



WISH Community School (TK-8)
Family Handbook
2024-2025

TK-5 Main Entrance on Emerson Avenue

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Los Angeles, CA 90045

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6- 8 Westchester Learning Complex

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ABOUT THE WISH CHARTER FAMILY HANDBOOK

WISH Community School (“WISH,” or “Charter School,” or “School”) is a free public independent charter school authorized by the Los Angeles Unified School District (“LAUSD” or “District”). California state law governs the basic operation of public schools. The purpose of the WISH Community School Family Handbook (“Handbook”) is to provide annual notices to parents/guardians, as well as to inform parents/guardians of the opportunities and protections to which they are entitled. WISH supplies families with this annual notification via the Handbook at the beginning of each school year, and to new families if they enter the school later during the year.

The 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 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 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 Office at (310) 642-9474 [TK-5]; (310) 410-9940 [6-8] or visit our website at 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 applicable to charter schools 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 typically granted for a period of five (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 section 47605, a charter school shall admit all pupils who wish to

attend the charter school. 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.

WISH does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, religion, disability or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. WISH is open to all residents of California and welcomes all students.

If the number of students who wish to attend WISH exceeds the school's capacity, then attendance (except for existing students) is determined by a public random drawing in accordance with WISH's Charter. If a lottery is to be held, it shall follow the guidelines as set forth in WISH's Charter.

The random public lottery determines an applicant's enrollment and/or 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 opened in the fall of 2010 as an inclusive free public independent charter school authorized by the LAUSD with grades TK-3. As of 2017, WISH Community School is TK-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 six (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 and Kindergarten classrooms have approximately 23 students. First and Second grade classrooms have 24 students and Third through Fifth grade classrooms have approximately 26 students. Middle School classes (grades 6 through 8) have approximately 30 students. High School classes have approximately 25-30 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, Spanish (6-8) 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 15-minute debriefing session three days a week. 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 (“LMU” or “University”) 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 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 LMU'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.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in

the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. If it is determined that the potential harassment falls under Title IX, we will proceed with our Title IX Grievance Procedures (refer to Appendix A). Inquiries, complaints, or grievances regarding harassment that do not qualify as Title IX, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Jennie Brook
HR & Finance Manager
6550 W. 80th Street, Los Angeles, California 90045
310-642-9474

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint

investigation.

WISH Community Association (“WCA”)

All families/guardians of enrolled students are members of the WCA. The WCA facilitates open communication among the entire WISH community through bi-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.

School Site Council (“SSC”)

All families/guardians of enrolled students are welcome to attend SSC meetings. The SSC creates the single plan for student achievement grounded in school data from a variety of sources. The school site council has four (4) committees. These include: Culture and Climate, Special Education, GATE, and English Language Learner/ELAC which are comprised of teachers and parents of students who fall into those groups. The committees review school data and develop goals and actions to achieve the goals for students who are English Language Learners, socioeconomically disadvantaged and students who are at risk for school failure. Meetings feature updates on progress towards goals, action towards implementation, funds spent to meet goals and areas of further need. The members of SSC are elected by the community and serve a two (2) year term.

STUDENT DRESS CODE

Dress Code Policy

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

General: All students attending WISH 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. All clothes and personal items should be labeled.

Dress Code: The requirements are as follows:

- Bottoms in solid colors only

- Long pants, shorts, skirts, or jumpers
- Shorts, skirts and jumpers must be at fingertip length
- Blue (any shade including denim is acceptable), red, white, khaki or beige
- Tops in solid colors only
 - Short or long sleeve shirts, polos, button-up, sleeveless and wide-strapped tank tops are also acceptable
 - Solid white, red, or blue
 - Exception to solid color tops is an official school logo shirt, which are available at www.wishstore.us
- Closed-toe shoes or boots, no wheels
- Logos may not be larger than a thumbprint
- Outerwear (sweaters, sweatshirts, raincoats, etc.) must follow the dress code requirements for Middle School grades 6-8
- Logos of school-sponsored programs, 8th grade class shirts, leadership, WEB, and other WISH supported clubs/activities are permitted if the item of clothing is red, white, or blue for Middle School grades 6-8
- No hats or hoods of any type are permitted to be worn in class. Head coverings worn for religious reasons will be allowed

MODESTY EXPECTATIONS - We also expect all WISH scholars to adhere to our modesty expectations. This means no bare midriffs, no spaghetti straps, no tube tops, no holes or ripped clothing, and shorts/skirts must reach mid-thigh. This includes free-dress Fridays.

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 WCA.

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

Response to Students Out of Dress Code

First Time: Students in grades 6-8 will be sent to the dress code 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. Loaned clothing will be returned to the office at the end of the day.

Second Time: Student receives a PBIS minor referral. Parent/guardian will be notified via email or phone call.

Third Time: Students will receive a PBIS major referral and be assigned a Restorative Time the following school day for three days.

WISH CHARTER SCHEDULE

School Calendar

See the School website at www.wishcharter.org for the most up to date calendar.

School Hours

Daily Schedule – WISH Elementary

Monday, Tuesday, Wednesday & Friday

7:00-8:05	Morning Care Program (WISH)
7:30-8:30	Teacher/staff planning, collaboration & professional development
8:05-8:30	Supervision provided on play yards
8:30-2:55	Instructional Day for Grades 1-3
8:30-3:05	Instructional Day for Grades 4-5
8:45-2:00	Instructional Day for TK/Kindergarten
End of day-6:00pm	After-school Care Program (West LA Extended Day After-School Care)

Minimum Day Schedule – WISH Elementary

Thursday

7:00-8:30	Morning Care Program (WISH))
7:30-8:30	Teacher/staff planning, collaboration & professional development
8:05-8:30	Supervision provided on play yards
8:30-1:45	Instructional Day for Grades 1-3
8:30-1:55	Instructional Day for Grades 4-5
8:45-2:00	Instructional Day for Transitional Kindergarten and 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.

Students may be dropped off at 8:05 am and supervision will be provided. Additionally, supervision will be provided through the GAP program from 2:00-3:00 pm for TK/Kindergarten students who have an older sibling at WISH.

Daily Schedule – WISH Middle

Monday, Wednesday, and Friday

7:00-7:30 G.O.A.L. (Supervised study hall every day)
 7:30-7:55 Student supervision provided in quad
 7:30-8:00 Teacher/staff planning

Middle School - Regular Day		
<i>(Monday, Wednesday, Friday)</i>		
<i>Dismissal at 3:00pm</i>		
Period	Time	Length
Advisory	8:00am - 8:30am	30 min
Period 1/2	8:35am - 9:55am	80min
Period 3/4	10:00am-11:20am	80 min
Nutrition	11:20am - 11:30am	10 min
Period 5/6	11:35am - 1:00pm	85 min
Lunch	1:00pm - 1:35pm	35 min
Period 7/8	1:40pm - 3:00pm	80 min

3:30-5:00 G.O.A.L. (Homework support for the first hour with enrichment afterwards every day)
 3:30-4:30 Office Hours on Wednesdays

Tuesday

7:00-7:30 G.O.A.L. (Supervised study hall every day)
 7:30-7:55 Student supervision provided in quad
 7:30-8:00 Teacher/staff planning

Middle School - Regular Day
<i>Tuesday ONLY</i>
<i>Dismissal at 3:00pm</i>

Period	Time
Advisory	8:00am - 8:30am
Period 2	8:35am - 9:55am
Nutrition	9:55am-10:05am
Period 4	10:10am - 11:30am
Period 6	11:35am - 1:00pm
Lunch	1:00pm - 1:35pm
Period 8	1:40pm - 3:00pm

3:30-5:00 G.O.A.L. (Homework support for the first hour with enrichment afterwards every day)

