 72 hours before a regular meeting, the Board, or its designee, posts a notice and an agenda in a

public space at the school (e.g., exterior door of school office), on the website and via listserv. The notice specifies the location and time of the board meeting and the agenda contains a brief description of each item of business to be transacted or discussed at the meeting.

The Board President, the Vice President, Secretary, or a majority of Board Members may call special meetings of the Board of Directors for any purpose at any time. The party calling the special meeting shall determine the place, time, and date thereof.

In accordance with the Brown Act, special meetings of the Board may be held only after 24 hours notice is given to each board member and to the public through the posting of a notice and an agenda in a public space at the school (e.g., exterior door of school office), the website and distributed via listserv. Additional details regarding the notice of special meetings can be found in the WISH Bylaws.

Minutes for regular and special meetings record all actions taken by the Board. All recorded minutes as well as public documents are archived and available to parents and the community in general for review, at a) the WISH school office, b) the WISH website, or c) both.

If you have questions, which are not answered here, please call the WISH Charter School Office at (310) 642-9474 or visit our website www.wishcharter.org or www.wishmiddle.org.

To contact the Board of Directors, please call the front office WISH Charter at (310) 642-9474

WISH Community Association

All families/guardians of enrolled students are members of the WISH community association. The community association facilitates open communication among the entire WISH community through monthly meetings where families/guardians share information and have the opportunity to learn more about WISH activities and educational programming. Meetings feature updates on committee work, parent education events conducted by WISH staff and outside guest speakers, and opportunities for open discussion and mutual support. The community association encourages community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. WCA leadership is elected by the membership each spring to serve the following year.

STUDENT DRESS CODE

Dress Code Policy

The dress code policy of WISH Charter School has been designed to support our school's philosophy and mission to provide a safe, supportive, loving, learning environment for all of our students and the standards for dress were developed with input from staff, parents, community members and students. The Board of Directors hereby approves and adopts the following policies and procedures with respect to the dress code presently in place at WISH:

General: All students attending the WISH Charter School are expected to follow the School dress code. A common dress code promotes a team spirit and the idea that the mind and body are more important than clothing. Additionally, the dress code supports a safe school environment by helping staff to identify students who are – and are not -- part of the school community, both on-campus and on field trips.

Dress Code: The requirements are as follows:

Pants/Shorts/Skirts	Solid blue or beige, denim okay
Dresses/Jumpers	Solid blue or beige dress
Tops	Solid color white, blue, beige or red shirts School logo shirt, short or long sleeves, sleeveless, and wide-band tank tops are acceptable
Shoes	Closed-toed, snug fitting shoes, no wheels
Hats	No hats of any type are permitted to be worn in class

Free Dress Fridays: Students may dress out of dress code on Fridays. Clothing containing offensive slogans, symbols and other suggestive or controversial designs or language is not allowed. The following are unacceptable: clothing designed with thin shoulder straps, bare midriffs, halters or bare backs. Shoes must be closed-toed and may not have wheels. Shorts and skirts must be at least as long as the student's fingertip by their sides. Socks with designs that adhere to the profanity and modesty guidelines described here may be worn any day of the week.

No Opt-Out: There shall be no "opt-out" provision with respect to the dress code.

Future Changes to Dress Code: Changes or modifications to the dress code policy may be made by the Principal in consultation with the WISH Community Association ("WCA").

Dress code attire will be provided for any student who has difficulty purchasing these items.

Response to Students Out of Dress Code

1. Student will be sent to the office and given attire to borrow for the day. The student's non-compliant clothing will be held in the office until the end of the day.
2. Parent/guardian will be notified via email or phone call.
3. Loaned clothing will be returned to the office at the end of the day.
4. 3rd dress code infraction will result in a scheduled meeting with a school administrator.

WISH CHARTER SCHEDULE

School Calendar

(see website: www.wishcharter.org)

School Hours

Daily Schedule – WISH Elementary

Monday, Tuesday, Wednesday & Friday

6:30-8:30	Morning Care Program (West LA Extended Day After-School Care)
7:30-8:30	Teacher/staff planning, collaboration, & professional development
8:30-2:55	Instructional Day for Grades 1-2
8:30-3:05	Instructional Day for Grades 3-5
8:45-2:00	Instructional Day for Kindergarten
End of day-6:00pm	After-school Care Program (West LA Extended Day After-School Care)

Minimum Day Schedule

Thursday

6:30-8:30	Morning Care Program (West LA Extended Day After-School Care)
7:30-8:30	Teacher/staff planning, collaboration, & professional development
8:30-1:45	Instructional Day for Grades 1-5
8:45-2:00	Instructional Day for Kindergarten
End of day-6:00pm	After-school Care Program (West LA Extended Day After-School Care*)

*Enrichment classes are available after school upon enrollment with specialty instructors.

Kindergarten students with an older sibling in grades 1 – 5 may be dropped off at 8:30am and supervision will be provided. Additionally, supervision will be provided from 2:00-3:00pm for Kindergarten students who have an older sibling.

Getting To and From School

Arrival

If students need to arrive more than fifteen minutes prior to the beginning of the school day then morning supervision is available for a small fee with our daycare provider. If you would like to use our valet service, this will be set up on Emerson for curbside drop off. We will staff this area to assist your child in exiting the vehicle swiftly and entering the campus safely. Families are welcome to walk their children in daily. Please say goodbye at the line up area so the Teachers may walk with the students to their classes.

Kindergarten: Please drop your child off at the curb on Emerson between 8:30 and 8:45 a.m. Kindergarteners will be walked to the lineup area.

Grades 1-3: Please drop your child off at the curb on Emerson between 8:15 and 8:30 a.m.

Grades 4-5: Please drop your child off at the curb on Emerson between 8:15 and 8:30 a.m.

* If you have a child in Kindergarten and in an older elementary grade please follow the Grades 1-5 drop off procedures and we will provide supervision for your Kindergarten student on the yard until his or her school day begins.

If you have a child in Kindergarten or elementary and a student in middle school and want to drop them off at the same time, please speak with West LA Extended Day regarding morning care.

Late Arrival

If your child arrives late please accompany him/her to the office to sign in. This is necessary to ensure that we have accurate attendance records and that students arrive safely.

Dismissal

After school valet service will be available to all grades with the collection schedule as below. Please pick your child(ren) up at the curb on Emerson. We will staff this area to assist your child in entering the vehicle swiftly and leaving the campus safely. If your child needs assistance putting on his or her seatbelt, WISH staff will be happy to assist him or her to ensure a safe departure and efficiency with dismissal procedures.

Pick-up Schedule:

- **Kindergarten:** Pick up at the curb on Emerson at 2:00 p.m.
- **Grades 1 – 2:** Pick up at the curb on Emerson at 2:55 p.m.
- **Grades 3 – 5:** Pick up at the curb on Emerson at 3:05 p.m.

Thursday, Early Dismissal Schedule: The same procedures as above will be implemented with the pick-up schedule as below:

- **Kindergarten:** Pick up at the curb on Emerson at 2:00 p.m.
- **Grades 1 – 2:** Pick up at the curb on Emerson at 1:45 p.m.
- **Grades 3 – 5:** Pick up at the curb on Emerson at 1:55 p.m.

* If you have a student in Kindergarten and in an older Elementary grade and would like to pick up both students during the later dismissal time block please contact the office manager so your child’s name can be added to the Gap list. If families have children in more than one dismissal block, pick up all children in your family at the latest dismissal block.

Be on time for pick-up. Students may **not** remain on campus after valet unless they are enrolled in an after school program (i.e. West LA Extended Day, Five Star, Evolution Sports). All students who remain on campus after valet and who are not enrolled in a care program will have their parents called and must be signed out by a parent/guardian. Parents of students who remain on campus after valet three times, will be required to meet with an administrator to review school expectations and to provide support in problem-solving around after school care.

Walking to and from School

Walking to and from school with your children is encouraged. Please cross in the cross walks and obey the traffic signs. It is your responsibility to ensure your children’s safety to and from school.

Children who meet in front of the Emerson entrance after school and walk home or to their cars are identified as “walkers”. After school, parents of 1st - 5th graders are to wait and meet their children inside the gates of the main entrance on Emerson. Parents of TK/Kindergarteners meet their children to the left, inside the gates in front of the Kindergarten Yard. Please be sure to not block access to these entryways. Children are not allowed to climb the fence, walls, play on the curb or play in any areas not designated as WISH Charter.

On-Street Parking

Parking is available on the surrounding streets, on the street in front of private businesses and residences. Please be considerate of our neighbors and do not block or turn around in driveways. Do not park in parking lots designated for local businesses. Do not honk horns, walk on lawns or discard trash on private properties.

Riding a Bike to School

Students riding bikes to school must obey the law:

- Wear a helmet at all times.
- Ride on the right, with the flow of traffic.
- Adhere to all traffic signs and signals.
- Ride on the sidewalk in residential areas for children aged ten and under.
- Do not ride on the sidewalk in business districts.

Students should park and must lock their bikes in the bicycle racks in front of the kindergarten yard.

Scooters and Skateboards

Scooters and skateboards may be ridden to school, but not on school property. Students are not to leave scooters and skateboards on campus; parents are to carry them to and from home.

Unsafe Practices

- Turning around (making U-turns) at the Emerson and 80th St. intersection
- Turning around in-front of the school
- Crossing the street in the middle of the street

In cases of emergency, during the school day your child will only be released into the custody of those people whom you have previously identified on the emergency card. Persons not identified on the emergency card can pick up a student only if the parent has sent a handwritten note to the school notifying the school of this person's identity.

SCHOOL ATTENDANCE

Attendance

Student attendance and student achievement are closely intertwined. Regular attendance at school is necessary for students to progress academically, as well as to be part of the social community of the school. School attendance is vital to students' achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially than students who develop patterns of poor attendance. Additionally, the school receives funds based on the number of days that students attend school. Regular attendance of all students will help to assure that the School receives the funds needed to provide a high quality instructional program. Of course, students who are ill should be kept at home. However, we encourage you to do everything possible to assure good attendance.

WISH requires satisfactory explanation from the parent/ guardian of a student, either in person or by written note, whenever the pupil is absent a part or all of a school day as per California Code of Regulations (CCR), Title 5, section 306. Filling out a student absence form online will be considered a written excuse. Please go to www.wishcharter.org and fill out a Student Absence Form (found under the "Contacts" tab) or call the office before 8:00 a.m. when your child is ill.

