



WISH ACADEMY HIGH SCHOOL
FAMILY HANDBOOK
2024-2025

Main Entrance on Manchester Ave
7400 W. Manchester Ave.
Los Angeles, CA 90045
Telephone: (310) 743-6990

www.wishcharter.org

TABLE OF CONTENTS

ABOUT THE WISH ACADEMY HIGH SCHOOL FAMILY HANDBOOK	6
ABOUT CHARTER SCHOOLS	7
ABOUT WISH CHARTER	8
HISTORY	8
MISSION	8
PHILOSOPHY	8
CORE ELEMENTS OF THE WISH MODEL	8
OPTIMAL CLASS SIZE	8
COLLABORATION AND CO-TEACHING	8
DIFFERENTIATED INSTRUCTION	9
FAMILY PARTNERSHIPS	9
ALL STUDENTS GROWING AND THRIVING	9
AFFILIATION WITH LOYOLA MARYMOUNT UNIVERSITY'S ("LMU" OR "UNIVERSITY") SCHOOL OF EDUCATION	9
WISH ACADEMY HIGH SCHOOL AS A RESEARCH TO PRACTICE SITE	9
NONDISCRIMINATION STATEMENT	10
CAL GRANT PROGRAM NOTICE	11
THE WISH COMMUNITY ASSOCIATION ("WCA")	11
SCHOOL SCHEDULES	12
WISH ACADEMY ANNUAL CALENDAR	12
ACADEMY HOURS	12
ARRIVAL AND DISMISSAL	13
TRANSPORTATION	13
SCHOOL ATTENDANCE	14
ATTENDANCE	14
CLOSED CAMPUS	15
EARLY PICK-UP FROM SCHOOL	15
EXCESSIVE ABSENCES	15
EXCUSED ABSENCES	15
INDEPENDENT STUDY (SHORT TERM)	17
MAKE UP WORK FOR STUDENTS WITH EXCUSED ABSENCES	18
TARDINESS	18
TARDY SWEEPS AND TARDY ACADEMY	18
PROCESS FOR STUDENTS WHO ARE NOT IN ATTENDANCE AT THE BEGINNING OF THE SCHOOL YEAR	19
INVOLUNTARY REMOVAL PROCESS	20
TRUANCY	20
WITHDRAWAL DUE TO EXCESSIVE UNVERIFIED ABSENCES	23
NON-DISCRIMINATION	23
REPORTS	23
SCHOOL HEALTH AND WELLNESS POLICIES	23
AVAILABILITY OF HEALTH INSURANCE	23
SURVEYS ABOUT PERSONAL BELIEFS	24

CHILD ABUSE REPORTING	24
CONTAGIOUS OR INFECTIOUS DISEASES & HEAD LICE	24
EMERGENCY MEDICAL CARE	24
HUMAN TRAFFICKING PREVENTION	24
ILLNESS	25
MEDICAL EMERGENCIES	25
MEDICAL NON-EMERGENCIES	25
MEDICATION AT SCHOOL	25
PREGNANT AND PARENTING STUDENTS	29
SEXUAL HEALTH EDUCATION	30
SITE EMERGENCY PREPAREDNESS	31
CLOSING OF THE ACADEMY	31
EVACUATION	31
EMERGENCY SUPPLIES	31
SAFE SCHOOL PLAN	32
SAFETY COMMITTEE/FACILITIES TEAM	32
GENERAL SCHOOL POLICIES AND PROCEDURES	32
ANIMAL DISSECTIONS	32
AVAILABILITY OF PROSPECTUS	32
BIRTHDAYS	33
CELLULAR PHONES AND TECHNOLOGICAL DEVICES	33
COMPLAINT PROCEDURES	34
CUSTODY MATTERS	34
DRESS CODE POLICY	34
DRESS CODE	34
OPT-OUT	35
FUTURE CHANGES TO DRESS CODE	35
EDUCATION OF FOSTER AND MOBILE YOUTH	35
EDUCATION OF HOMELESS CHILDREN AND YOUTH	40
PROFESSIONAL BOUDARIES: STAFF/STUDENT INTERACTION POLICY	43
SCHOOL BUS AND PASSENGER SAFETY	43
STUDENT RECORDS, INCLUDING RECORDS CHALLENGES AND DIRECTORY INFORMATION	43
TEACHER QUALIFICATION INFORMATION	46
ENROLLMENT	47
LUNCH & NUTRITION	47
OFFICE HOURS	48
PROHIBITED ITEMS	48
REPORT CARDS	49
SCHOOL TOURS	49
SEARCHES	49