Minimum Day Schedule – WISH Middle

Thursday

7:00-7:30 G.O.A.L. (Supervised study hall every day)

7:30-7:55 Student supervision provided in quad

7:30-8:00 Teacher/staff planning

Middle School - Early Dismissal Thursday		
<i>Dismissal at 1:30pm</i>		
Period	Time	Length
Period 8	8:00am-8:30am	30 Mins
Period 1	8:35am-9:07am	32 Mins
Period 2	9:12am-9:44am	32 Mins
Nutrition	9:44am-9:54am	10 Mins
Period 3	10:00am-10:32am	32 Mins
Period 4	10:37am-11:09am	32 Mins
Lunch	11:09am-11:39am	30 Mins
Period 5	11:44am-12:16pm	32 Mins
Period 6	12:21pm-12:53pm	32 Mins
Period 7	12:58pm-1:30pm	32 Mins

1:45-5:00 G.O.A.L. (Homework support for the first hour with enrichment afterwards every day)

GETTING TO AND FROM SCHOOL

Arrival

TK-5: If students need to arrive before 8:05 am, then morning supervision is available through WISH Elementary. If you would like to use our valet service, this will be set up on Emerson Avenue for curb 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 “goodbye zone” area outside the main gate. Students who are not enrolled in the WISH before care program for the morning, may be dropped off starting at 8:05 am.

6-8: Please use our valet system to drop your child off at the curb on Park Hill Drive between 7:30 a.m. and 8:00 a.m. Your child will then use the sidewalk to walk through the Park Hill Parking Lot and enter through the WISH Middle Main Entrance.

Late Arrival

TK-5: If your child arrives late, please direct your child to the office to sign in. This is necessary to ensure that we have accurate attendance records and that students arrive safely. They will be signed into the “late arrivals” notebook by a office staff member and obtain a late slip for them to give to their teacher. The child will walk to his/her classroom and give their late slip to their teacher.

6-8: If your child arrives between the times of 8:00-8:15 a.m., they will walk directly to their first class where their teacher will mark them tardy. If your child arrives after 8:30 a.m., they will enter campus through the Westchester Learning Complex (“WLC”) Main Entrance located on Manchester Avenue and Hastings Avenue. Here, students will sign in at the WLC Main Office, walk to the WISH Main Office (Room E8) to receive a tardy pass, and then go to class

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 Avenue (TK-5) or Park Hill (6-8). 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 Avenue at 2:00 p.m.
- **Grades 1 – 3:** Pick up at the curb on Emerson Avenue at 2:55 p.m.
- **Grades 4 – 5:** Pick up at the curb on Emerson at 3:05 p.m.
- **Grades 6-8:** Pickup at the curb on Park Hill at 3:00p.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 – 3:** Pick up at the curb on Emerson at 1:45 p.m.
- **Grades 4 – 5:** Pick up at the curb on Emerson at 1:55 p.m.
- **Grades 6-8:** Pick up at the curb on Park Hill at 1:30 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, Enrichment classes, 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 (3) 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 Avenue 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 outside the gates of the main entrance on Emerson. Parents of TK/Kindergarteners meet their children to the left, outside 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. For elementary students, please notify your child's teacher, the office manager, and the Principal if you give your child permission to walk home and mark it in SchoolPass.

Parking

WISH Elementary Campus:

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.

WISH Middle Campus:

Parking is available on Manchester Avenue and the main Hastings Avenue Parking Lot. Do not drop off your child or park inside the staff Park Hill Parking Lot. The staff Park Hill Parking Lot is closed between 8:30am-3:00pm every day except for early release days when the Lot opens at 1:30pm. 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 front hallway (TK-5) and in front of the WISH Middle main entrance (6-8).

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; TK-5 parents are to carry them to and from home and 6-8 students drop them off at the main office.

Unsafe Practices

- Turning around (making U-turns) at the Emerson and 80th St. intersection and at the Manchester Avenue and Park Hill Avenue 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 and this person presents the school with a photo ID.

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 consistent attendance.

WISH requires satisfactory explanation from the parent/guardian of a student to excuse late arrivals and absences. Please complete the [online absence notification](#) form which will be sent directly to our office staff. If you are unable to complete the online form, please call your office manager to report the absence or late arrival. Please do not text or email teachers regarding absences. Our front office staff are responsible for these notifications. Notification of absences or late arrivals must be communicated directly to the Main Office - ES or MS - and not to your child's teacher. Please note that all students marked Absent by 9:00am will receive an automatic robo call notifying families of their child's absence.

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*. Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance Policy. A student 's absence shall be excused for the following reasons:

1. Personal illness
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, optometric, or chiropractic appointments
 - a. A student in grade 7 – 12, inclusive, 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.
4. Attendance at the funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California and not more than three (3) days if the service is conducted outside California.
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
5. For the purpose of jury duty in the manner provided for by law

6. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).
7. For justifiable personal reasons, including, but not limited to:
 - a. an appearance in court,
 - b. attendance at a funeral service,
 - c. observance of a religious holiday or ceremony,
 - i. 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
 - d. Participation in religious instruction or exercises as follows:
 - i. The student shall be excused for this purpose on no more than four (4) school days per month
 - e. attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the student's absence has been requested in writing by the parent or guardian and approved by the Principal or a designee pursuant to uniform standards established by the Board.
8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
12. Authorization at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5)

days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

15. Excused School Sponsored Activity: all field trips and other school related trips, athletic events, and music events are not counted toward the student's unexcused or excused absence total. However, it should be recorded in the attendance log document as an excused absence that the student was not present in class.
16. Civic or Political Event Absences - SB 955 allows for a single day excused absence for children in grades 6 - 12 who have attended or participated in a civic or political event during a school day. WISH Community School will excuse 2 absences each year for students in any grade who have participated in a civic or political event as long as an absence note has been provided.

Make-up Work for Students When Absent

Students who are absent from school 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.

Independent Study

WISH Community School offers Short Term Independent Study as an instructional support designed to address an individual student's needs (e.g. warranted absences, extended illnesses, etc.), to prevent students from falling behind their peers. Short Term independent study is limited to 15 school days per year and should be taken only when truly needed and is not to be used as a replacement for being in school.

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 the student should be allowed to participate in the program again.

WISH will not offer an independent study option or make independent study services available to any students who will be traveling outside of the State of California and/or the United States during all or part of the proposed independent study period, and for whom the retention of additional staff or outside providers is necessary or whose program requires the provision of services by Charter School staff licensed in the State of California.

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 the 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. Please see the website for the complete policy.

Short term independent study must be requested in advance by completing [THIS FORM](#). Please note that no independent study requests will be granted during the last two weeks of the school year.

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." Elementary School 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. Middle School students arriving to school after the office start of the day are required to go directly to their classroom for the teacher to mark them tardy. If a student is tardy more than three times, a meeting with administrators will be called for and school consequences will be given.

Excessive Absences

Any student who has been absent from school (*excused or unexcused*) for ten (10) percent 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 shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

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.

Process for Students Not in Attendance at the Beginning of the School Year

When students are not in attendance on the first five (5) days of the school year, WISH will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify WISH of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance due to an unexcused absence by the fifth day of the school year will be disenrolled from WISH roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of the school year will be contacted by phone to ensure their intent to enroll in WISH.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year will receive a phone call reiterating the content of the letter.
4. WISH will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon WISH receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. WISH will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend WISH and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by WISH for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student

will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur.

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. The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Each person between the ages of 6 and 18 years shall attend school for the full length of the school day.

Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.

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 (10) school days.

Notification of Truancy

The parent/guardian of a student classified as truant shall be notified by the School according to the procedures outlined below.