For your child's protection and the protection of others please do not send your child to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick them up. Please remind your child of their responsibility to speak to their teachers about assignments they may have missed while absent.

Excused Absences

A student not present in class for any reason is considered *absent*. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if the reason for the absence is listed below: (Education Code §48205)

- His or her illness
- Quarantine under the direction of a county or city health officer
 - Exclusion for failure to present evidence of immunizations
 - Exclusion because student is either the carrier of a contagious disease or not immunized for contagious disease
- For the purpose of having medical, dental, optometric, or chiropractic services rendered
 - By law, a student in grade 7 – 12 may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent/guardian. Otherwise, it is the practice of WISH not to release students without parental consent.
- For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service

is conducted in California and not more than three days if the service is conducted outside California.

- For the purpose of jury duty in the manner provided for by law (age 18 or over)
- Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent (age 18 or over)
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee. According to WISH policy, a student may not be granted an "Excused Absence" for religious observance for more than three (3) days per semester, and or five (5) days total per school year.
- Excused School Sponsored Activity: all field trips and other school related trips, athletic events, and music events are not counted toward the student's absence total. However, it should be recorded in the attendance log document that the student was not present in class.

Make-up Work for Students with Excused Absences

Students who are absent from school for any of the *excused* reasons stated above in the "Excused Absences" section, including suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Teachers shall determine, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. (Education Code §48205)

Short-Term Independent Study

Independent Study is a short-term instructional strategy designed to address an individual student's needs (i.e., warranted absences, extended illnesses, and lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum. Acceptable reasons for requesting Independent Study include excused or warranted absence from school for three (3) or more consecutive school days, but no more than 20 school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Principal as to whether he or she should be allowed to participate in the program again.

Under an Independent Study contract, the student's certificated teachers will create lesson plans and assignments for the student to complete under the supervision of his/her parent. Parents will be required to return the Independent Study contract and all completed assignments by the due date, as designated on the signed contract. Failure

to comply with the requirements of the Independent Study contract may result in a determination that the student's absence was unexcused. Continued absence after the period approved under the Independent Study contract will be considered unexcused.

Tardiness

Any student who arrives to school after the start of the school day, yet less than 30 minutes into the instructional school day, will be considered "tardy." Students arriving to school after the official start of the day are required to obtain a "Tardy Pass" from the school office before proceeding to the classroom. Tardy students entering the classroom late, without a pass, shall be directed to return to the office to check-in and obtain the admission documents.

Excessive Absences

Any student who has been absent from school (*excused or unexcused*) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Students with excessive absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Makeup School.

Withdrawal due to Excessive Unverified Absences

In rare circumstances, students will be disenrolled from WISH for missing multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student's absence.

Truancy

Truancy negatively impacts our students, families, schools, and communities. Poor attendance at all grade levels, including kindergarten, directly impedes academic performance. Additionally, poor attendance is one of the strongest early predictors of student dropout.

California Education Code (E.C.) section 48200 states that each person between the ages of 6 and 18 years shall attend school for the full length of the school day.

E.C. section 48260 defines truancy as:

- *Absence from school without a valid excuse; three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.*

E.C. section 48260 also mandates that school districts notify a pupil's parent/guardian upon a pupil's initial classification as a truant.

Uncleared absences and absences for which a valid excuse was not provided will be counted toward truancy classification. School policy requires that any tardy, absence, and early leave be cleared within ten school days.

Notification of Truancy

The parent / guardian of a student classified as truant shall be notified by certified letter according to the procedures outlined below. The letter will request a conference with the parent, student, teacher, and principal and will contain the following information (EC §48260.5):

- The student is truant.
- The parent / guardian is obligated to compel the student to attend school.
- The parent / guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48260 et seq.
- Alternative educational programs are available in the district if the student requires one.
- The right of the parent / guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.
- The student may be subject to prosecution under Education Code section 48264 for truancy;
- The student may be subject to suspension, restriction, or delay of his or her driving privileges under Vehicle Code section 13202.7; and
- It is recommended that the parent attend school with the student for one day.

First Notification of Truancy or Excessive Absences

Letter #1 sent via email

- A student must be notified when they have accrued three (3) truancy events.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, which may include Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

Letter #2 sent via email

- A student must be notified a second time once they have accrued at least six (6) truancy events.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, which may include Weekend Makeup School.

Notification of Determination as a Habitual Truant

Letter #3 sent via email and Certified Delivery Confirmation mail.

- A student must be notified a third time once they have accrued a seventh (7) truancy event. Student is identified Habitual Truant.
- Hold SART (defined below) meeting with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.

- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
- If the parent guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the WISH SARB.

Notification of Continued Truancy – Referral to WISH SARB

- Letter #4 sent via email and Certified Delivery Confirmation mail.
- A student must be notified a fourth time once they have reached an eighth (8) truancy event.
- Principal refers student to WISH SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, which may include Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions, including withdrawal or expulsion recommendation.

Student Attendance Review Team (SART)

The WISH Charter Middle School Student Attendance Review Team (SART) will hold a hearing with the parent / guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the school's SART directive, the matter will be referred to WISH's Student Attendance Review Board. A Certified Delivery Confirmation letter will be sent to the parent/guardian informing them of this action. (E.C.48260, 48261, 48262).

The school's SART will consist of:

- The principal and/or other relevant members, including: another WISH administrator, a WISH Office representative, teachers or staff as appropriate, counselor, etc.

Student Attendance Review Board (SARB)

The WISH SARB will hold a hearing with the parent / guardian and truant student to resolve attendance and truancy problems. At that time, if the student continues to be truant and does not follow the SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school, including an expulsion referral. A Certified Delivery Confirmation letter will be sent to the parent / guardian informing them of this action. (E.C.48260, 48261, 48262).

The School's SARB will consist of:

- The principal and/or
- The Executive Director's designee from WISH
- Other relevant members, including: another WISH administrator, Local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

The WISH School Attendance Review Team (SART) and the WISH School Attendance Review Board (SARB) will work with families and students to resolve attendance and

truancy problems. If, after repeated interventions, the student continues to be truant and does not follow the SART or SARB's directives, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school up to, and including, a recommendation for expulsion. A registered certified letter must be sent to the parent or guardian informing them of this action. (Education Code §48260, 48261, 48262)

Closed Campus

WISH is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent/guardian permission and notification of the School Office. Should students leave campus during the school day without permission this will be considered a truancy event.

Early Pick-Up from School

If you must pick up your child early for an appointment during the day, please notify the office. The note should state the reason for leaving early. Please keep doctor and dental appointments during school hours to a minimum.

Parents must sign a logbook in the office, releasing the school from responsibility. Parents may not enter the classroom to pick up a student without an early leave notice from the office.

SCHOOL HEALTH & WELLNESS POLICIES

Absences

Please go to www.wishcharter.org and fill out a Student Absence Form or call the office before 8:00am when your student is ill. For your student's protection and the protection of others please do not send your student to school sick. If your student complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. If possible, please try to get a copy of the homework your student missed during his/her absence.

Child Abuse

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

Contagious or Infectious Disease and Head Lice

A child may be sent home if for a good reason he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist. Additional students having evidence of live head lice shall be excluded from school until they have been treated and determined to be free of live louse.

Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

Illness

Children should stay home if they are sick, especially if they have anything that may be contagious to other children. Children **MUST** stay home if they have a fever. Their temperature should be normal for 24 hours before returning to school. If a child becomes ill while at school, a parent or guardian will be notified and asked to come pick him or her up. Make plans for this kind of emergency in your family. Students can only be released to those adults whose contact information is on the student's *Emergency Card* on file in the office.

Immunizations

California Bill SB 277 becomes law on January 1, 2016. Under this law, vaccinations will be required of children first entering public school, or when they enter the seventh grade, after July 1, 2016. This law eliminates the personal belief exemption to the immunization requirements for all public and private school students in California under the Health and Safety Code Section 120325(c). SB 277 maintains an exemption to the vaccine requirements for students who have medical necessity.

On and after **July 1, 2016**, schools shall not unconditionally admit for the first time, or admit or advance any student to the 7th grade, unless the student presents documentary proof that they have been immunized for his or her age. Schools must also record the immunizations of each new student in the student's permanent enrollment and scholarship record on a form provided by the Department of Health and Safety.

If a student has filed a letter or affidavit with the school before **January 1, 2016** stating beliefs opposed to immunization, that student may continue to be enrolled without showing proof of the required immunizations until the student enrolls in the next grade span. Under the law, "grade span" is defined as: birth to preschool; kindergarten and grades 1-6, inclusive, including transitional kindergarten; and grades 7-12 inclusive.

The passage of SB 277 does not prohibit a student who qualifies for an Individualized Education Program from accessing any special education and related services required by his/her Individualized Education program.

Medical Emergencies

In the event of a serious medical emergency, involving an illness or injury, 911 will be called. In such circumstances, parents, or other individuals who are designated on the student's *Emergency Card* on file in the office will be contacted.

Medical-Non Emergencies

For cuts and scrapes, superficial first aid (washing, bandage, or ice) is administered in the office. We attempt to always notify parents if a significant injury has occurred. In the case of bumps on the head, a letter is sent home with the child to make sure parents know to give follow-up attention.

Prescription Medications at School

If your child needs to take any prescription medications, you must have: 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, and 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement. For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time, some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

Students can be assisted to take medication during school hours when there is written authorization from their health care provider and parent/guardian, medication supplied

by parent/guardian is in an appropriately labeled container, and school personnel have received training.

The required written authorization permitting a medication to be administered in California schools shall be provided by an authorized health care provider who is licensed by the State of California to prescribe medications. Authorized health care providers include the following persons:

- California-licensed dentists
- California-licensed nurse practitioners and California-certified nurse midwives. (Must provide their furnishing numbers and the name, address, and telephone number of the supervising physician.)
- California-licensed physician assistants. (Must provide the name, address, and telephone number of the supervising physician.)

The written statement for medication administration at school must contain all necessary information on one form.

For medication prescribed on an as needed basis (PRN), the specific symptoms that necessitate administration of medications, the allowable frequency for administration, and indications for referral for medical evaluation.

A written statement cannot be required when a parent, guardian or designee administers medication to their child in school.