STUDENT EXPECTATIONS	49
VISITS	49
COMMUNICATION	50
EXTERNAL COMMUNICATION	50
COMMUNICATION WITH THE WISH ACADEMY COMMUNITY	51
PROCEDURES FOR RESOLVING CONFLICTS	53
CONCERNS ABOUT THE PRINCIPAL	53
CONCERNS ABOUT A BOARD MEMBER	54
STUDENT SUPPORT TEAM MEETINGS	54
ACADEMIC POLICIES	54
CRITERIA FOR A HIGH SCHOOL DIPLOMA	54
GRADING POLICY	57
ACADEMIC MARKS AND GRADES	58
GPA SCALE	59
CITIZENSHIP MARKS	59
HOMEWORK POLICY	60
LATE ASSIGNMENT POLICY	61
ACADEMIC INTEGRITY	62
CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY	62
INTERVENTION PROGRAM	63
INSTRUCTIONAL MATERIALS	63
TESTING	63
STUDENT SUPPORTS	63
INTERVENTION PROGRAM	63
ENGLISH LEARNERS	64
GIFTED AND TALENTED EDUCATION (“GATE”)	64
SECTION 504 PLANS	64
SPECIAL EDUCATION SERVICES	64
INDIVIDUAL EDUCATION PROGRAM (IEP) PROCESS	65
REFERRAL FOR ASSESSMENT	65
ASSESSMENT	65
THE IEP MEETING	65
DETERMINATION	65
IEP REVIEW	66
STUDENT SUPPORT AND PROGRESS TEAM (“SSPT”)	66
COUNSELING	66
SOCIAL-EMOTIONAL COUNSELING/MENTAL HEALTH SERVICES	66

REFERRAL PROCESS	67
ACTIVITIES & SPORTS PROGRAMS	68
SPORTS AND ATHLETICS	69
CONCUSSION/HEAD INJURIES	69
LEADERSHIP & CHARACTER-BUILDING PROGRAMS	70
COMMUNITY SERVICE PROGRAMS	70
SCHOOL-WIDE EVENTS	71
HOW YOU CAN GET INVOLVED	74
DISCIPLINE POLICY: SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS	76
GUIDING PRINCIPLES AND SCHOOL RULES	77
PREVENTION AND INTERVENTION	77
REWARDS & CONSEQUENCES FOR CONDUCT & BEHAVIOR	78
SUSPENSION AND EXPULSION	82
RESPONSIBILITIES PERTAINING TO SCHOOL-WIDE DISCIPLINE POLICY	82
SCHOOL STAFF RESPONSIBILITIES	82
STUDENT RESPONSIBILITIES	82
PARENT/GUARDIAN RESPONSIBILITIES	82
UNIFORM COMPLAINT PROCEDURE (“UCP”)	83
APPENDIX A- SUSPENSIONS & EXPULSIONS	87
GENERAL PROVISIONS	87
STUDENTS WITH DISABILITIES	87
NOTIFICATION OF THE DISTRICT	87
OUTCOME DATA	88
REHABILITATION PLANS	88
READMISSION	88
REINSTATEMENT	88
GUN-FREE SCHOOLS ACT	88
DISCIPLINE POLICY	89
GROUND FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION	89
IN-SCHOOL SUSPENSION	90
OUT-OF-SCHOOL SUSPENSION	90
ENUMERATED OFFENSES	90
PROCESS FOR SUSPENSION	93
PROCESS FOR EXPULSION	93
SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES	94
RECORD OF HEARING	95
PRESENTATION OF EVIDENCE	95
WRITTEN NOTICE TO EXPEL	96

APPEAL OF SUSPENSION OR EXPULSION	96
POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION	96
REINSTATEMENT	97
EXPELLED STUDENTS/ALTERNATIVE EDUCATION	97

ABOUT THE WISH ACADEMY HIGH SCHOOL FAMILY HANDBOOK

WISH Academy High 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 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 WISH Handbook will be 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 will 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) 743-6990 or visit our website at <https://www.wishcharter.org/apps/pages/HS>.