First Notification of Truancy or Excessive Absences

Letter #1 sent via email

- A student must be notified when they have accrued three (3) unexcused absences or unexcused tardies over 30 minutes in a school year.

- 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 four (4) unexcused absences or unexcused tardies over 30 minutes.
- This letter will request a conference with the parent, student, teacher, and Principal and will contain the following information:
 - 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 Education Code section 48260 et seq.
 - 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 driving privileges under Vehicle Code section 13202.7; and/or
 - A recommendation that the parent attend school with the student for one day.

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 five (5) unexcused absences or unexcused tardies over 30 minutes. Student is identified Habitual Truant. Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- 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 ten (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 six (6) unexcused absences or unexcused tardies over 30 minutes.
- 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 ten (10) days or attend the scheduled conference, the matter may be referred to the District Attorney’s office and other appropriate actions, including withdrawal pursuant to the Involuntary Removal Process.

Student Attendance Review Team (SART)

The WISH Community 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.

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 Student Attendance Review Board (“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. A certified delivery confirmation letter will be sent to the parent / guardian informing them of this action.

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, School Nurse, District Attorney representative, special education representative, counselor, local police official, etc.

The WISH SART and the WISH 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, removal pursuant to the Involuntary Removal

Process. A registered certified letter must be sent to the parent or guardian informing them of this action.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, the Charter School shall notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Executive Director, or designee, shall periodically gather and report to the Board the number of students who are truant, and the steps taken to remedy the problem.

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, it will be considered a truancy event.

Early Pick-Up from School

Please keep doctor and dental appointments during school hours to a minimum. If you must pick up your child early for an appointment during the day, please follow the procedures outlined below.

TK-5: Parents must come to the main office and sign a logbook that releases the school from responsibility. Parents may not enter the classroom to pick up a student. The office personnel will contact the classroom and have the child's teacher send them to the main office for early pick up.

6-8: Parents may park in the Manchester Avenue/Hastings Avenue main parking lot or on Manchester Avenue and present themselves to the WISH entrance gate to gain entrance to the campus or collect a student. Please be prepared to show your identification and you will be required to sign your child out from school early. We

strongly encourage that you call our office in advance of arriving at the school so we may be prepared to expedite your request.

SCHOOL HEALTH & WELLNESS POLICIES

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:

http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The Charter School shall not discriminate against a student who does not have health care coverage or use any information relating to a student’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student’s family.

Surveys About Personal Beliefs

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

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.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head

injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Contagious or Infectious Disease and Head Lice

A child may be sent home if for a good reason the School believes the child is 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.

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.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available from the front office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

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 twenty-four (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

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
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<p>Entering Transitional Kindergarten or Kindergarten</p>	<p>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses</p> <p>Polio - Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) - Two (2) doses</p> <p>Hepatitis B (Hep B) - Three (3) doses</p> <p>Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p>Entering 7th Grade</p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose around age 11</p> <p>Varicella (chickenpox) - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), <u>in addition to</u> the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to

practice medicine in California pursuant to Health and Safety Code Section 120370.

- a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept. All New medical exemptions (ME) for school entry must be issued through CAIR-ME (California Immunization Registry - Medical Exemption website). Medical exemptions can only be issued by MDs or DOs licensed in California and must meet applicable Centers for Disease Control and Prevention (CDC), Advisory Committee on Immunization Practices (ACIP), and American Academy of Pediatrics (AAP) criteria.
 - b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
 - c. Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
 3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to WISH, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
 - a. "Grade span" means each of the following:
 - i. Birth to Preschool.
 - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - iii. Grades 7 to 12, inclusive.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

For more information on state requirements, visit [Shots For Schools](#).

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.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be

able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Jennie Brook
HR & Finance Manager
6550 W. 80th Street, Los Angeles, California 90045
310-642-9474

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Compliance Officer.

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 name of the medication, method, amount/dosage, and time schedules for such medication, and 2) a written and signed note (Parent/Physician Statement) from the parent, foster parent, or guardian indicating their 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 (both prescription and non-prescription) 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 typically include a physician (or physician assistant) or surgeon. Physician assistant must be practicing in compliance with Chapter 7.7 (commencing with Section 3500) of Division 2 of the Business and Professions Code. Education Code section 49423.

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 is not required when a parent, guardian or designee administers medication to their child in school.

Each medication requires a separate written authorization. A faxed or emailed copy is acceptable as long as the authorization is clear and legible. Telephone (verbal) authorization is NOT acceptable.

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.

Administration of Auto-Injectable Epinephrine or Inhaled Asthma Medication

Any student who is or may be required to take, during the regular school day, prescription auto-injectable epinephrine (“EpiPen”) or inhaled asthma medication

prescribed or ordered for the student by an authorized health care provider may carry and self-administer prescription an EpiPen or inhaled asthma medication if WISH receives both the appropriate written statements as follows:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and
2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the Main Office Manager or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing WISH and WISH personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

A student may be subject to disciplinary action if the student uses an EpiPen or inhaled asthma medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Principal in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies can be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. WISH will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen.

WISH will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or

reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

WISH provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and licensed health care provider.

A Charter School employee shall notify the Principal/Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent or guardian of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Storage and Record Keeping

1. All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

2. Designated staff shall keep records of medication administered at WISH. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.
 - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
3. Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

C. Administration of Naloxone Nasal Spray (Narcan)

WISH provides Charter School personnel with emergency medical training on how to provide emergency medical assistance to students suffering from or believed to be suffering from an opioid overdose per [LAUSD BUL-133120.1](#).

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an

assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- The date of the instruction
- The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

WISH is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School must review the information sheet on sudden cardiac arrest via the link below:

<https://4.files.edl.io/7cdb/03/20/20/173744-ec764c35-fcfc-47cc-b220-76c5934ec71b.pdf>

Suicide Prevention

WISH understands that identifying and supporting students at risk due to mental health challenges is vital and has a robust policy in place to respond where there is evidence that a student is in crisis. Please see <https://www.wishcharter.org/> for more information.

Smoke-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking, vaping and marijuana, and the breathing of secondhand smoke. Charter School provides instructional programs designed to discourage students from using these types of products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine

products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of smoking, vaping and marijuana products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from Charter School.

Smoking, vaping or use of any marijuana product or disposal of any related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School principal has policies available for review prominently in the administrative office.

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.

We encourage each family to 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 recommended 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 for TK-5 and on the field adjacent to the football field/track for 6-8. This procedure is practiced at least one (1) time per month.

Lockdown Procedures

In some emergency situations, students may be required to remain in classrooms. When the school is considered safe, parents are to come to the Reunion gate to pick up their child. Parents must show ID before their children will be released to them. This procedure is practiced several times in the school year.

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

Late Assignment Policy

Middle School classwork should be submitted by the assignment due dates. Late work can be submitted up to 5 weeks past the due date for a 10% decrease per week.

Academic Integrity Policy

WISH Community Middle School believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. WISH Middle students are expected to deny all requests to copy/plagiarize their work.

Academic integrity means that Chat GPT cannot be used for essays or other papers submitted. Should AI be used in any capacity, the student must acknowledge the use of AI related to their school work: attributing AI text, image, multimedia, etc. when using them in your school work. The use of AI could be subject to the Academic Dishonesty Policy.

What is plagiarism?

Plagiarism is the act of, knowingly or unknowingly, claiming that another person's

published or unpublished thoughts or ideas are yours. Plagiarism can include using a fellow student's work or presenting published material as your own.

All of the following count as plagiarism:

- Copying work, whether from a book, article, website, or another student's assignment.
- Paraphrasing (rewording) someone else's work, but retaining the meaning and ideas, **without giving credit** to the author or website.
- Cutting and pasting material from several sources and presenting it without proper citation.
- Not citing sources when using direct language from someone else's work.
- The use of AI platforms without the expressed direction from a teacher may not be used for essays or other papers submitted as this counts as plagiarism.