Parent or guardian obtains written authorization from the child's health care provider. Each medication requires a separate written authorization. A faxed copy is acceptable as long as the authorization is clear and legible. Telephone (verbal) authorization is NOT acceptable.

Written authorization for medication administration at school must be renewed yearly, whenever there are changes in medication (including dose, time or method of administration), or a change in health care provider. Over-the-counter medications require written authorization from the licensed healthcare provider and parent/guardian.

Parent or Guardian Written Statement

- The parent or guardian shall provide the school with a written authorization indicating their desire that the school assist the student with medication administration.
- Written authorization must be renewed annually or whenever there is a new written authorization from the authorized health care provider.
- The parent or guardian has a right to rescind their consent for administration of medication at school at any time.
- Parent or guardian generated changes or modification to the medication administration directions cannot be accepted or acted upon unless such changes are received from the authorized health care provider in writing.

- Medication must be in a container labeled by a pharmacist licensed in the United States.
- If multiple medications are to be administered at school, each medication must be in a separately labeled container.
- Over-the-counter medication that has been prescribed by an authorized health care provider must be delivered to school in the original container.
- All medications must be stored in a locked cabinet or, if required to maintain effectiveness, a locked refrigerator. Refrigerators used for medication storage must be used exclusively for medication storage.

SITE EMERGENCY PREPAREDNESS

Closing of the School

Cancellation of school should only take place during extraordinary circumstances. Announcements will be released to radio, television and newspapers. If school must be cancelled DURING the school day, an adult on the Emergency Card will be contacted.

Evacuation

If it is necessary to evacuate the school site, all students will be led by their classroom teachers and staff to the evacuation area near the field on the blacktop. A designated area will be marked off with cones and caution tape. All teachers will evacuate with class rosters, emergency cards, and emergency supplies assigned to the class. Students will only be released to an adult listed on their emergency cards.

Emergency Supplies

In the case of a major earthquake or other disaster, emergency supplies are available for use should they be needed. Food, water, blankets, first aid supplies, lights, temporary toilets, tools and other miscellaneous supplies are stored in a designated area on campus. The school Safety Committee will furnish and replenish these supplies.

Each family should also provide a personal emergency kit for their student. Please send in a picture of your family, a brief but reassuring note and an emergency card (available in the office) in a labeled Ziploc bag along with the requested items listed on the emergency kit sheet (available in office). Kits will be stored in locked bins on the school yard and distributed as needed.

Fire Drill Procedures

All students, teachers, and staff exit the buildings in an orderly fashion and line up by class in designated areas on the big yard. This procedure is practiced at least one time per month.

Lock Down

In an emergency, students may be required to remain in classrooms. When the school is considered safe, parents are to come to Gate 1 on Emerson. Parents must show ID before their children will be released to them.

Safe School Plan

In compliance with the California Education Code, a Safe School Plan has been prepared. Its objective is to provide the staff with a guide for emergency procedures and duties, which will ensure the safety of pupils. Responsibilities for various duties are designated.

Safety Committee

The Safety Committee works with the school administrator to ensure the safety of all students and staff at school. The Safety Committee manages emergency drills, plans and assembles classroom emergency backpacks, food, water and emergency supplies.

GENERAL SCHOOL POLICIES AND PROCEDURES

After School Programs

See the After School Care and Enrichment Programs section of the *Parent Handbook*.

Attendance

School attendance is vital to a student's achievement. California public schools receive state funding only for the days students attend school. Please schedule your family trips during school holidays to reduce the revenue loss. If your child has a medical or dental appointment, please make sure that he/she comes back to school after the appointment or make appointments after school.

Bathrooms

Students must go to the bathroom with a buddy at all times during the day. Teachers communicate their bathroom policies to students.

Adult bathrooms are located in the office and near the principal's office. Adults may not use the children's restrooms.

Birthday Invitations

Many grade levels identify (1) one day a month for birthday celebrations. Please contact your student's teacher or room parent for information. For off-campus celebrations, unless all students in the class are invited, invitations should not be given out in school.

Cellular Telephones & Personal Electronic Devices

It is the policy of WISH to prohibit the use of cellular phones or any electronic signaling device by students on campus during normal school hours. Students are permitted to possess cellular phones or electronic signaling devices on campus provided that any such device shall remain OFF and stored in a locker, backpack, purse, pocket, or other place where it is **not visible during normal school hours**. Cell phone or other electronic signaling devices may not be used on campus before and after school. Accessories such as headphones, ear buds, etc., may also not be visible during school hours.

For school, District, state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone or other signaling device, and/or related accessories even before or after school.

Visibility and/or unauthorized use of a cellular phone or other signaling device will result in the device being confiscated until the last day of the school week. Students must comply anytime a request is made by school personnel to confiscate a cellular telephone, pager or other signaling device due to unauthorized use and/or visibility. Visibility of accessories such as headphones, ear buds, etc., will result in the

confiscation of the accessory and the device they are connected to. Prohibited items will be returned only to a parent/guardian from the office on the last day of the school week during which they are confiscated. Repeated offenses will result in items being taken away and not returned until the end of the semester. WISH may adopt more stringent cellular phone and personal electronics policies through the Leadership Team. Repeat offenders may be subject to additional consequences. WISH is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games/tablets, radios, CD players, computers, etc.

Cellular phones, while permitted on campus, are subject to usage restrictions. All phones must be turned off from the time the child arrives on campus until dismissal. Cell phones that are visible or audible will be confiscated until parent pick up. Exceptions may be made for medical necessity. Written permission from school administrators is required for this exception in advance.

Class Assignments

An email will be sent sometime during the week immediately prior to the first day of instruction to each student's home identifying his/her teacher and class assignment for the school year.

Complaint Procedure

Complaint procedures can be found in the Communication Section of this handbook. If you have any questions about your child's educational program, speak directly with your child's teacher.

Conduct and Discipline

Students are expected to maintain a high standard of personal conduct, to show respect for themselves and the rights of others, and to assume responsibility for their own actions. WISH Charter guidelines for discipline can be found in the section titled: "Student Code of Conduct"

Custody Matters

The courts handle custody disputes. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when current, signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on FILE in the school office. Any student release situation, which leaves the student's welfare in question, will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, the Police Department will be contacted and an officer will be requested to intervene. Parents are asked to make every attempt NOT to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person NOT LISTED on the emergency card attempts to pick up a child.

Emergency Contact Information

To ensure the safety and well being of your child, it is essential to have current contact information on file in the school office. During the first week of school, your child's

teacher will send home an *Emergency Card* for you to complete and return. Please be sure to:

- Include the names of people who can come pick up your child at school when sick or in an emergency
- Come into the office and make changes to the *Emergency Card* when your contact information changes.

Field Trips/Carpools

Properly supervised and planned field trips are an important part of the learning program. To ensure a safe experience for all, the following policies must be followed:

- A parent must turn in a signed permission slip for his/her child before each field trip.
- Drivers/chaperones must keep the children in their care in sight at all times.
- A seat belt must be used by each child at all times
- A child must use a booster seat if under 8 years old or 80 pounds.
- No children may sit in the front seat of a car.
- All drivers must have proper car insurance and have a copy of the current insurance policy in the office three weeks prior to driving. Automobile insurance forms are collected from parents by teachers prior to each field trip. Parents must advise the teacher and school in writing of any updates or changes to their insurance information.

Homework

Homework is an opportunity for parents and children to engage in meaningful discussion about the school experiences and new content learned. If your child needs assistance, please do not do the assignment for him/her, instead guide your child, allowing him/her the opportunity to do their own work. If your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible! Children should do approximately 10 minutes, per grade level, of homework per night (i.e. K- 10 minutes, 1st grade- 20 minutes, 2nd grade- 30 minutes, etc.) and 20 minutes of reading.

Homework will be assigned 4 days a week, Monday through Thursday, for WISH Elementary students. Please have the following materials available at home for homework assignments:

- sharp pencils
- lined paper
- crayons
- ruler
- glue
- dictionary
- scissors
- tape

Ways to Support and Monitor Homework

By looking over your child's schoolwork, you can learn about what is happening at school and spend quality time with your child. Here are some ways to make the most of this experience:

- Establish a regular quiet place and time for homework. This helps children to develop good study habits that can last a lifetime.
- Sit down with your child and give him/her your full attention. Turn off the television and do not allow interruptions during this special time.
- Ask your child to tell you about the work as s/he shows it to you. Ask your child to point out his/her favorite and least liked kinds of schoolwork. Ask what was most and least difficult.
- Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard papers that are less than perfect, and be reluctant to share work.
- Let your child choose a few samples of his/her schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. An inexpensive photo album works well for this.
- If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with relatives. And it helps your child take pride in his/her work.

Students have the responsibility to complete all homework assignments neatly, accurately, and on time. All teachers explain their homework policy at the beginning of the year and at the Back-to-School night.

Library

Students may check out (1) one book for (1) one week and must return it before checking out a new book. All new parents must fill out a school library policy form that must be signed and returned to begin book-borrowing privileges.

Lost and Found

Please label all personal items. All found items are put on the *Lost and Found Rack* or in the dark wood cabinet located near the main office. Every month or two all unclaimed items will be donated to a charitable organization. Small or valuable items are turned in to the office and returned when identified by the owner.

Lunch and Snack

Please send a healthy snack each day. There will be an opportunity for students to eat snacks in the morning and after school if they stay for the after school program. The following are suggested healthy snacks: fruit, vegetables, sandwiches, crackers, cheese, bread, milk, water, beans, pretzels, corn nuts, granola bars, nuts, and seeds without shells. **Please do not send soda or candy.**

Each student should bring his/her own lunch to school or lunch can be ordered, in advance, from our 3rd party provider for a fee. Please see their website for details and the most current pricing – www.choicelunch.com.

Students should follow established lunch-time procedures:

- Sit with classmates in the designated area inside & outside until dismissed.
- All food is to be eaten at the tables, not on the yard.
- Place litter in the garbage cans and recycling in the blue bins.

Messages/Items to Students

Parents or guardians are asked to leave telephone messages for their children in emergencies only. Please be sure that when your child leaves in the morning, he/she knows the arrangements for after school. Lunches, jackets, and messages brought to school for students during school hours should be left in the school office for delivery to the classrooms at recess.