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 students 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 student on the basis of ethnicity, national origin, gender, religion, disability a charter school shall admit all students who wish to attend the charter school. 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 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 wait list is exhausted.

ABOUT WISH CHARTER

History

WISH opened in the fall of 2010 as an inclusive free public independent charter school authorized by LAUSD with grades K-3, and the WISH Community School is now a TK-8. In 2017, WISH launched WISH Academy High School, and serves grades 9-12.

Mission

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

Philosophy

The WISH Academy 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 Academy is modeled after the award-winning CHIME Charter Elementary School in Woodland Hills, which received the distinction of "Charter School of the Year" by the US Department of Education in 2005. In April of 2013, WISH was named a SWIFT Knowledge Development Site by the University of Kansas due to exemplary work implementing our core tenets – one of only 6 schools in the US selected for this auspicious designation. WISH has also been asked to host a "Promising Practices" seminar for other 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, and specialty teachers utilize a co-teaching model to increase adult to student ratios, provide tailored instruction, and demonstrate best practices for all scholars. Each staff member participates in a 30-minute debriefing session three (3

times per week. At this time, staff members reflect on the day and share a success, challenge, and an action plan for serving children better.

Differentiated Instruction

WISH Academy 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 Academy prepares students to be leaders.

Family Partnerships

The WISH Community Association (“WCA”) is comprised of parents, students, teachers, staff members, and community members. Through our work together, we have built an incredible public school that is responsive to each student we serve. Volunteers are central to the success of WISH Academy. 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 Academy has an affiliation with the LMU School of Education that provides the ability to collaborate, continually study, and improve the instructional model at WISH Academy while maintaining “best practices.” LMU's nationally recognized School of Education is located in close proximity to the WISH Academy campus.

WISH Academy High 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 Academy 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.

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. Inquiries, complaints, or grievances regarding harassment as described in this section, above, 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.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by January 1st of students’ eleventh (11th) grade year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

The WISH Community Association (“WCA”)

All families/guardians of enrolled students shall be members of the WCA. The WCA will facilitate open communication among the entire WISH community through monthly meetings where parents share information and have the opportunity to learn more about WISH activities and educational programming. Meetings will 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 WCA will also encourage community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. WCA Leadership will be elected by the membership each spring to serve the following year.

SCHOOL SCHEDULES

WISH Academy Annual Calendar

[Click here](#) to see the school calendar

Academy Hours

Monday, Wednesday, & Friday:

7:30-7:45 Briefing
 7:45-8:15 Office Hours
 8:30-3:45 Instructional Day
 4:00-4:30 Debrief/CARE Team Meetings

Tuesday

7:30-7:45 Briefing
 7:45-8:15 Office Hours
 8:30-3:45 Instructional Day
 4:00-4:30 Debrief/CARE Team Meetings

24-25 High School - Regular Days		
Monday, Wednesday, Friday		Tuesday
<i>Dismissal at 3:45pm</i>		<i>Dismissal at 3:45pm</i>
Period	Time	Period
Period 1/2	8:30am - 9:55am	Period 1/2
Period 3/4	10:00am - 11:20am	Nutrition
Nutrition	11:20am - 11:30am	Period 3/4
Advisory	11:35am - 12:15pm	Advisory
Period 5/6	12:20pm- 1:40pm	Period 5/6
Lunch	1:40pm - 2:15pm	Lunch
Period 7/8	2:20pm - 3:45pm	Period 7/8
24-25 High School – Short Days		
Thursday		
<i>Dismissal at 2:15pm</i>		
Period	Time	Length
Period 1	8:30am-9:07am	37 Mins
Period 2	9:12am-9:44am	32 Mins
Nutrition	9:44am - 9:54am	10 mins
Period 3	10am - 10:32am	32 mins
Period 4	10:37am-11:09am	32 mins
Lunch	11:09am-11:39am	30 min
Period 5	11:44am-12:16pm	32 mins
Period 6	12:21pm-12:53pm	32 mins
Period 7	12:58pm-1:30pm	32 mins
Period 8	1:35pm-2:15pm	40 Mins