Avoid Plagiarism

Tips to avoiding plagiarism in your writing:

- Write in your own words. (Do your own work.)
- Can you understand what you have written? If you cannot, then you have probably plagiarized the material.
- Are you able to write the information without looking at the source material? If you cannot, this is when the temptation to cut and paste arises. You still have more work to do in understanding the material.
- Cite your sources and cite them properly.
- Complete your assignments early. This will give you time to check your work, not feel the pressure to get something done quickly, and help you avoid the temptation to cut and paste.
- If you are unsure if what you wrote has been plagiarized—**Ask a Teacher.**

Consequences of Academic Dishonesty—Plagiarism

- The incident will be recorded in the grade book and in Infinite Campus.
- The appropriate school staff and student's parents will be notified.
- The assignment will be marked as zero until completed and resubmitted at a date the teacher assigns.
- First offense: the maximum points received will be 75% of the assignment.
- Second offense: The grade of zero will stand and further disciplinary actions will be determined by the administration team in conjunction with the teacher and family.

Animal Dissections

Students at WISH may perform animal dissections as part of the science curriculum.

Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, WISH will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, WISH may charge for the prospectus in an amount not to exceed the cost of duplication.

Bathrooms

Students are encouraged to use the bathroom during natural breaks during the school day such as nutrition and lunch. If a child needs to use the restroom during class, they must sign-out on the bathroom log and take the bathroom pass with them. In most instances, students will go to the bathroom with a buddy to ensure safety during the day. Teachers communicate their bathroom policies to students.

Adult bathrooms are located in the office and near the principal's office at the elementary campus and in the S and K buildings at the middle school campus. Adults may not use the children's restrooms.

Party Invitations and Celebrations

TK-5: Each grade level will identify one (1) day a month for birthday celebrations. Please contact your student's teacher or room parent for information. For any off-campus celebrations, unless all students in the class are invited, invitations should not be given out in school. Please do not use school communication platforms to invite children to parties outside of school.

6-8: Birthdays are celebrated within Advisory classes. Students should make arrangements in advance with their Advisory teachers to bring food or other items to celebrate. If food or gift items are brought, enough must be provided for all students in the class to enjoy. If there are not enough items to share with all students in the class then the food items will not be distributed. Any celebratory gifts that could be considered a distraction (ie, balloons or stuffed animals) to the learning environment or school day must be stored in the child's locker.

Cellular Telephones & Personal Electronic Devices

WISH Community School is a no cellular phones, airpods or electronic signaling device school. For more information, please refer to <https://www.wishcharter.org/ourpages/auto/2024/8/19/15728502822773355972/Expanded%20Cell%20Phone%20&%20Electronic%20Device%20Policy.pdf>. Future iterations of the LAUSD policy will

supersede this section of the WISH Community School handbook.

Class and Advisory Assignments

TK-5: An email will be sent the week prior to the first day of instruction to each student's home identifying his/her teacher and class assignment for the school year.

6-8: Students are notified of their advisory class assignment during orientation. If a child does not attend orientation they will receive their advisory class assignment the morning of the first day of school. Students receive their schedules in advisory class the first day of school.

Complaint Procedure

Complaint procedures can be found in the External 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: "DISCIPLINE POLICY: SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT."

Custody Matters

The courts handle custody disputes. WISH 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 custody 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.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

3. “Child of a military family” refers to a student who resides in the household of an active duty military member.
4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

Foster and Mobile Youth Liaison: The Principal/Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Kimberlie Traceski
Compliance Manager
6550 W. 80th Street, Los Angeles, California 90045
310-642-9474

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors,

educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s educational records and student information policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office, on the WISH website and in Appendix D.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Principal/Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Kimberlie Traceski
Compliance Manager
6550 W. 80th Street, Los Angeles, California 90045
310-642-9474

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:

<https://www.cde.ca.gov/sp/hs/>

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the

student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

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

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 under 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 (3) 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 your child, instead guide your child, allowing 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 ten (10) minutes, per grade level, of homework per night (i.e. K- 10 minutes, 1st grade- 20 minutes, 2nd grade- 30 minutes, etc.) and twenty (20) minutes of reading is encouraged in grades TK-5 and required in grades 6-8.

Homework will be assigned four (4) days a week, Monday through Thursday. We strongly recommend you have the following materials available at home for homework assignments:

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

Students in grades 6-8 will be assigned Thursday School, to obtain additional academic support, if they have one or more missing assignments at any given five (5) week grading period. Thursday School is held once every five (5) weeks on a Thursday from 1:30pm-2:30pm or until the child finishes their work. Families are notified via email, and text the night before.

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 and show it to you. Ask your child to point out their 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 one (1) book at a time 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 or Damaged School Property

If a student willfully damages WISH's property or the personal property of a WISH employee, or fails to return a textbook, library book, computer/tablet or other WISH property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, WISH may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, WISH will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Lost and Found

Please label all personal items. All found items are put on the *Lost and Found Rack* 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

Assembly Bill (AB) 130 requires the state of California to provide **2 FREE MEALS** each school day to every student (TK – 12) beginning in the 2022-2023 School Year. Under this legislation, schools will be required to serve two nutritiously compliant meals to students who are on campus each day school is in session. For WISH students, this will be breakfast and lunch. No student is required to participate in the School Meal Program, but it is made available to every student on campus free of charge.

Although every child is eligible for two free meals each school day, we also request that all families complete the National School Lunch Program Eligibility Application. There are a number of benefits available to families that meet the eligibility requirements of the NSLP which will only be available to them with the completed and approved form. Applications in English, Spanish and Amharic are available on our website and in each of the main offices.

Snacks: 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.**

WISH also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office.

Each student should bring their own lunch to school or lunch can be ordered, in advance, from our 3rd party provider. Please see their website for details and the most current pricing.

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 trash 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.

Morning Procedures

TK-5: At 8:25 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 8:40 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 in the Goodbye Zone located near the main gate on Emerson. Students should not wait outside their classrooms or in the hallways before school. They must be supervised on the yard by WISH staff. On rainy mornings, all students should go directly to their classroom where their teachers will greet them.

6-8: Students may hang out in the quad from 7:30am-7:53am: At 7:53am the first whistle blows and students may go to their lockers. By 8:00am the second whistle blows and students are to go directly to class.

Office Hours

The school office is open from 7:30 AM to 4:30 PM, Monday through Friday. The phone number is (310) 642-9474 for TK-5 and (310) 410-9940 for 6-8. Please try to limit calls made to the school before school and during lunch as those hours 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 and quarter 3. Additional conferences are held, as needed, on an individual basis in the form of team meetings. 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. Technology provides great opportunities for communication and collaboration. WISH Charter embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our relationships. WISH faculty strive to respond to email correspondence within forty-eight (48) hours during instructional days between the hours of 7:30am and 4:30pm.

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 (5) 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 inconvenience of the teaching and administrative staff), it is imperative that parent volunteers involved in planning such activities carefully follow the *Wish Charter Activity CheckList*.

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:

- No play is allowed behind buildings and structures or anywhere on campus not designated as WISH Charter.
- If a child is hurt on the playground or if there is a problem, students are to report it to a paraprofessional, or another WISH adult 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 fundraiser).
- 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 at the end of the day in the office 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.

Registration

- If your child is currently a student and returning to WISH Charter please complete 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 October. Interested parents may participate in a lottery system vying for open seats at WISH Charter. Please see the office staff or WISH Charter for information about lottery procedures and timelines.