Morning Line Up

At 8:30 AM, a whistle signals the end of playtime for any student on the yard before school – students are to freeze in a squatted position following the whistle. A tambourine shake signals that students are dismissed from the yard and that the school day has begun. After the tambourine, students in the 1st through 5th grades are to make their way to their classrooms and line up on the line in front of their door. At 8:45 AM on the kindergarten yard, the same process occurs with students lining up on the lines outside of their classroom doors. Each teacher escorts his/her students into the classroom. Parents are to say goodbye to their children on the yard. On rainy mornings, all students should go directly to their classroom where their teachers will greet them.

Office Hours

The school office is open from 8:00 AM to 4:30 PM, Monday through Friday. The phone number is (310) 642-9474. Please try to limit calls made to the school between 12 noon and 1:00 p.m., as the lunch hour can be quite busy with limited staff available to assist you.

Office Phone Usage

Students and parents are to use the office phones only for emergencies and school business. They are not for personal use, such as for setting up play-dates after school.

Parent/Teacher Communications

Parent/Teacher conferences are held at the end of quarter 1. Additional conferences are held, as needed, on an individual basis. Prompt, open communication between home and school is recommended. If you would like to speak with your child's teacher, please schedule a team meeting in advance.

Physical Education

Appropriate PE clothing consists of tennis shoes, pants or shorts, and a warm layer during cold weather. If your child cannot participate on a particular day, please send a signed note to your child's teacher. A daily note will be satisfactory for up to five consecutive days. After that time, a doctor's statement is required.

Planned Activities/Events

To ensure the success of school wide or grade level activities (and to minimize any inconveniencing of the teaching and administrative staff), it is imperative that parent volunteers involved in planning such activities carefully follow the *Wish Charter Activity Check List*.

Playground Rules

Play Areas:

- *Grass: for free play, flag football, and soccer*
- *Courts: for basketball, kickball, 4-square, and handball*
- *Tables: for quiet activities, board games, and drawing*

No Play Areas:

- Behind the bungalows or sheds or anywhere on campus not designated as WISH Charter: no play is allowed there.
- If a child is hurt on the playground or if there is a problem, students are to report it to a paraprofessional on the yard immediately.
- Children are never permitted to leave campus, even to retrieve a ball or piece of equipment on the other side of the fence. Children should notify coaches/yard supervisors if balls or equipment fall outside the perimeter of the schoolyard.

Prohibited Items

Items that distract from the instructional environment, or that are illegal, are prohibited.

These items include, but are not limited to:

- While permitted on campus, bicycles, skateboards and scooters must be stored and locked in designated areas. These items may not be ridden on campus at any time.
- Tobacco products, alcohol, drugs, matches, lighters or other controlled substances.
- Aerosol cans of any kind.
- Permanent marking pens, paint pens, and spray paint.
- Firearms, knives, weapons of any kind or objects designed to do harm.
- Explosive devices of any kind.
- Large sums of money or valuable personal items are not to be brought to school.
- Food, candy, gum and beverages (except) plain water may not be consumed while in the classroom.

- The purchase and/or sale of items between students is prohibited (unless affiliated with a school-sponsored fund raiser).
- Any items that cause a disruption to the learning environment or pose a danger to student safety are prohibited.

Any prohibited items that are brought to school will be confiscated and held for pick-up in the office on the last day of the week by a parent/guardian. Illegal items will be referred to a law enforcement agency. Unclaimed items will be donated to charity at the end of each academic year. It is a violation of state law and WISH School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities. Student(s) in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

Registration

- If your child is currently a student and returning to WISH Charter please complete and the intent to return form to each Spring so that administration can plan for new and returning families.
- If you have a friend/neighbor/colleague who is interested in WISH Charter, tours and applications are available beginning in November. Interested parents may participate in a lottery system vying for open seats at WISH Charter. Please see the office staff for information about lottery procedures and timelines.

Room Parents and Class Funds

Every fall, parents are asked from each classroom to volunteer to fulfill certain roles such as room parent(s), class treasurer(s), class party coordinator(s), and other important volunteer positions. Room parents work in collaboration with teachers to coordinate all class events, parties and field trips, as well as provide regular on-going email and other communications to parents about general events and activities at school. Each family is asked to donate to the classroom fund, which covers the costs of field trips, needed classroom supplies, and special celebrations.

Each class hosts approximately 2 WISH Café's each year. Funds earned through these events are allocated for field trips and special classroom supplies. Parents are asked to donate items for the WISH café that benefits their class/grade level and to assist with serving food that day.

Report Cards

Teachers issue report cards two times a year, generally in January and June. Students are graded using a 1-4 scoring scale, indicating progress towards meeting the content standards. Progress reports are issued every 5 weeks.

School Tours

School tours are held in December through March. Please go to the school website or call the school office to sign up for a tour. Tours, for adults only, are held on scheduled mornings and evenings and generally last about one hour. There is time for questions during and after the tour.

Security

The school grounds are locked during the school day. Visitors must get buzzed in and enter through the front door of the main building, then sign the *Visitor's Log* and get a *Visitor's Pass* sticker in the office. Please report suspicious activity or strangers not wearing *Visitor's Pass* stickers to office staff.

Student Expectations

1. Learn and follow school and classroom rules.
2. Solve conflicts without physical or verbal violence.
3. Keep a safe and clean campus that is free of graffiti, weapons, or drugs.
4. Be good role models and help create a positive school environment.
5. Report any bullying, harassment, or hate motivated incidents.
6. Display good sportsmanship on both the athletic field and playground.
7. Attend school on time, have school books and supplies, and be prepared to learn
8. Keep school activities safe and report any safety hazards.

Tardiness

Students who arrive on campus after their school day has begun must go to the office for a late pass. Habitually late or tardy students or students with frequent absences may be referred to the administration for further review.

Testing Programs

Every spring, all students in grades 2-5 participate in the State's Standardized Testing and Reporting Program to measure how well students are learning the knowledge and skills identified in the California academic standards. Fourth graders do a writing performance assessment and fifth graders take a physical performance test each spring. It is important to ensure that students sleep well the night before a test and that they eat breakfast and arrive timely on all school testing days.

Visits

Visitors must buzz in at the main gate, sign in the *Visitors' Log* and get a *Visitor's Pass* at the front office, and wear the pass at all times while on campus. At the end of the visit please sign out.

Parents have the right to visit classes, but they may not interfere with the discipline, order, or conduct in any school classroom or activity, or set policies relating to their child that conflict with school policies, or cause disorder in a place where a school employee is required to perform his or her duties. No individual is permitted to interfere with a teacher's duties.

Yard Supervision

Supervision is provided on the schoolyard in the morning, after 8:00 AM and at recess and lunch by school employees.

EXTERNAL COMMUNICATION

It is very important that the communication between home and school is a continuous process. Please make sure your home, work and cell phone numbers are current so that the office can contact you during the day if necessary.

Our primary method of communicating with families via email. **If your family does not have access to email, it is important that you let us know so that we can provide you with printed information.** Translation will be provided to all families who need it.

All school-related notices (e.g. requests for volunteers, information about WISH Community Events, etc.) can be submitted to a WCA board member for inclusion in the school's weekly email blast (WISH Blast) or to be distributed to students to take home. All flyers, banners, etc. need to have prior approval from WISH administration before they are put up around school.

Parents are asked to use discretion in sending "email blasts" to families at school. Each class has a Room Parent who is asked to coordinate class-related communications between families and the teacher. If you have a question or concern about any incident, problem or practice concerning the school, please bring that to the attention of the Principal. It is inappropriate and disruptive to the school if persons post complaints or gripes about an incident on Yahoo groups or other listserv-type websites. Questions and concerns about school operations should be directed as follows:

- The Principal is available to address any parent, student, staff or volunteer questions or concerns, particularly regarding individual students or staff.
- The Board of Trustees, as the governing body of the school, is the ultimate overseer of operations. Each Board Meeting includes a Public Comment during which time any member of the public may speak briefly.

At all other times, the adults in our WISH community are expected to model the positive communication behaviors we ask of our students and ensure that communications with faculty, staff and parents are respectful. All members of or WISH community are also asked to respect the privacy and confidentiality of our individual students, faculty and staff and to attempt to resolve any conflicts via the steps included in this section of the handbook.

Home/School Communication

WISH Charter School has a strong commitment to parent/teacher collaboration. Parents are encouraged to stay in contact with their student's teacher(s) throughout the year. Regularly review the following sites every week for the most up to date information:

1. Illuminate

Illuminate Education is a Student Information System (SIS) that gives parents

and students a portal that allows them to view grades, attendance, assignments, assessment data, and more from a graphical, user-friendly dashboard. Sign-on information will be distributed to families at the beginning of the school year.

2. Shutterfly

Shutterfly sites are grade-level specific sites that teachers use to communicate with families. Site addresses and log-in information is distributed to families and students at the beginning of the school year.

3. WISH Elementary School Website – www.wishcharter.org

The website is home to our school calendar and faculty emails. Also, the Student Absence Form (to be completed in case of student absence) is found on the home page of the site. Please check our website for school-wide updates.

4. WISH Blast

Distributed by email every Monday evening this contains weekly updates on school-wide activities, field trips, sports, volunteer opportunities, fundraising events, and “save the dates”. Essential school-wide information is sent to parents through this weekly email. Please make sure our office staff has your most current email address and contact us if you are not receiving the WISH Blast every week. If you do not have access to email, please make arrangements with the office to receive a hard copy.

Communication with the WISH Community

Communication at school and to the parent body is an important part of maintaining the WISH community. Only general information relating to WISH community events and community public service activities, as well as, opportunities for students to participate in school programs, special classroom activities, after school activities, and school and WCA fundraisers may be communicated to the entire school or disseminated via email or otherwise to the entire WISH Charter community. Please note, however, that guidelines apply and persons must adhere to the rules regarding the appropriate manner in which community-wide messages may be disseminated.

Families have the opportunity to communicate information with the school community in several ways:

- WISH Blast (email blast)
- Room Parent messages via email or fliers
- WISH Charter website, www.wishcharter.org

Protocol for the above:

- Flyers or messages **must be** approved by a WCA co-president at least one week before your flyer is distributed.

- Email a copy to one of the WCA Co-Presidents for approval one week before you want your flyer.
- All flyers must be printed in **black and white**. No color flyers may be printed.

NOTE: Flyers are only sent home on MONDAY via homework folders.

Please Note: Do not print your copies until after you have received approval, due to possible changes.