Thursdays:

7:30am - 8:00am Planning
 7:45am - 8:15am Office hours
 8:30am - 2:15pm Instructional Day
 2:30pm - 4:30pm Meetings

ARRIVAL AND DISMISSAL

Arrival

Please drop your child off between 7:00am and 8:15am. Students must be seated in class at 8:30am in order to be considered on time and avoid being marked tardy. If you would like to use our valet service, this is set up off of Manchester Avenue on Park Hill Drive outside of the adjacent parking lot. We staff this area to assist your child in exiting the vehicle swiftly and entering the campus safely. Students are expected to be dropped off and families that have appointments or wish to enter the campus must park at the front of Westchester Enriched Sciences Magnet and enter through the WISH Academy main gate. If a WISH member of staff is not there to greet you, please call the main office. 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 2:15pm.

Students who arrive more than fifteen (15) minutes prior to the beginning of the school day need to participate in office hours so that they may be appropriately supervised.

Late Arrival

If your child arrives late (i.e. at 8:30 am or later), they should go to the main office to receive a tardy pass and then report directly to class. This is necessary to ensure that we have accurate attendance records and that students arrive to class safely. See the ATTENDANCE section of this handbook for more details regarding timely arrival.

Dismissal

After school valet service will be available with the collection schedule as below. Please pick up your child(ren) at the Manchester Avenue and Park Hill Drive school entrance. See valet procedures above. We staff this area to assist your child in entering the vehicle swiftly and leaving the campus safely. If your child takes public transportation, the closest bus stop is on the school corner of Manchester and Park Hill. Rideshare services pick up can occur in valet.

Monday-Wednesday & Friday, please pick up your child(ren) between 3:45pm and 4:10pm.

Thursday, please pick up your child(ren) between 2:15pm and 2:30pm.

Be on time for pick-up. Students may **not** remain on campus after valet unless they are supervised by a coach, teacher or administrator. Students remaining after school specifically for sports events activities are permitted to gather until the time of their event on either the red benches in the K building or the yellow benches outside of the main office.

Parents will be called in the event of any issues and will be notified by the administration team if further action steps need to be taken.

TRANSPORTATION

Parking

WISH Academy students can enter the Park Hill parking lot between the hours of 7am-9am. After 9am, parking is available in the Hastings lot. No on-street parking is available at the high school.

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.
- Do not ride on the sidewalk in business districts.
- Students should park and must lock their bikes in the bicycle racks inside the Park Hill lot.

Scooters & Skateboards

Scooters and skateboards may be ridden to school, but may not be ridden on school property during school hours.

Unsafe Practices

Turning around (making U-turns) at any intersections

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 you have previously identified on the emergency card or form. Persons not identified on the emergency card or form 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. If students have parent permission to leave campus via a ride share service or via public transportation please complete this [FORM](#).

SCHOOL ATTENDANCE

Attendance

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

WISH Academy requires satisfactory explanation from the parent/guardian of a student, either (1) in person, (2) by calling the office before 8:00 am or (3) by written note, whenever the student is absent a part or all of a school day. Filling out a student absence form online will be considered a written excuse. You can go to https://www.wishcharter.org/apps/form/form.WESISH.r0agv1z.qT?_=1566240865806 and fill out a Student Absence Form.

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.

Closed Campus

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

Early Pick-Up from School

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

Parents must sign the student out in the early pickup logbook in the office. Parents may not enter the classroom to pick up a student without an early leave notice from the office.

Excessive Absences

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

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

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:

- Personal illness
- Quarantine under the direction of a county or city health officer
- Medical, dental, optometric, or chiropractic services
 - 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 Academy not to release students without parental consent.

- Attendance at funeral services of a member of the immediate family:
 - 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.
 - "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
- For the purpose of jury duty in the manner provided for by law
- Due to the illness or medical appointment during school hours of a child of whom the 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 excusal).
- For justifiable personal reasons, including, but not limited to:
 - an appearance in court,
 - attendance at a funeral service,
 - observance of a religious holiday or ceremony,
 - 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
 - participation in religious instruction or exercises as follows:
 - The student shall be excused for this purpose on no more than four (4) school days per month
 - 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.
- 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.
- For purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
- Attendance at the student's naturalization ceremony to become a United States citizen.
- Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
- Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

- 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.
- 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.
- 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.
- 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 Academy High 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

Independent Study (Short Term)

WISH Academy High 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.