Room Parents and Parent Liaisons

Every fall, parents are requested from each classroom for grades TK-5 and each

grade level for grades 6-8 to volunteer to fulfill certain roles such as room parent(s), parent liaison(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 grade hosts approximately two (2) WISH Café's each year. Funds earned through these events are allocated for field trips and special classroom supplies. Parents are encouraged to donate items for the WISH Café that benefits their class/grade level and to assist with serving food that day.

Report Cards

TK-5: Teachers issue report cards two (2) times a year, at the end of each semester. Students are graded using a 1-4 scoring scale, indicating progress towards meeting the content standards. At the Parent Teacher Conferences at the end of quarter 1 and 3, teachers will discuss with families student progress and growth and areas to improve. This will give families ten (10) weeks notice to improve scores before report cards are distributed.

6-8: Teachers issue report cards at the end of each semester, twice a year using an A-F letter grading scale. Progress reports are issued every five (5) weeks as well to assist in the ongoing communication of each student's progress and growth throughout each semester.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety.

School Tours

School tours are held in October 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 (1) hour. There is time for questions during and after the tour.

Security

Only visitors that have an appointment or who have arranged a volunteer opportunity will be permitted on campus.

TK-5: The school grounds are locked during the school day. Visitors must get buzzed in from the Emerson gate 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.

6-8: The school grounds are locked during the school day. Visitors must go to the WISH Main Office in the E building and 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.

State Testing

WISH shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].)

Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted.

Every spring, all students in grades 3-8 participate in the State’s Standardized Testing and Reporting Program to measure how well students are learning the knowledge and skills identified in the Common Core Standards. Fifth and seventh graders take a physical fitness performance test each spring. Fifth and Eighth graders take a Science test as well. 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.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Principal/Executive Director or designee, clearly identify the part of the record they want changed and specify

why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal/Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

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

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School main office in writing at the time of enrollment or re-enrollment. A copy of the complete Policy is available upon request at the main office.

Teacher Qualification Information

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Visits

TK-5: 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. All visits must be planned ahead of time with school staff.

6-8: Visitors who spend time on campus during school hours should park in the Manchester Avenue/Hastings Avenue Parking Lot or on Manchester Avenue. Visitors must sign-in at the WISH Main Office in the E building and receive a WISH visitor sticker.

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.

All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. WISH reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

Yard Supervision

TK-5: Supervision is provided on the schoolyard in the morning starting at 8:05 AM and at recess and lunch by school employees.

6-8: Supervision is provided in the quad in the morning starting at 7:00 AM and at recess, lunch, and passing periods 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 is 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 TK-5 class has a Room Parent and 6-8 grades each have a designated Parent Liaison 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 Directors, as the governing body of the school, approves major operational policies. 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 our 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.

Social Media Guidelines and Policy

The WISH Facebook Groups, Yahoo Group, Bloomz groups, Grade level groups, committee groups, and class email and social media groups must remain open to anyone within the WISH community who requests to join, including parents, teachers, administrators, staff members and enrichment providers. It is intended as a resource to facilitate communication and share information.

If you have a question about what's going on in class which does not pertain to the rest of the school or class (such as an assignment, etc.), first try contacting one of your room parents by email or phone before posting on the group.

If you have concerns about something that you experienced at school or that your child reported, have a courageous conversation with the involved individual, and do not make a public post or gossip with other parents about the issue. Depending on the situation, you may go directly to a Committee leader, your class teacher, the school Principal, or our Executive Director if you have concerns. Please remember that all of our teachers & staff members work very hard, and our committee leaders are volunteering their time and energy to try to make our school the best it can be. We appreciate constructive

feedback given directly to the pertinent individual to help with that process.

Parent Partnerships is one of the core tenets of WISH Charter. This means that we are committed to working together to create a meaningful and engaging learning experience for each child. In person and electronic means of communication are some of the ways we share information. Grade level Facebook Groups are for sharing pictures and helping families establish connections with each other using a social networking forum. They are not for comparing teachers, expressing concerns about classroom programs that are designed by our teachers, or for criticizing others. These types of actions are considered cyber bullying and are incredibly hurtful to the teachers and staff members. Like with any situation that is challenging, if you have a concern, please email the teacher or set up a meeting to discuss your concerns. Describing your child's teacher in a derogatory way on social media or with a small group of parents is hurtful and it damages our commitment to parent partnerships. When you post online or in a text chain, assume that everyone can read it. Teachers are invited to grade level Facebook groups, even if they do not accept the invitation, please communicate as though he or she were present. Let's deepen our partnerships by committing to communicate respectfully about and with each other!

No self-promotion of businesses is permitted, unless you are directly answering a question of another poster and you email that individual directly. Your business information may also be included in a brief signature line attached to your email. Please do not abuse this privilege.

If you see a posting which you think falls outside any of these guidelines, simply hit delete and know that the moderator will be responsible for following up with that individual privately.

Although we respectfully request that information discussed within this group remain within the WISH community, please note that we cannot guarantee that information will remain private. This group is moderated by parent volunteers and not by the WISH administration.

A WISH Community Approach to Digital Citizenship

Our WISH students are part of a generation of "digital natives," and especially now with 1:1 Chromebook devices, our focus on digital citizenship at every grade level is a priority in our classrooms. We want students to be responsible digital citizens who know how to harness the learning potential of digital media in a world that is connected 24/7 safely, effectively, ethically and respectfully.

As parents, we set an example for our children and need to be able to model good digital citizenship. The truth is, as we're navigating this unfamiliar territory that is very different than when we grew up, or even from just five years ago, we don't always get it right. WISH families are invited to connect in a variety of ways (you see the links for the social media forums towards the end of the WISH Wise Weekly), and we value these ways of interacting with one another. These are great tools for building our sense of

community and sharing information and experiences. But posting online by parents can also have negative consequences, the same as it sometimes does for our children.

We'd like to remind you to please take a moment to think before you post, and remember that even in these "private" forums as well as with text messages, nothing that is posted digitally is truly private. When you post something about another individual, or a group of people, think about how it would feel if they were to read your post. Just as we'd like to empower our scholars to make smart, responsible, and respectful decisions when using media, and understand the ethical consequences behind the decisions they make online, we'd like to remind parents to set that example.

Home/School Communication

WISH 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. Infinite Campus: TK-8
Infinite Campus is a Student Information System ("SIS") that gives parents and students a portal that allows them to view grades and assignments (TK-5), report card/progress report grades (6-8), attendance, 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. Canvas: 6-8
Canvas is a Learning Management System ("LMS") that gives parents and students a portal that allows them to view grades, assignments, lesson resources, assignment directions, and student feedback. Sign-on information will be distributed to families at the beginning of the school year
3. PBIS Rewards: 6-8
Kickboard is an online system that is used to communicate how your child is behaving at school and their overall citizenship performance. Teachers and staff regularly are updating positive comments throughout the day and it is updated in real time! Sign-on information will be distributed to families at the beginning of of the school year.
4. Bloomz: TK-5
Bloomz is a website and an app that is used for parent communication from the teachers and the Room Parents. Each parent will become a member of their child's classroom group, along with afterschool programs, sports teams, and a schoolwide group. The website address and log-in information is distributed to families at the beginning of the school year. This is a password protected site that is also used to post pictures of classroom events and sign-ups for different activities happening at WISH.
5. WISH 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 site. Please check our website for school-wide updates.

6. WISH Wise Weekly

Distributed by email every Sunday 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 Wise Weekly (email blast to all families on Sunday)
- Bloomz Website and App for TK-5 Classrooms and Groups
- Room Parent and Parent Liaison 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 and principal at least one (1) week before your flyer is distributed.
- All flyers must be printed in **black and white**. No color flyers may be printed.