- Once the WCA co-presidents and the principal have approved the flyer, you can disseminate it via the classroom homework folders. Black and white fliers only.
- If you would like your information to be sent out via the principal's email Monday Blast, email the information to Christy Skura cskura@sbcglobal.net or Sara Sommer sara@wishcharter.org by Thursday morning with the subject line to read, "For inclusion in the Monday Blast."
- If you would like information included in the Middle School Principal's email Friday Flash, email the information to Kimberlie Traceski at kimberlie@wishcharter.org by Thursday morning with the subject line to read, "For inclusion in the Friday Flash."
- Email the room parent coordinator (Patti Scott patti@scottml.com) and ask that your message be sent to the Room Parents for distribution to parents of specific grades or all grades, along with regular room parent updates.
- To participate or post on yahoo groups go to: <http://groups.yahoo.com/group/WISHCharter/>. Click "join this group". You will receive an invitation from the moderator to accept.

Thank you for adhering to these guidelines. Our goal is to ensure that information about school events is delivered to the community properly and on a timely basis.

Communication with Teachers

Please connect with teachers through e-mail and by sending notes. A list of current teacher emails can be found at www.wishcharter.org. WISH Charter embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our relationships. WISH faculty strives to respond to email correspondence within 48 hours during instructional days between the hours of 7:30 a.m. and 4:30 p.m.

Communication with the Office

Please call the school office if you need to speak with an Administrator, Office or Facilities Manager. If someone is not available to speak with you immediately, please leave a message and someone will return your call.

Communication with Students During the Day

If you need to communicate with your child during school hours, call the office and leave a message for your child. A child will be called to the phone only in an emergency. Please make all car-pool and after school pick up arrangements in advance.

Procedure for Resolving Conflicts

Concerns about a Teacher, Staff Member, WISH Community Member, After School Program, Enrichment Program

- During a non-instructional time make an appointment to meet with the person to share your concerns
- Meet with the individual and develop a plan to resolve the issues
- If you are unsatisfied with the results of this meeting, call the school or stop by the front office to schedule an appointment with the principal
- Meet with the principal to make a plan to address your concerns
- After concerns have been addressed, if you are still not satisfied, send an email to the Executive Director
- Meet with the Executive Director to make a plan to address your concerns
- After concerns have been addressed, if you are still not satisfied, send an email to the Board President
- A board member will respond to your email and offer to meet with you to investigate your concerns

Concerns about an Administrator

- Call or stop by the office to make an appointment to meet with principal
- Meet with the principal and develop a plan to resolve the issues
- After concerns have been addressed, if you are still not satisfied, send an email to the Executive Director
- Meet with the Executive Director to make a plan to address your concerns
- After concerns have been addressed, if you are still not satisfied, send an email to the Board President
- The personnel committee will review and address your concerns in writing

Concerns about a Board Member

- Email the Board President or the head of the personnel committee to make an appointment to share your concerns
- Meet with a Board representative to develop a plan to resolve the issues

Team Meetings

Team meetings will be held to discuss your child's progress and these meetings are available throughout the school year. These meetings can be scheduled in advance with the teacher.

The following are suggestions to help you get the most out of these experiences:

- Think about your questions in advance and write them down.
- Think about your goals and priorities for your student and write them down.
- Think about issues or concerns that you want to share with the teacher. It is

helpful for a teacher to know what is influencing a student's attitude, behavior or performance.

- Take notes during the meeting

STUDENT SUPPORTS

Section 504 Plans

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 Services

Special Education is defined by the Individuals with Disabilities Education Act (IDEA) as "Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability." Special education ensures that the unique needs of students with disabilities are met through specially designed instruction and intervention, as well as to give students with disabilities access to the same educational programs and/or activities that are available to their nondisabled peers.

The special education process determines whether or not your child is eligible for special education services and, if so, what special education services are most appropriate for your child.

There are five basic steps in the special education process: (1) Referral for Assessment; (2) Assessment; (3) The Individualized Education Program (IEP) Meeting; (4) Determination; and (5) IEP Review.

(1) Referral for Assessment

A parent, teacher, or other educator requests an evaluation. After the parent consents to the evaluation, the child is evaluated and an IEP meeting is scheduled (generally within 60 days of the referral).

(2) Assessment

An assessment involves gathering information about your child to determine whether

your child has a disability and, if he or she is eligible, the nature and extent of special education services that your child may need. Assessments may include individual testing, observation of the child at school, a review of your child's developmental and family history, interviews with the child and school personnel who work with the child, and review of school records, reports and work samples.

(3) The Individualized Education Program (IEP) Meeting

After your child has been assessed, an Individualized Education Program (IEP) meeting will be held. The IEP meeting must be held at a time and place convenient for both you and the school's representatives. At this meeting, the IEP team will discuss the assessment results and determine whether your child is eligible for special education services. It is very important to attend the IEP meeting, so you will be able to participate in any decisions that will be made about your child's eligibility for special education services. If your child is eligible, then an IEP will also be developed during the meeting.

(4) Determination

If your child is eligible for special education services, the outcome of the IEP Team Meeting should be a complete recommendation of the kinds of special education programs and services he or she will need to be successful in school. You, as the parent, must approve of these recommendations.

At the IEP meeting, you should tell the district representative about any concerns or preferences you have. The team must discuss the special education programs and services available at your child's current or zoned public school and how to ensure that they are sufficient to meet your child's needs.

Generally, your child will remain in his or her current school unless they require a highly specialized program.

(5) IEP Review

If your child is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year. In addition, every three years, your child's IEP will be comprehensively reviewed. This is to ensure that the recommendations reflect the student's current level of achievement and that unhelpful services are not carried over. If needed, your child will be reassessed and his or her IEP reviewed as part of an overall comprehensive reevaluation of your child's progress.

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 their classes by determining ways in which a learner can be supported for academic

success. 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.

Social-Emotional Counseling

This section provides general information about the counseling services at WISH. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school. Social Emotional counseling is available on a limited basis through our school counselor. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors work with students on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns. Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Counseling services are not guaranteed for students. Additionally, students referred for services will be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. There is no charge for counseling support. As stated above, however, counseling resources are limited and counseling services are not guaranteed for every referral.

Referral Process

Student can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SST or Special Education process. These referrals take priority over other referral sources. Parent referrals, self-referrals, etc. are evaluated on a case-by-case basis and may not result in counseling services. In some instances, students referred to the school counselor will be referred out for services and it is the responsibility of the student/parent to follow up on these referrals. Each counseling team makes referral determinations on a variety of factors, including applicable state and federal laws.

Referrals to Outside Resources

The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counselor or main office. This list reflects agencies and resources in the geographic area of the school and does not imply an endorsement of these agencies and/or resources by the school or WISH.

Crisis

Social-emotional crisis include, but are not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, WISH follows a crisis protocol that may end with a student being evaluated by county mental health or other crisis response agency. WISH will make every effort to contact parents during a crisis as appropriate, but must follow crisis protocols to protect the safety of all students and staff.

Consent and Confidentiality

WISH complies with state and federal laws around consent and confidentiality for counseling services. In California, students ages 12 and over hold rights to their counseling records. Please contact the school counselor if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

Alignment with the School Day

Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student.

Termination of Services

As stated above, counseling services are not guaranteed. Services may be ended for a variety of reasons and with reasonable notice to parents/students. In these instances, referrals can be given, but the responsibility to follow up on these referrals falls with the parent/student. Additionally, students who repeatedly miss counseling service appointments for any reason may be dropped from counseling services permanently.

English as a Second Language

Students who indicate a language other than English on the Home Language Survey are tested by our English- Language coordinator to determine the student's' language proficiency. Students with limited English-language abilities receive instruction in English-Language Development in the classroom.

GATE (Gifted and Talented Education)

All students in grades TK-5th grade receive high quality instruction grounded in GATE practices, designed to strengthen the learning of all students. All teachers use Open Ceiling activities, specialized questioning strategies, and Depth and Complexity Icons to extend student learning. Students eligible for formal GATE services are identified in third grade using established criteria such as test scores, teacher evaluation and testing. About 45 percent of WISH Charter students in the 4th and 5th grade qualify for GATE.

AFTER SCHOOL PROGRAMS – CHILDCARE, ENRICHMENT & SPORTS

West LA Extended Day, 5 Star Sports & Enrichment, and Evolution Sports are three programs available that provide before/after- school care and enrichment classes on campus. All students who remain on campus after class dismissal must be registered with or attend one of these programs.

West LA Extended Day

This is a fee-based morning/after school program that is available from 6:30-8:30 a.m. and at the end of the school day until 6:00 p.m. West LA Extended Day's program at WISH was developed to encourage a child's social, physical and academic growth. Social development occurs at West LA Extended Day while learning to lead, follow, share, and take turns in activities with others. Children's gross motor skills will be challenged through dramatic play, organized games and outdoor activities. Participation in routine study time is expected of all children. During these study times, encouragement and assistance is offered by our staff.

Staff at West LA Extended Day have been selected for their educational background, as well as their warmth and patience. All staff are observed during a probation period before being hired. Our staff is encouraged to keep their skills and knowledge current through participation in seminars and local college courses.

Registration for the West LA Extended Day program begins in the Fall. A registration fee and necessary forms must be submitted prior to your child entering West LA Extended Day's program and due to liability issues, your student must be enrolled prior to attending. An interview with a Director will be arranged to exchange important information pertinent to your child's well-being.

Enrichment

5 Star Sports is a private non-profit organization serving students in over 30 preschools, elementary schools, parks, recreation centers and a country club in Los Angeles County. Teaching since 1996, Five Star for-fee enrichment classes are available on the WISH campus after school and registration is required prior to the start of each session. *5 Star* offers new classes every fall, winter, and spring that range from art, basketball, cheerleading, chess, computers, creative movement/skill development, dance, fitness & health education, flag football, gymnastics, martial arts, physical education, soccer, tennis, t-ball, ultimate frisbee, volleyball to yoga. Classes are age-specific. Information on current offerings will be provided. For more information please contact Stuart Bramer at 818-597-1550 or CoachStu@att.net.

Sports/Athletics

A variety of team sports are offered during the fall, winter, and spring through Evolution Sports. These teams compete in the FIYA league (<http://onfiya.org>) and practices take place after school 1-2 times per week starting in September. Parent volunteers are an active part of each team supporting the athletes in a collaborative partnership with the

coaching staff. Our athletes demonstrate the core of our mission: to maximize every athlete's potential within an atmosphere of caring and belonging. For more information please contact Casey Wilson at coachcaseyw@gmail.com or at (503) 312-1417.