Make up Work for Students with Excused Absences

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

Tardiness

Any student who arrives at school after the start of the school day, yet less than thirty (30) minutes into the instructional school day, will be considered “tardy.” Also, students who are not present and actively engaged in the learning activities at the start of a class period and/or when the opening class bell has rung are considered “tardy.” Students arriving to school after the official start of the day are required to obtain a “Tardy Pass” from the school office before proceeding to the classroom. Tardy students entering the classroom late, without a pass, shall be directed to return to the office to check-in and obtain the admission documents.

Tardy Sweeps and Tardy Academy

The following measures will be taken to prevent and respond to tardiness:

Preventative measures

- Teachers stand at their doors welcoming, greeting, and supervising students during passing period
- Classroom doors are open during passing period and closed at the beginning of class to indicate that class has begun
- A time-limited “Do Now” activity worth class points begins immediately with the start of the period
- Available administrators and teachers with prep periods provide positive supervision in the halls, restrooms, and other common areas through respectful interactions with students
- School staff say, “It is important to be on time because you don’t want to miss what the teacher is saying.” (Instead of, “You don’t want to be late.”)

Responsive measures

Tardy Sweeps

- Occur randomly during passing periods a number of times each week
- Teachers close their classroom doors at the start of the period and post a

small sign on their door indicating a Tardy Sweep is in effect

- Administrators and teachers with prep periods assist in sweeping tardy students to the tardy sweep station in their zone
- Each zone of campus is assigned a tardy sweep station at which tardiness is recorded and students are assigned a Tardy Academy Slip. The Tardy Academy Slip will serve as the student's pass back to class and as notice to the student of assigned Tardy Academy.
- Students attempting to evade a tardy sweep will receive additional consequences.
- An email will go home notifying parents that their child is expected to attend Tardy Academy.

Tardy Academy

- Tardy Academy will be held Thursdays after school.
- Students who participate in WISH sports with games or practices on Tare expected to attend Tardy Academy on the date assigned and join their practice or game after Tardy Academy ends.
- Students failing to attend the assigned Tardy Academy will receive additional consequences.

Process for Students Who are 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) schooldays 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 and [LAUSD's Suspension and Expulsion Bulletin](#). 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.

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 directly impedes academic performance. Additionally, poor attendance is one of the strongest early predictors of student dropout.

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

E.C. section 48260 defines truancy as: Absence from school without a valid excuse; three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.

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

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.

Unexplained 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 email 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.

Students 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.

The 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 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 his or her driving privileges under Vehicle Code section 13202.7; and

It is recommended that the parent attend school with the student for one (1) day. Student may be assigned, with or without parent consent, to the school's truancy abatement program, which may include Weekend Makeup School.

Notification of Determination as a Habitual Truant

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

A student must be notified a third time once they have accrued 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 Academy SARB.

Notification of Continued Truancy – Referral to WISH Academy 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 Academy 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 Academy High School 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 Academy'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 Academy Office representative, teachers or staff as appropriate, counselor, etc.

Student Attendance Review Board (“SARB”)

The WISH Academy 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, 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.

Withdrawal Due to Excessive Unverified Absences

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

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 gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

SCHOOL HEALTH AND 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 Reporting

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

Contagious or Infectious Diseases & 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 lice.

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 media 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. If you would like your child to opt-out, please contact an administrator via email. Alternatively, a request for an electronic copy can be provided by the administrative team. 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 the 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.

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 typically attempt to 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.

Medication 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 indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, children are not allowed to have medicine in their classrooms, backpacks, or in their possession. 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 include the following persons:

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

Physician assistants 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 must be indicated on the written statement.

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 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:

- 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
- 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 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:
 - Recognition and treatment of hypoglycemia.
 - Administration of glucagon.
 - 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 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.

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](#).

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.

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 on the WISH website. 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 principal.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 9-12. 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 9-12. 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.

Suicide Prevention

WISH Academy High School follows the LAUSD Suicide Prevention, Intervention and Postvention titled [BUL-2637.5](#).