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 (TK-5) or advisory classes (6-8). Black and white fliers only.
- If you would like your information to be sent out via the WISH Wise Weekly on Sundays, email the information to Kimberlie Traceski (kimberlie@wishcharter.org) no later than Wednesday morning with the subject line to read, “For inclusion in the WISH Wise Weekly.”

- If you would like information included in the Elementary or Middle School only version of the WISH Wise Weekly, email the information to Kimberlie Traceski kimberlie@wishcharter.org no later than Friday morning with the subject line to read, “For inclusion in the Elementary or Middle WISH Wise Weekly.”
- Email the WCA leadership co-presidents (Patti Scott patti@scottml.com) and Melissa Remer melissaremer@gmail.com and ask that your message be sent to the Parent Liaisons for distribution to parents of specific grades or all grades, along with regular school updates.
- Join our WISH Charter Class of Facebook pages and our WISH Charter School Families Facebook page. Click “Join Group” and the moderator will approve your request.

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. A list of current teacher emails can be found at www.wishcharter.org. WISH 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 forty-eight (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 carpool and after school pick up arrangements in advance.

Parent and Family Engagement Policy

WISH aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete Policy is available upon request in the main office.

PROCEDURES FOR RESOLVING CONFLICTS (refer to Appendix C)

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 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 any board officer to make an appointment to share your concerns
- Meet with a Board representative to develop a plan to resolve the issues

General Assurances

- **Confidentiality:** All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.
- **Non-Retaliation:** All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

- **Resolution:** The Board, Personnel Committee, Executive Director, Principal or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

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 classroom teacher for grades TK-5 and advisory teachers for grades 6-8.

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

Uniform Complaint Procedure (“UCP”)

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;

- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs; and/or
 - School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Jennie Brook
HR & Finance Manager
6550 W. 80th Street, Los Angeles, California 90045
310-642-9474

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence

4. The legal conclusion in Charter School’s Decision is inconsistent with the law.
5. In a case in which Charter School’s Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School’s Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE’s receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE’s appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction (“SSPI”) or the SSPI’s designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE’s appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant’s right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Principal.

STUDENT SUPPORTS

Section 504 Plans

WISH recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the

benefits of, or otherwise subjected to discrimination under any program of WISH. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal/Executive Director. A copy of WISH Section 504 policies and procedures is available upon request at the main office.

Special Education Services

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. WISH provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Education Code requirements, and applicable policies and procedures of the District. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. WISH collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, WISH is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact: Rachel Woodward, Director of Special Services at (310) 642-9474.

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 sixty (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. The School must have your consent to complete this assessment.

(3) The IEP Meeting

After your child has been assessed, an 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 consent to the IEP before it will be implemented.

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

Generally, your child will remain in their current school unless the IEP team recommends a more 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 (3) 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 their IEP reviewed as part of an overall comprehensive reevaluation of your child's progress.

Student Success and Progress Team ("SSPT")

The SSPT 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 SSPT 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/Mental Health Services

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 services are not guaranteed for students, unless required by a student's IEP or Section 504 plan. Additionally, students referred for services will be placed on a waiting list until such time as the counseling staff has an opening, unless required by a student's IEP or Section 504 plan. There is no charge for counseling support.

WISH recognizes that, when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached by contacting the main office at (310) 642-9474 [TK-5]; (310) 410-9940 [6-8]. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Rachel Woodward, Director of Special Services at (310) 642-9474 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Office Manager in the main office at (310) 642-9474 [TK-5]; (310) 410-9940 [6-8].

Community resources can be found on Ms. Trisha's School Counseling Virtual Office [website](#).

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Referral Process

Students can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SSPT 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, unless required by a student's IEP or Section 504 plan. Services may be ended for a variety of reasons and

with reasonable notice to parents/students, unless required by a student's IEP or Section 504 plan. 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, unless the counseling services are required by a student's IEP or Section 504 plan.

English Learners

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.

WISH is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. WISH will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. WISH will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

GATE (Gifted and Talented Education)

All students in grades TK-8 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 (3rd) grade using established criteria such as test scores, teacher evaluation and testing. In second (2nd) grade, all students are administered the OLSAT to identify students who may qualify for the High Achievement category of gifted identification. Grades 6-8 includes an honors pathway program for English and math classes. Students are programmed into these classes based on class performance, assessment results, and teacher recommendations.

AFTER SCHOOL PROGRAMS – CHILDCARE, ENRICHMENT & SPORTS

West LA Extended Day, Westchester Recreation Center, Evolution Sports and GOAL are 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 (TK-5)

This is a fee-based after school program that is available 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. West LA also offers various enrichment classes- after school - -. 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 - organized games and outdoor activities. Participation in routine - time is expected of all children. -

Staff at West LA Extended Day have been selected for their educational background, as well as their experience, warmth and patience. - Our staff is encouraged to keep their skills and knowledge current through staying up to date with -current practices and attending local college courses.

Registration for the West LA Extended Day program begins June 1st for the following school year. An orientation, a registration fee, and forms must be submitted prior to your child entering West LA Extended Day's program -. An orientation with the Director will be arranged to exchange important information pertinent to your child's well-being. Please email westlaextendedday@gmail.com or 310-642-8386 or WestLAExtendedDay.com for more information.

Westchester Recreation Center (TK-8)

This is a fee-based after school program that is available from the end of the school day until 6:00 p.m. The Westchester Recreation Center provides transportation from each campus to the center located at 7000 W. Manchester Ave., Los Angeles, CA 90045. Students are provided with homework time and supervised play. Please contact the Westchester Recreation Center for more information and/or to register at WESTCHESTER.RECREATIONCENTER@LACITY.ORG or call at (310) 670-7473.

Evolution Sports/Athletics (TK-8)

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. There are also introduction courses available as well for students to learn sport fundamentals. 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 EvolutionSportsStaff@gmail.com or at (310) 650-7618.

WISH Community School follows the guidelines established by the FIYA League and WISH Athlete Expectations:

- Athletes must meet or exceed the WISH Eligibility requirements.
- Students must maintain a 70% in all classes at all times. Students who do not meet these requirements will be put on a weekly plan-to-play.
- Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having three or more referrals.

- Students must observe all regulations and expectations as outlined by the FIYA League.

GAP (TK-K)

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 at WISH. It provides parents with the ability to pick their children up at the older child's dismissal time. Children must be enrolled with West LA Extended Day to participate. An orientation with the Director will be arranged to exchange important information pertinent to your child's well-being. Please email westlaextendedday@gmail.com or 310-642-8386 or WestLAExtendedDay.com for more information.

Great Opportunity to Achieve Learning (“GOAL”) (6-8)

WISH Middle students are encouraged to participate in the afterschool GOAL program located on campus. This program is for students who would like a quiet place to complete assignments, study for assessments, and get additional academic and organizational assistance. GOAL is held from 3:00-5:30 every Monday, Tuesday, Wednesday, and Friday and from 1:30-5:30 on Thursday.

LEADERSHIP AND CHARACTER-BUILDING PROGRAMS

The staff at WISH 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:

TK-5: Second Step Life Skills teaches social skills, like empathy and anger management.

TK-5: Reading Buddies pairs students in primary classes with students in upper-grade classes.

3-8: Student Council (grades 3rd -5th) and Student Leadership (grades 6th-8th) are active groups of student leaders who help discuss, plan, and implement ideas, and plan spirit activities and service projects.

TK-8: 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.

TK-8: RULER is an Emotional Intelligence program out of Yale University that is utilized in every classroom. WISH staff has been trained in the program and its 4 tools: Classroom Charter, Mood Meter, Meta Moment, and The Blueprint.

TK-5: Kindness Club is held on the elementary campus once a week after school. The club teaches the value of kindness towards ourselves, each other, and our community.

2-5: Student Docents assist with our campus tours and other public events throughout the year. Student docents are usually chosen from our student council members.