WISH follows the guidelines established by the FIYA league and the CIF Blue Book.

- Athletes must meet or exceed the WISH Eligibility requirements.
- Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with FIYA and CIF, students who fall below 2.0 may be placed on probation for one quarter.
- Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
- Students must observe all regulations outlined in the current edition of the CIF Blue Book and/or the FIYA League.
- Students must pass a physical examination given by a medical doctor.
- Students must carry adequate insurance.

Gap

Gap is a free one-hour child-care program available after school to TK and K for those who have siblings in the upper grades. It provides parents with the ability to pick their children up at the older child's dismissal time.

LEADERSHIP AND CHARACTER BUILDING PROGRAMS

The staff at WISH Charter believe children can become effective decision makers when they have a healthy self-concept and when helped to become contributing members of the school community and society. Students develop social and leadership skills through the following programs:

Second Step Life Skills teaches social skills, like empathy and anger management.

Reading Buddies pairs students in primary classes with students in upper-grade classes.

Student Council is an active group of 3rd – 5th grade student leaders who help discuss, plan, and implement ideas, and plan spirit activities and service projects.

Mindful Schools - Mindfulness is a particular way of paying attention. It is the mental faculty of purposefully bringing awareness to one's experience. Mindfulness can be applied to sensory experience, thoughts, and emotions by using sustained attention and noticing our experience without reacting.

These programs help develop interpersonal skills, such as:

- Positive self-concept
- Open mindedness
- Problem solving skills
- Respect for self and others
- Acceptance of self and others
- Anger management
- Interest in learning
- Self-discipline
- Generosity
- Compassion
- Courtesy
- Empathy
- Responsibility
- Honesty
- Patience
- Perseverance
- Cooperation

COMMUNITY SERVICE PROGRAMS

In order for students to understand that they are part of a greater community, which may include those with greater and differing needs, students, with parent support, participate in community service programs. Students have participated in these WCA-organized programs the past several years:

Any Soldier - Students wrote letters and made care packages for soldiers abroad.

Ballona Wetlands - Students participated in helping to clean up the Ballona Wetlands.

Children's Hospital of Los Angeles - Students made cards for children who were in the hospital.

Kiva - Students brought in money to be donated to Kiva which provides micro-loans to people in disadvantaged countries who use it to start small businesses

Mar Vista Family Center - Kids made and decorated pencil boxes to be delivered to families.

Meals on Wheels - Kids made flower pots that were filled with flowers and were delivered to the elderly through Meals on Wheels.

Pet Adoption - Students made posters that were hung around Westchester to emphasize the need for pet adoption.

SPCA Animal Shelter - Students collected items to be donated to the animal shelter

World Food Programme Food Drive – Students bring in canned food for the World Food Programme

SCHOOL-WIDE EVENTS

Many school and WCA events that enliven the core curriculum are held during the school year. Please come to these events to honor your child's efforts and to become a part of the school community.

SPECIAL EVENTS OR PROJECTS PER GRADE

These are just some of the former special events or projects at WISH creating lasting memories:

Kindergarten – 100-day celebration

First Grade – Field trips to see theatrical productions

Second Grade – Various field trips focused on Science

Third Grade – Roar and Snore Overnight Field Trip at the San Diego Safari Park

Fourth Grade – WISH Fourth Grade students participate in "Walk Through California," dressing their parts and acting out a lively retelling of the history of California

Fifth Grade – Three-night team-building Catalina trip

Sixth Grade – Mountain Sea Adventure Camp Overnight Field Trip, Cardboard Boat Races

Seventh Grade – VT Ranch Overnight Field Trip, Cardboard Boat Races, Renaissance Fair field trip

Special School-wide Events

Annual Summer Movie Events – New Middle School families get together before the start of the school year.

Back-to-School Night – Teachers discuss the year's teaching program and curriculum with parents.

Open House – Students show off their hard work and efforts to their parents.

Spring Sing Concert – All TK-8 students demonstrate what they learned in Music that year.

Student Art Gallery- TK-8th grade showcase their artwork.

WCA Events

Auction Launch Party & Online Auction – Parents and staff enjoy a great party and bid on auction items to raise money for WCA.

Bands and Brews – Parents kick off the school year with a raucous parent-night-out “fun”d-raiser.

Book Fair – Students have an opportunity to purchase books for themselves and their classrooms.

Coffee With The Principal– Parents ask questions of and hear from the Principal on the 1st Friday of the month at 8:30 AM

First-Day-of-School New Family Breakfast – Parents socialize after dropping off their children. Sponsored by WCA.

International Fair – Families have fun with international carnival games and crafts, prizes, and food.

New Kindergarten Family Meet and Greet – New families get together before the start of the school year.

Storybook Parade – Students and teachers parade in costumes in the yard.

Science Fair – Students participate in the science fair and develop their own experiments

Staff Appreciation Week – Parents honor and thank teachers and staff for their efforts.

Talent Show - Students show off their various talents.

WCA Parent Mixer – Parents are welcomed to the school community at an evening gathering.

HOW WCA SUPPORTS WISH CHARTER

WISH Community Association (WCA) is the school's parent association whose parent leaders organize fundraisers and programs that enable our school to supplement the components of the educational program. WISH Charter is operating in the Local district 3 of the Los Angeles Unified School District (LAUSD). As a public school, we are subject to the same budget limitations and challenges that are affecting all of our local schools. The gap between what is provided for public school students by governmental funds and the actual needs of a public school is extremely wide provided by LAUSD to ensure that everyone receives a quality education. WCA supports classroom instruction by paying for technology instruction, art, music and PE teachers, classroom aides, an IT tech specialist, a library assistant, and additional teachers to achieve class size reduction in the upper grades. These additional events and programs enhance the school experience. Following are all staff and items paid for by WCA and programs and events organized by WCA Program.

Art Instruction

All students receive high quality art instruction grounded in theory and practice with an emphasis on the masters.

Classroom Paraprofessionals

WCA assists in funding additional aides to support the teaching staff in grades K-5 based on their needs.

Class Size Reduction

WCA funds the ability to maintain small class sizes in both lower and upper grades.

Computers and Technology Instruction

WCA pays for a bay of computers in each classroom, printers, a server, a credentialed technology instructor, and an IT administrator who troubleshoots, helps the teachers and oversees the server, the network, and the technology infrastructure at the school. The computer teacher spends one hour a week with students in TK-5th grades, teaching them the fundamentals of computers, how to write code, and how build applications, web pages, and use a variety of software programs.

Discovery Garden

WCA pays for seeds, soils, and supplies to maintain the WISH Garden and support its endeavors to educate the students in a natural “hands on” environment.

Events

Many school events that benefit the entire school community are organized by WCA Chairpersons and Program Liaisons, including: First-Day-of- School Coffee, New Family Social, International Festival, Auction, Science Fair, Book Fair, Talent Show, Race For Success, International Festival and Spring Sing and Student Art Gallery.

Fundraising

In the past several years, WCA has raised over \$500,000 each year. In order to reach our goals of providing a meaningful and enriching learning environment at WISH Charter, the WCA conducts an Annual Fundraising drive as well as other events throughout the school year to support school programs. WCA's main fundraiser of the year is *Annual Giving* which encourages all families to donate \$1200 per child at the start of the school year. WISH is a public, charter tuition-free school, and these contributions are in no way required. The goal is for all families to participate in whatever amount they feel comfortable – 100% family participation helps WISH during the foundation/corporate Grant process.

Additional fundraisers for WCA include: Scrip, BoxTops, Silent Auction, Golf Tournament, Poker Night, and Race For Success

Library

WCA parent volunteers help maintain the library and organize the twice-yearly book fair each year. A library assistant is provided to support each class and the organization of the library at both schools.

Music Class

WCA pays for the music teacher who offers instruction in voice and theory to all TK-8th graders using the Gameplan curriculum.

Physical Education Class

WCA pays for one full-time PE coach who teaches PE classes and provides support and facilitation of playground games at every recess and lunch.

Reimbursements

To be reimbursed for a WCA-related purchase, you must first get approval from the appropriate chairperson *before* incurring the expense, and then give your receipt to the chairperson after your purchase. The finance manager will cut a check and send it to you directly.

Teacher Support

In addition to providing teachers with classroom paraprofessionals and specialized instruction for art, music, PE, and technology instruction, \$1000.00 for new teachers to purchase supplies, and a Back-to-School teacher lunch, and Staff Appreciation Week festivities.

Visual Arts

WCA pays for the one full-time art teacher and Meet the Masters materials.

Technology Instruction

WCA pays for a Planet Bravo technology instructor to teach students and teachers weekly in computer foundations, applications, and coding.

WCA Meetings

WCA meetings are generally held the second Wednesday of the month. The starting time is generally at 6:30 PM and meetings generally last 1.5 hours. The WCA Leadership run the meetings and the Principal and WCA Chairs report on school news and activities. Babysitting is not provided. If you want to place an item on the agenda or have a concern or idea you wish to make known to WCA, contact the Secretary or one of the Chairpersons by the Friday before the scheduled meeting. Please come, stay informed, ask questions, and get involved!

Website

Visit the website at www.wishcharter.org to check past copies of the WISH newsletter, to refer to the master calendar, to learn about current school fundraisers and more. The school website is maintained by a parent volunteer and WCA funds cover the expenses. All submissions to the website must be sent to a member of the WCA leadership.

WISH Gear

Apparel, sporting the WISH Charter name and owl logo, is available to purchase through the school website and office and at major school events.

Yearbook

The Yearbook Committee members take photos at school events throughout the school year and assemble some of them into a yearbook which is made available to students at the end of the school year for a fee.

HOW YOU CAN GET INVOLVED

The cooperation and teamwork of the staff and parent volunteers at WISH Charter provide our children with an exceptional learning and school environment. Plus, volunteering is a great way to get to know other families at the school and build friendships and give your child a sense of community. The time and energy you give to the school will enrich the lives of many. In addition your child will love having you involved and present at school!