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 Academy

Cancellation of school should only take place during extraordinary circumstances. Announcements will be released to radio, television, newspapers, and social media. 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 on the field adjacent to the football field/track. 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 classrooms and 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 in a labeled Ziploc bag along with the recommended items listed on the emergency kit sheet which can be found on the WISH website. Kits will be stored in locked bins on the schoolyard 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 field adjacent to the football field/track. This procedure is practiced at least one (1) time per month.

Lock Down Policy

In an emergency, students may be required to remain in classrooms. When the school is considered safe, parents are to come to the main gate at Hastings Avenue. Parents must show ID before their children will be released to them.

Safe School Plan

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

Safety Committee/Facilities Team

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

GENERAL SCHOOL POLICIES AND PROCEDURES

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.

Birthdays

Birthdays will be celebrated during the lunch period. Students should make arrangements in advance with the administrative team to bring food or other items to celebrate. Only store-bought items in their original sealed packaging are acceptable for such celebrations. Birthday and other balloons as well as whip cream and shaving cream or any similar celebratory items are allowed at WISH Academy.

Cellular Phones and Technological Devices

It is the policy of WISH Academy to prohibit the use of cellular phones or any electronic signaling device by students on campus during instructional minutes. Students are permitted to possess cellular phones or electronic signaling devices on campus provided that any such device shall remain OFF and stored in a backpack or schoolbag. Accessories such as headphones, earbuds, etc., may also not be visible during school hours.

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

Visibility and/or unauthorized use of a cellular phone or other signaling device may result in the device being confiscated until the end of the school day. Students must comply anytime a request is made by school personnel to confiscate a cellular telephone, or other signaling device due to unauthorized use and/or visibility. Visibility of accessories such as headphones, earbuds, etc., will result in the confiscation of the accessory and the device they are connected to. Prohibited items will be returned from the office at the end of the school day. WISH Academy may adopt more stringent cellular phone and personal electronics policies through the Leadership Team. Repeat

offenders may be subject to additional consequences. WISH Academy is not responsible for lost or stolen cellular telephones or other personal items of value such as iPods, cameras, electronic games/tablets, radios, computers, etc.

Cell phones, smartphones, pagers, and electronic signaling devices may be used:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed medical/healthcare provider determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Complaint Procedures

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

Custody Matters

The courts handle custody disputes. WISH Academy 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 Principal 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.

DRESS CODE POLICY

The dress code policy of WISH Academy 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 hereby approves and adopts the following policies and procedures with respect to the dress code presently in place at WISH Academy:

General: All students attending WISH Academy will be 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

Pants/Shorts/Skirts	Pants, shorts and skirts must be solid black, beige, khaki or jeans with no rips or holes. Shorts and skirts should be at least as long as the student's fingertips.
Tops	Solid red, white, black, blue, khaki or WISH Branded tops or dresses.
Outerwear	Solid red, white, black, blue, khaki or WISH Branded sweaters, blazers, crew neck sweatshirts, windbreakers, or jackets without logos other than WISH logos. Hooded sweatshirts are allowed.
Shoes	Closed-toed, snug fitting shoes, no wheels, no heels. Crocs are permitted except for PE class.
Hats/Hoods	No hats/hoods of any type are permitted to be worn in class, in offices, or inside the building at any time. Hooded sweatshirts are allowed. Head coverings worn for religious reasons will be allowed.

Opt-Out

There may be an “opt-out” provision with respect to the dress code only if it is explicitly approved by an administrator.

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

Student will be sent to the office, given attire to borrow and parent/guardian will be notified via email.

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 students” 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. “Student participating in a newcomer program” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student 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 student 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 students, 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.

Graduation Requirements

Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a student participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or

probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a student participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

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 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 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 two (2) business days. The Charter School shall compile the complete educational record of the student, 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 student’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 in 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 student 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.

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/>

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

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.

PROFESSIONAL BOUDARIES: STAFF/STUDENT INTERACTION POLICY

As a co-located school, WISH Academy follows the LAUSD Employee Code of Conduct guidelines. Please refer to the LAUSD Employee Code of Conduct for further information.

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.

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.

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 five (5) business days after the day the Charter School receives a request for access.

Parents or eligible students should submit to the Charter School Principal/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 a 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 nonrelated 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.