6-8: Model United Nations (“MUN”): WISH partners with the Westchester YMCA to implement this highly engaging program. MUN allows students to learn more about current affairs, politics, economics and diplomacy through weekly meetings with other partnering schools. This is also an opportunity for students to collaborate with one another across California at a conference that includes public speaking, debating international issues, and participating in committee meetings. Students interested in joining Youth and Government in high school are highly recommended to participate in this program in middle school to prepare.

6-8: MathCounts Competition Team begins as a preparatory club for the school-wide contest to be selected for our WISH Middle MathCounts Team. Once this school-wide competition occurs and the MathCounts team is formed, the group begins preparing for the State MathCounts competition in which they travel to challenge other middle school students.

6-8: Student Ambassadors assist with our campus tours and other public events throughout the year. Potential Ambassadors must participate in an orientation that will take place after school shortly after the start of the year. Ambassadors will also be required to maintain a minimal GPA of 3.0 and also not have received more than 2 “U” (unsatisfactory) Citizenship marks on **any** semester report card.

6-8: Lunch Clubs are available to all students and are a great way to get connected with other students and engage in enjoyable activities. Lunch Clubs change from year to year based on student choice. (ie, Doodle Club, Circle of Friends, Anime Club)

8: Where Everybody Belongs (“WEB”) is a program that assists with the transition from elementary school to middle school by connecting incoming 6th graders with 8th graders. The WEB Leaders are 8th graders who are great role models for younger students and who have been successful at our middle school. WEB Leaders’ communication skills, leadership potential, responsibility, and personality have helped them succeed in the middle school environment, and the lessons they have learned are shared to help others succeed.

These programs help develop interpersonal skills, such as:

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

Respect for self and others

Acceptance of self and others

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. Check out the WISH website for more information.

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 – Two-night team-building Catalina trip, "Walk Through the Revolution," dressing their parts and acting out a lively retelling of the history of the American Revolution

Sixth Grade - Walk Through the Ancient Worlds, Science Overnight Retreat, Columbia Space Center field trip

Seventh Grade - Medieval Times, additional day field trip

Eighth Grade - Regatta Boat Races, Museum of Tolerance, Leadership Overnight Retreat, Culmination Events

Special Schoolwide Events

Annual Summer Social Events – Elementary School families get together before the start of the school year to watch a movie at a local beach or park and Middle School families get together at the Toyota Sports Center for an evening of ice skating.

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

Spring Concert – All 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 (TK-12) – Parents and staff enjoy a great party and bid on auction items to raise money for WCA.

Bands and Brews (TK-12) – Parents kick off the school year with a parent-night-out “fun”d-raiser.

Book Fair (TK-5) – Students have an opportunity to purchase books for themselves and their classrooms.

Coffee With The Principal (TK-12) – Parents ask questions of and hear from the Principals on the 1st Friday of the month at 9:00 AM

First-Day-of-School New Family Breakfast (TK-12) – Parents socialize after dropping off their children. Sponsored by WCA.

International Fair/Winter Sing (TK-5) – Families have fun with international carnival games and crafts, prizes, and food.

Winter Showcase (6-8) - Join us for our annual winter showcase where students will present a wide range of projects. Parents are invited onto campus to enjoy a morning of music and engaging presentations celebrating their scholar's hard work.

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

Middle School New Families Meet and Greet - All incoming 6th grade and new 7th and 8th grade families get together before the start of the school year to learn about what it means to be a middle schooler.

Storybook Parade (TK-5) – Students and teachers parade in costumes in the yard.

Fall Festival (6-8) – Students and teachers celebrate fall festivities together and costumes are optional.

Science Fair (K-8) – Students participate in the science fair and develop their own experiments.

Staff Appreciation Week (TK-12) – Parents honor and thank teachers and staff for their efforts.

Talent Show (TK-8) - Students show off their various talents.

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 is operating in the Local district West 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 TK-8 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 Planet Bravo 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 technology teacher spends time with all students in TK-8th grades, teaching them the fundamentals of computers, how to write code, and how to build applications, web pages, and use a variety of software programs.

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, Rock, Roll, and Run for Education, 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, 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 \$1800 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 by giving 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 Rock, Roll, and Run For Education.

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.

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 TK-5 recess and lunch in grades

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 (1) full-time art teacher and Meet the Masters materials.

WCA Meetings

WCA meetings are generally held Thursday evenings and last approximately 1.5 hours. The WCA Leadership run the meetings and the Principal and WCA Chairs report on school news and activities. Childcare will be provided for families attending the meetings. 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 refer to the master calendar and 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 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 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. 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 chaperone

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.

- Must adhere to public health requirements for adults volunteering on campus at this time
- Must pass Megan's Law screening
- To assure student health and safety, all classroom volunteers shall have on file with WISH a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis ("TB") risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the WISH Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils
- 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 a while, 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.
- Maintain confidential information. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.
- 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 Principals. Dates will be announced in the WISH Wise Weekly.

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 cannot 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 your 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.
- Volunteering at WISH is encouraged, but not mandatory.

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 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

School-wide positive behavior intervention and support ("PBIS") fosters a culture of discipline grounded in positive behavior intervention. PBIS 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 (15) percent of students who have at-risk behaviors; and the third level addresses approximately five (5) 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 PBIS 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 when safety is at risk.

Guiding Principles & Rules of The School Community

PBIS 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:

- Outstanding Global Citizens
- Wise Scholars
- Lifelong Learners
- Social and Emotional Responsive Students

Example set of rules for Hallway Conduct:

Be safe: Walk to the right

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

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 negative behavior.

WISH will monitor and evaluate the effectiveness of the school-wide positive behavior intervention and support and discipline plan at all three (3) 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.

Students who do not adhere to stated expectations for behavior and who violate the WISH's rules will experience consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the School Leader or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension

Effective Prevention Strategies

Appropriate behavior is regularly taught and reinforced school-wide by all school employees. There is also 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.

Per LAUSD BUL-6050.2, parents/guardians and students need to sign off on the five offenses that equate to a mandatory recommendation for expulsion - 1. Possessing, selling, or furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance. 4. Committing or attempting to commit a sexual assault or committing a sexual battery. 5. Possession of an explosive.

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 redirect the challenging behaviors into more successful behaviors with the least disruption to the student's) educational program and the class. A desire of the PBIS process is to maintain the student in the learning environment and implement interventions that are least restrictive to the individual(s) involved.

No student shall be involuntarily removed by WISH for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, WISH shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until WISH issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The character of interventions for misbehavior will at all times align with WISH's understanding 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 (refer to Appendix F):

- 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.

Responsibilities Pertaining to School-Wide Discipline Policy

School Staff Responsibilities

All school personnel (administrators, teachers, and support staff) are responsible for modeling, advocating and enforcing the Guiding Principles and rules for the school community – Outstanding Global Citizens, Wise Scholars, Lifelong Learners, Social and Emotional Responsive Students (OWLS) – 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 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 – Outstanding Global Citizens, Wise Scholars, Lifelong Learners, Social and Emotional Responsive Students (OWLS) – 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 PBIS. They are to be familiar with and model Guiding Principles and rules for the school community – Outstanding Global Citizens, Wise Scholars, Lifelong Learners, Social and Emotional Responsive Students (OWLS) – 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

With regard to bullying and hazing, sexual harassment, and threat assessment and management, WISH follows the best practices and policies in effect in LAUSD. Please see the links below for additional information and the complete policies.