Serving as Resources to the School

Parents will be asked how they would like to share their time and expertise to support WISH Charter. Examples of parent volunteer opportunities include the following:

Volunteering During the School Day

Possible ways to help:

- Plan or assist at class parties
- Lead or prep for art, garden, library, computers, and more
- Learning Language/Math Centers with the children
- Plant bulbs and plants in the garden
- Share your knowledge, skills, and interests with students
- Plan a special holiday activity related to your cultural background
- Identify and bring in other Community Resources
- Assist in planning field trip logistics or serve as parent chaperon

Parents in the Classroom

All parents are encouraged to participate in their student's classroom(s) as volunteers. The teacher will coordinate and schedule all parent volunteers in the classrooms. To become a classroom volunteer, you must follow these procedures:

- Contact the teacher through email and indicate the preferred days and times that you would like to volunteer.
- Complete required orientation sessions with the administrator prior to service.
- To assure student health and safety, all classroom volunteers will be required to provide TB test results.
- Before entering the classroom, you must sign in at the office and obtain an identification tag. Display this tag at all times.
- In the classroom, please follow directions of the teacher and instructional assistants.
- Please ask questions if anything is unclear to you.

If your schedule only permits you to volunteer in the classroom every once in awhile you are still welcome to volunteer. Please attend a volunteer training and provide TB test results so that you are ready to participate in the classroom when your schedule

permits.

We would appreciate the volunteer parents follow these guidelines, which will be covered in the mandatory volunteer training:

- Use Positive Behavior Support.
- Respect confidential information.
- Refrain from discussing students with any staff members or parents.
- Know and support the school rules and procedures.
- Model peaceful solutions and encourage cooperation at all levels.

Volunteer Training

Parents and guardians interested in volunteering in classrooms are required to attend a Volunteer Training session with the school principal prior to commencing their volunteer duties. These training sessions are held several times at the beginning of the year with the school principal. Dates will be announced in the Friday Flash and the Monday Blast.

Volunteering Outside the Classroom – Outside the School Day

Here's a sampling of ways in which you can get involved at the school, outside of the classroom and WCA Board positions. These options work well for those who can't volunteer during school hours.

- Serve as Room Parent for your child's class
- Set up for Back To School Night/Annual Giving
- Plan decorations, music, or food for the Auction
- Help create the online Auction Catalog
- Coordinate and solicit donations for the Auction
- Write grants to fund special programs
- Prepare food to eat at the International Fair
- Be a judge at the Science Fair
- Volunteer at Race for Success
- Adhere grade level stickers onto books in the library
- Find someone to come perform or talk at a Community Education Night
- Utilize your health/wellness/garden background to serve on the Garden or Green Committee
- Help with the Talent Show or the end of the year Art Gallery
- Set up a community service project
- Write articles or take photographs for the Newsletter

How To Be a Successful Volunteer

- Keep in mind that a volunteer in the classroom is there to support the teacher. The teacher is the person in charge, the person to whom the student owes primary attention.
- To ensure the safety and security of the school, ask the identity of unfamiliar faces in the hall and inform them that all visitors must sign in at the school office. All visitors at the school must wear a Visitor's Pass sticker.
- Introduce yourself to other volunteers.
- Attend orientation/committee meetings or training sessions for your area of

volunteering.

- If you are helping to plan a school wide or grade level event/activity, please be sure to follow the guidelines on the Activity Check-List.
- Be faithful and prompt.
- If you have to back out of a commitment, try to find a substitute and contact your teacher or committee chairperson in advance.
- If you have a last-minute change in plans and are not able to help as committed, call the school to leave a message for your teacher if you are volunteering in the classroom. Leave a message for the committee chair if it is a committee event.
- Stay home when you are sick and notify the teacher/committee chair as soon as possible.
- Spend your time on the project you've been given. If needed, set aside time outside of class to discuss personal problems with the teacher.
- Please remember patience is required, and we all have good and bad days.
- Treat others (both children and adults) with respect.
- Discuss concerns about students' problems during parent teacher meetings, not volunteer time.
- Do not criticize another volunteer. Work with them. If the problem persists, discuss it with the committee chair or a WCA team leader.
- Consult the WCA Volunteer Handbook for more specific information about programs and how you can be of assistance.

Our school's success has only been possible through the many contributions of WISH families. Please consider contributing to our school community through participation in the WISH Communication Association (WCA) meetings, committees, or events and through volunteering in a way that is a match for your expertise and passion.

DISCIPLINE POLICY: SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (SWPBIS)

School-wide positive behavior intervention and support fosters a culture of discipline grounded in positive behavior intervention. Positive behavior support is a systems-approach for establishing the social culture and individualized behavioral supports needed for schools to achieve both social and academic success for all. The use of this model emphasizes a proactive approach to preventing challenging behaviors rather than a reactive approach to mitigating them. This model addresses behavior management on a continuum of three levels of support. The first level addresses a majority of students using preventative strategies; the second level addresses the approximately fifteen percent of students who have at-risk behaviors; and the third level addresses approximately five percent of the population who need more individualized and specific interventions and behavior supports. Implementation of this model is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

The positive behavior support (PBS) policies for WISH involve the students, school staff, and the student's parent(s)/caregiver(s). These policies are developed by WISH but will evolve and grow through feedback from and collaboration with WISH families and outside professionals.

The climate of WISH is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for challenging behavior.

In the event of misconduct, there are appropriate consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. School-site procedures and practices must be consistent not only with the tenets of this policy, but also with state and federal laws. These require school administrators to utilize positive interventions and means of correction for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915(c), (Category I offenses of the Matrix for Student Suspension and Expulsion Recommendation) or when safety is at risk.

Guiding Principles & Rules Of The School Community

SWPBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. WISH has adopted a unified set of guiding principles. In addition, with the students' input each classroom and area of the campus has established a set of rules that outline expected behaviors as it pertains to the guiding principles. These rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your student will be learning them during his or her first days at school. Our

unified community guiding principles found in every classroom and non-classroom setting at WISH are:

- Be Safe
- Be Respectful
- Be Responsible

Example set of rules for Hallway Conduct:

Be safe: Walk to the right; Have your completed hallway pass visible at all times

Be respectful: Walk directly to your destination

Be responsible: Clear all hallways prior to the start of the next class period

All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to implement the guiding principles and school rules at every institutional level.

Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to a teacher in an atmosphere free from disruption and obstacles that impede learning.

Prevention and Intervention

Modeling appropriate behavior should be embraced by all staff, students and parents for creating a positive school climate. The most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.

WISH will monitor and evaluate the effectiveness of the school-wide positive behavior intervention and support and discipline plan at all three levels using school data. This allows WISH to use data that identifies areas of need; targets areas of concern; accesses professional development; and revises school-wide procedures as needed.

Effective Prevention Strategies

Appropriate behavior must be regularly taught and reinforced school-wide by all school employees. There must also be firm, fair and consistent discipline, providing all staff and students a consistent, unifying message on what is safe, respectful and responsible. This forms a powerful foundation for prevention of misconduct.

Effective Intervention

Some students require intensive intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for implementing programs and resources, e.g. conflict-resolution, opportunities to develop social and emotional skills, and mentoring; 3) matching student needs to the appropriate resources; and 4) using age-appropriate consequences. Every attempt will be made by school staff to use a teach-and-reinforce cycle of intervening when student behavior requires intervention. The function of the behavior that requires intervention will always be considered when identifying alternative behaviors to teach.

A team approach is almost always necessary when doing behavior intervention. A few students require the highest level of intensive intervention. In their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation and monitoring. Support and training will be provided when necessary.

Consequences For Student Misconduct

Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning. They can contribute back to the school community, and re-engage in learning. Any consequence should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Consequences should be reasonable, fair and age-appropriate. Positive consequences, including recognition for appropriate behavior, frequently lead to improved student behavior. Negative consequences provide feedback to the student that their behavior is unacceptable.

Any student found to have committed any of the acts below will be subject to a full investigation and, if applicable, all appropriate disciplinary actions, which may include suspension, expulsion, and/or referral to law enforcement. These are not permitted:

- Bullying/intimidation
- Weapons possession
- Fights/threats/violence
- Drug possession/sale
- Graffiti/vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers

In short, WISH is committed to providing its students an opportunity to experience the benefits of the curriculum in an environment that fosters their potential, self-esteem and well-being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for peers, adults, and property are manifestations that undergird proper behavior for those who attend.

When there is divergence from these expectations the staff, the student, and the student's parent(s)/caregiver(s) will seek age-appropriate interventions and work together to identify the functional nature of the behavior and determine a replacement behavior which conforms to classroom and school expectations. Age-appropriate interventions are sought out to re-direct the challenging behaviors into more successful behaviors with the least disruption to the student's' educational program and the class.

A desire of the positive behavior support process is to maintain the student in the learning environment and implement interventions that are least restrictive to the individual(s) involved.

Students who habitually fail to comply with school policies and/or who present an immediate threat to health and safety may face an alternative in school placement. If these behaviors continue the team of staff and parent(s)/caregiver(s) might determine that WISH is not the most appropriate placement for the student (i.e., alternative educational placement based on team consensus or expulsion). In such cases the team then seeks an alternative educational placement for the student. It is important to note that the parent(s)/caregiver(s) are participants on the educational team and they are valued as active partners in these decisions. The policies outlined here will be adapted to conform to federal law regarding all students who attend the school. At all times students are afforded due process. When the student's conduct presents an immediate threat to the health or safety of others, that student may be placed in an alternative educational placement in the School. All decisions affecting the students who attend WISH are afforded the rights of due process. The School notifies the District of any action that results in the student being placed into an alternative placement.

WISH will follow the California Education Code as it presently exists regarding alternative placement as outlined under Section 48900 et. seq. (suspension) and SB 813 (expulsion).

Underlying WISH's progressive behavior management process is the notion that retaining students in their learning environment is essential. If, as students progress through the process, it is determined that WISH is not considered by all parties the best educational environment for the student, efforts will be made to find an appropriate match for the student.

The character of interventions for misbehavior will at all times reflect congruency with WISH's perception of the developmental stages of the student. WISH opposes all forms of corporal punishment, public ridicule, or any other form of psychological, emotional or physical abuse. In the event that a teacher employs disciplinary procedures that are not in accord with the above state intentions, or acts in an inappropriate, unprofessional way with regard to the discharge of his/her duties as a teacher, the following steps may be taken:

- Following the incident in a timely manner, meetings will occur involving the teacher, principal, and the selected faculty chairperson representative.
- An investigation into the matter will take place with a written account of the meeting and account of the investigation.
- An incident report may be filed.
- The parent(s)/caregiver(s) of the student will be notified immediately following this meeting and all information will be shared.
- If warranted, appropriate staff disciplinary action will follow.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

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

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the length of one period (45 minutes).
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The WISH Executive Director or designee may extend a student's suspension pending final decision by the WISH Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the WISH Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to a WISH school activity, 2) school attendance occurring at a WISH school or at any other school, or 3) at a WISH school-sponsored event.

Grounds for Suspension and Expulsion (CA Education Code)

The following offenses constitute grounds for suspension and expulsion:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in

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

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A. A message, text, sound, or image.
- B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - 1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created

the false profile.

- 3) B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 4) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- 5) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Sections 48900, a WISH student enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any WISH personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any WISH employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)] A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the WISH Board of Directors.

3. Legal Notifications- Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 (Education Code 48902). Upon reporting such an incident, the principal or designee will secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete a WISH Notice of Suspension form. The parent will be given written notice of the suspension using this form. The WISH Notice of Suspension serves as written notification of

the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the WISH Executive Director and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the WISH Executive Director for resolution with a written response within fifteen (15) school days.
- After appeal at the WISH administrative level, if further review is desired, the appeal may be forwarded to the WISH **Executive Committee** for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Suspension Alternatives

The WISH Executive Director, Principal or Designee may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. [Education Code 48900 (u)] An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

Expulsion

Expulsion is the involuntary removal of a student from all WISH schools and WISH programs for acts of specified misconduct. Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- There is a history of misconduct,
- Other forms of discipline (including suspension) have failed to bring about proper conduct,
- A student has accumulated 20 or more days of suspension in a school year
- Or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the WISH Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher nor principal of the pupil nor a member of the WISH Board of Directors. The WISH Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense. At the conclusion of an expelled

student's term of expulsion, a student cannot enroll at WISH without approval of the WISH Board of Directors through the readmission process. Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Mandatory Expulsion

The Principal or Executive Director (or the Executive Director's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The WISH Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

Mandatory Recommendation for Expulsion

The Principal or Executive Director (or the Executive Director's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The WISH Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense (Ed. Code 48900(a))
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (Ed. Code 48900(c))
- Robbery or extortion (Ed. Code 48900(g))
- Assault or battery upon any school employee as defined in Penal Code 240 and 242

Permissive Expulsion requires a second finding of fact

Upon recommendation of the Principal or Executive Director (or the Executive Director's designee), the WISH Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

In regard to the discipline of students who receive special education services, WISH complies with all provisions of the Individuals with Disabilities Education Act (IDEA) and California Education Code. Prior to recommending an alternative placement for a student with a Section 504 plan or an IEP, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the student's IEP, the student may receive an alternative placement.

Due Process

The governing body of WISH has developed a fair and impartial process for investigating and confirming the appropriateness of alternative placement for a student. This process preserves the due process rights of students and parents. The student and parent or caregiver is given prior notice in writing regarding every step described above. The student/ parent(s)/ caregiver(s) is granted appropriate time for preparation of a response and participation in a hearing with the governing board prior to any final decision regarding alternative placement.

Parent Conflict Resolution Procedure

1. Parent(s)/caregiver meets with the principal;
2. Parent(s)/caregiver participates on the educational team;
3. If not resolved, parent(s)/caregiver meet with the governing board parent representative and principal;
4. If not resolved, parent(s)/caregiver can submit concerns in writing to the WISH Board of Directors (parent representative and/or parent advocate will assist with the writing if assistance is desired). The WISH Leadership Team will meet and submit a final decision on the matter.

Rehabilitation

Students who receive an alternative placement shall be given a rehabilitation plan upon expulsion as developed by the WISH governing board at the time of the alternative placement order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of alternative placement when the

student may reapply to the charter school for readmission.

Readmission

The decision to readmit a student or to admit a previously alternatively placed student from another school district or charter school shall be in the sole discretion of the charter school's governing board and the student and parent/guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

In the case of a student who receives special education services, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.

Responsibilities Pertaining To School-Wide Discipline Policy

Administrator Responsibilities

An administrator's leadership is key to the academic achievement and pro-social development of our students. In order to establish a safe and welcoming school environment, the school administrator is responsible for the following:

1. Ensure that the Guiding Principles for the School Community (i.e. Be Safe, Be Respectful, Be Responsible) be taught, enforced, advocated, communicated and modeled to the entire school community and that school practices are consistent with the tenets of this policy.
2. Develop and implement a school-wide positive behavior intervention and support and discipline plan. The emphasis of the developed plan is to increase achievement, attendance, reduce suspension and office discipline referrals and create buy-in and support from the school personnel and community.
3. Include the school-wide positive behavior intervention and support, discipline plan, and Guiding Principles for the School Community in school communications for students, parents/ guardians, staff and community.
4. Implement a method for analyzing behavior/discipline information in order to monitor and evaluate data for on-going decision making from the individual student through the school-wide student population.
5. Support and monitor the implementation of the school-wide positive behavior intervention and support policy; to evaluate the outcomes; and to modify strategies as needed via the Modified Consent Decree Team which consists of the principal, assistant principal, school psychologist, and teachers (special and general education).
6. Comply with the goals established in the Safe School Plan.
7. Provide routine training and support for staff and parents/guardians in maintaining an environment conducive to learning.

8. Implement the approved violence prevention curriculum in elementary and middle schools.
9. Utilize appropriate prevention and intervention approaches for all students in a consistent and age-appropriate manner prior to any suspension.
10. Use multi-disciplinary teams, including Student Success Team to evaluate and recommend solutions to behavior problems and mitigate future incidents.
11. Partner with before and after-school programs and outside agencies, when appropriate.
12. Assemble a collaborative team with appropriate staff and parent/guardian(s) to design an individualized behavior support plan for a student who engages in ongoing misconduct, despite appropriate interventions. The support plan may include, but is not limited to: a. Intensive behavioral supports and strategies; b. Adapted curriculum and instruction; c. Communication strategies.

Teacher Responsibilities

Each teacher has a fundamental role in establishing a positive classroom climate and supporting a similar school wide culture. This includes utilizing effective classroom management strategies that create an environment conducive to learning for all students and prevent student misconduct. The teacher is responsible for:

1. Defining, teaching, reviewing and modeling Guiding Principles for the School Community and school rules.
2. Acknowledging and reinforcing appropriate student behavior.
3. Providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
5. Working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.).
6. Teaching approved violence prevention curriculum that promotes social-emotional skills in elementary and middle schools.
7. Following the Behavior Support Plan for students with disabilities, which is available to all staff working with that student.
8. Utilizing data in collaboration with administration and support personnel to monitor and provide age-appropriate supports to address student misconduct.
9. Supporting a student who persists in on-going misconduct, despite appropriate interventions in conjunction with school administrator or person responsible for discipline at the school.
10. Serving as a role model and maintain appropriate relations with all students.
11. For a student whose misconduct has escalated, the teacher is responsible for collaborating with appropriate staff and the parent/caregiver(s) to implement an effective individualized plan that may include, but not limited to: a. Intensive behavioral supports and strategies; b. Adapted curriculum and instruction; and/or c. Communication strategies.

School Staff Responsibilities

School support personnel are responsible for modeling, advocating and enforcing the Guiding Principles and rules for the school community – Be Safe, Be Respectful, and Be Responsible – and the school rules and for supporting the implementation of a

school wide positive behavior support and intervention plan to maintain a safe and nurturing school climate. All school staff are responsible for monitoring, reinforcing, and acknowledging appropriate behaviors consistent with the school rules. When student behavior disrupts the learning or working environment, school staff will collaborate with teachers and other staff to develop and implement plans for more intensive instruction and support.

Student Responsibilities

Students are expected to learn and model Guiding Principles and rules for the school community – Be Safe, Be Respectful, and Be Responsible – and student expectations. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve the behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors for peers.

Parent/Guardian Responsibilities

When schools and parents form strong partnerships, students' potential for academic success improves significantly. Parents/guardians will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the School Wide Positive Behavior Intervention and Support. They are to be familiar with and model Guiding Principles and rules for the school community – Be Safe, Be Respectful, Be Responsible – and the coordinating school rules. They are to review the student expectations and school rules with their children, reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct. The parent/guardian will act as a collaborative partner with the school to address the student's needs.

Searches

A student's attire, personal property, school property, including books, desks and school lockers, may be searched by a principal or another administrator who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POLICIES RELATED TO SPECIFIC OFFENSES

Bullying and Hazing Policy

WISH will adhere to Los Angeles Unified School District's (LAUSD) Bullying and Hazing Policy (Student-to-Student and Student-to-Adult) Bulletin 5212.1 as it pertains to any incidents of bullying or hazing occurring at WISH or a WISH sponsored school event. A copy of this document may be retrieved at the following address:

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/HUMAN_RELATIONS_HOME_PAGE/HUMAN_RELATIONS_BULLYING/BULLYING%20AND%20HAZING%20POLICY%20BULLETIN%205212.1%202012_SEPT%20%202012.PDF.

Sexual Harassment Policy

WISH will adhere to Los Angeles Unified School District's Sexual Harassment Policy (Student-to-Student, Adult-to-Student, and Student-to-Adult) Bulletin 3349.1 as it pertains to any incident of sexual harassment occurring at WISH or a WISH sponsored school event. A copy of this document may be retrieved at the following address:

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_GENERAL_COUNSEL/BUL-3349.1-SEXUAL%20HARASSMENT%20POLICY%20ELIBRARY%20UPLOAD%20020415.PDF

Threat Assessment and Management

WISH will adhere to Los Angeles Unified School District's Threat Assessment and Management Policy (Student-to-Student, Student-to-Adult) Bulletin 5799.0 as it pertains to any student who commits acts of violence or threatening behavior. A copy of this document may be retrieved at the following address:

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_COO/CHIEF_OPERATIONS_OFFICER/COO_CRISIS_COUNSELING/COO_CRISIS_COUNSELING_DISASTER_RECOVERY/COO_CRISIS_COUNS_SERVICES_ASSES_MGT/COO_CRISIS_COUNS_SERVS_THREAT_ASSESSMENT_RESOURCES/BULLETIN-5799%20%20THREAT%20ASSESSMENT%20%20MANAGEMENT%20FINAL.PDF