Bullying and Hazing Policy

<https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/383/BUL%205212.3%20Bullying%20and%20Hazing.pdf>

Non-Discrimination and Anti-Harassment (Including Sexual Harassment) Policy And Complaint Procedure :

<https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/384/2019-BUL-6612.1-CURRENT-Non%20Discrimination%20Policy.pdf>

Threat Assessment and Management

<https://www.aala.us/docs/2023/08/BUL-5799.2-Threat-Assessment-and-Management-Student-to-Student-Student-to-Adult-Student-to-School-7.12.2023.pdf>

Suspension and Expulsion

Refer to Appendix G for full Suspension and Expulsion Policy.

APPENDICES

APPENDIX A: Title IX Grievance Procedures:

www.wishcharter.org/ourpages/auto/2024/3/7/90316511862644746629/WISH%20TITLE%20IX%20GRIEVANCE%20PROCEDURES.pdf

APPENDIX B: Title IX Policy:

<https://www.wishcharter.org/ourpages/auto/2019/5/10/75355941368931749624/WISH%20Title%20IX%20Policy%20and%20Description.pdf>

APPENDIX C: Stakeholder Complaint Form:

<https://www.wishcharter.org/ourpages/auto/2018/8/6/49085392090225464398/STAKEHOLDER%20COMPLAINT%20FORM.pdf>

APPENDIX D: Uniform Complaint Procedure Form:

<https://www.wishcharter.org/ourpages/auto/2024/4/9/53824018067413766287/WISH%20UCP%20Form%20Rev%20030724.pdf>

APPENDIX E: CAIR Flyer

<https://www.cdph.ca.gov/Programs/CID/DCDC/CAIR/Pages/CAIR-Records-DVR.aspx>

APPENDIX F: Behavior Ladder

https://www.wishcharter.org/apps/pages/index.jsp?uREC_ID=852928&type=d&pREC_ID

APPENDIX G: SUSPENSIONS & EXPULSIONS

“The procedures by which students can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 14th, 2013

https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/1236/ParentStudentHandbook2022-23/LAUSD_Bill%20RightsSecondaryEnglish.pdf

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post- expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, *e.g.* truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an

expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form.
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed.
- Copy of parental notice of expulsion hearing.
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment.
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP.
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 2. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) & (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Students who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of

requests for readmission and the process for the required review of all expelled students for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the student, unless Charter School's governing board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the student and the student's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the student and the student's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

DISCIPLINE POLICY

WISH Academy strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. In order to maintain a positive learning environment, WISH implements a comprehensive set of student discipline policies. The WISH student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. WISH focuses on a positive school climate consistent with the District's School Climate Bill of Rights resolution. Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family Handbook.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school's rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- In-School Suspension
- Suspension
- Expulsion

In creating the WISH Academy discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are implemented.

GROUNDINGS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other location designated by the Principal. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support.

During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

Enumerated Offenses

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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 which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
- q) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any

statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the complaining witness to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- s) 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. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students or school personnel or volunteers to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights or the rights of either school personnel or volunteers and/or by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - B. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the school site, 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:
 - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above.
 - 1 “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - 2 Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- v) Notwithstanding subparagraphs (1) and (2) above, 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.
- w) A student 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, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the complaining witness suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife.

Non-Discretionary Suspension/Expulsion Offenses: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code

§ 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion.

- possession of a firearm brandishing a knife
- possession of a controlled substance
- sexual assault or battery, and
- possessions of an explosive
- suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

PROCESS FOR SUSPENSION

Informal Conference

Suspension shall be preceded by an informal conference conducted by the principal with the student and the student’s parents. The conference may be omitted if the principal determines that an emergency situation

exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted with the principal as soon as practicable.

Notice to Parents

Parents and students will have due process rights with regards to suspensions. At the time of a student’s suspension, the principal shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school.

Length of Suspension

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation (Executive Director or Principal) has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Executive Director or the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a student may be suspended from school shall not exceed a total of 20 school days in any school year, unless for purposes of adjustment, a student enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the student may be suspended shall not exceed 30 days in any school year.

The primary classroom teacher or advisory teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student’s parents via email and mail, and all needed materials will be left in the front office to be picked up by a parent or guardian. The suspended student will be permitted to make up homework, class assignments, and missed tests upon return to the classroom setting and within one week of the suspension.

PROCESS FOR EXPULSION

If the Principal recommends expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the principal upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, if requested, to determine whether or not

the student should be expelled. The hearing will be held if requested within 30 days, from the date of the recommended expulsion, after the principal determines that an act subject to expulsion has occurred. The hearing will be presided over by the Expulsion Review Panel. The Expulsion Review Panel will include three or more certificated persons, none of whom have been members of the board or on the staff of the school in which the student is enrolled. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the principal to summarize the evidence adduced at the hearing by the Expulsion Review Panel to substantiate the expulsion decision.

The principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.

The decision of the Expulsion Review Panel shall be in the form of written findings of fact and a determination regarding the expulsion. If the Expulsion Review Panel decides not to expel, the student shall immediately be returned to his/her educational program.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Expulsion Review Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Expulsion Review Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Expulsion Review Panel may also limit time for taking the testimony of the complaining witness

to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the member of the Expulsion Review Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Expulsion Review Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Expulsion Review Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Expulsion Review Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Review Panel, or Governing Board on appeal, determines that disclosure of

their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Expulsion Review Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Expulsion Review Panel to expel, within three (3) school days after the hearing the Executive Director shall send written notice of the decision to expel, including the Expulsion Review Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options
5. The reinstatement eligibility review date
6. The type of educational placement during the period of expulsion
7. Notice of appeal rights/procedures.

The Executive Director shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to LAUSD as required by any operative DRL.

APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified by the principal through a telephone call and in writing in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

A suspension appeal may be made to the Executive Director within ten days of the notice of suspension. The Executive Director shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student's parents/guardians within three (3) school days of considering the appeal. Following due consideration of the facts and safety of students, a decision by the Executive Director regarding student suspension will be considered final.

The student will be notified in writing of the decision within 10 working days. For a student who is not reinstated upon appeal, the family will be sent written notification by the principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date. A decision by the WISH Board of Directors regarding student suspension or expulsion will be considered final.

Following expulsion, the Executive Director will collaborate with the family through meetings, emails, and phone calls to:

- Identify an appropriate and timely educational placement
- Share appropriate information as requested by the family to support the student in receiving needed services and supports
- Consult, collaborate, and coordinate school staff with community agency personnel

POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION

Suspended students will still be responsible for all classroom assignments; when appropriate, students will be given an in-school suspension with a specific schedule in order to not miss any school days.

In the event of a decision to expel a student, the school will work cooperatively with the District to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. Students who are expelled shall be given a rehabilitation plan upon expulsion at the time of the expulsion 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 expulsion when the student may reapply to the charter school for readmission. All rehabilitation plans must include behavioral, academic, and attendance expectations, as well as, needed supports and student/parent intake assessments.

Reinstatement

When a student is eligible to be considered for reinstatement the school counselor will facilitate a reinstatement review committee meeting. Parents will be notified of this review by phone and US mail. If it is determined that the student has made sufficient progress and meets the legal criteria

- (1) The student has met the conditions of his/her rehabilitation plan and
- (2) The student no longer appears to pose a danger to campus safety, other students, or school employees, the counselor will recommend reinstatement to the Board.

If the student is reinstated the counselor will collaborate with the student, parents(s), and school staff to make an appropriate placement. The WISH Board of Directors will conduct reinstatement reviews for students who have met eligibility criteria as determined by the reinstatement review committee. Should the student not meet eligibility criteria, WISH will continue to be in contact with school officials connected to the alternative placement and will support modification of an existing rehabilitation plan, including services, supports and educational placement.

Expelled Students/Alternative Education

The school will help provide the parent necessary information and a list of placement options. The Charter School shall work with LAUSD, the County or the student's school district of residence for a post-expulsion placement of a student at a county community school or other alternative program.