ENROLLMENT

Parents/Guardians must submit a completed Enrollment Packet via School Mint before the first day of school. Enrollment is not considered complete until the Registration Packet has been completed and submitted through the School Mint website. Students who are offered spots are asked to complete an Enrollment Packet within 14 days to secure their spot prior to the school year start; once school has commenced, families are given three (3) days to secure an offered spot. Failure to return the Enrollment Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist. The Enrollment Packet will include:

- Emergency Information Card
- Immunization Records (New students only)
- Request for Medication To Be Taken During School Hours
- Allergy / Medication Authorization
- Eligibility Survey for Federally Funded Programs
- Home Language Survey
- Parent Intake Questionnaire
- Parental Consent for Photography, Media & Participation in Evaluation Studies
- Consent to Release Confidential Student Information
- Technology Agreements – Student and Parent
- Ethnicity / Race Identification of Students
- Additional Parent / Legal Guardian Information
- Additional Student Education Form

If you have a friend/neighbor/colleague who is interested in WISH Academy, tours and applications are available beginning in September. Interested parents may participate in a lottery system vying for open seats at WISH Academy. Please see the office staff for information about lottery procedures and timelines.

LUNCH & NUTRITION

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 after school. 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.

OFFICE HOURS

The school office is open from 7:30am to 4:30pm, Monday through Friday. The phone number is 310-743-6990. Please try to limit calls made to the school between 12:00pm and 1:00pm, as the lunch hour can be quite busy with limited staff available to assist you.

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, vaping and marijuana products, alcohol, drugs, matches, lighters or other controlled substances.
- Aerosol cans of any kind.
- Permanent marking pens, paint pens, and spray paint.
- Firearms, knives, razors, 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.
- Cellular phones, while permitted on campus, are subject to usage restrictions.
- 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 lunch club or 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.

REPORT CARDS

Report cards are issued two times a year, generally in January and June. Students are graded using a letter grade, A-F scoring scale, indicating progress towards meeting the content standards.

SCHOOL TOURS

School tours are held in Fall through Early Spring. Please go to the school website to sign up for a tour. Tours are held on scheduled mornings and evenings and generally last about one hour. High school and middle school students are encouraged to attend tours with their parents. There is time for questions during and after the tour.

SEARCHES

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee), may conduct a reasonable search of a student's person and/or personal effects (e.g., backpack, purse, etc.) if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations. Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

STUDENT EXPECTATIONS

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

VISITS

Visitors must enter through the WISH Academy main gate off of the Hastings parking lot. In order to keep all students from all four (4) schools safe within the campus, we ask that all visitors follow this policy. There you will be able to sign in the Visitors' Log and get a Visitor's Pass at the front office. It is required that you wear the pass at all times while on campus. At the end of the visit, please sign out. If you are in need of assistance of any kind please call 310-743-6990 and someone from the WISH office will meet you and provide the assistance required.

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. If you wish to visit a classroom at any time, please call to make an appointment on 310-743-6990 and see the paragraph above regarding visitors. (Please reference WAHS - Classroom Observation Procedures)

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.

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.

External Communication

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 co-president for inclusion in the school's weekly email blast called the WISH Wise Weekly or to be distributed to students to take home. All flyers, banners, etc. need to have prior approval from WISH Academy administration before they are put up around school.

Parents are asked to use discretion in sending "email blasts" to families at school. Each grade level has Parent Liaisons who are asked to coordinate grade level-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 Facebook or other social media platforms. 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 Section during which time any member of the public may speak briefly.

At all other times, the adults in our WISH Academy 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 Academy 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.

Communication with your School

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

Infinite Campus: Infinite Campus is a Student Information System (“SIS”) that gives parents and students a portal through which to view grades, attendance, assignments, assessment data, and more from a graphical, user-friendly dashboard. Sign-on information will be distributed to families and students at the beginning of the school year.

Canvas: Canvas is our online Learning Management System. It allows scholars, teachers, and families to use an online platform to access, complete, and review assignments as well as monitor progress, growth, and grades.

WISH Academy High School Website: The WISH Academy High School 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 under the “Contact” tab. Please check our website for school- wide updates at <https://www.wishcharter.org/apps/pages/HS>.

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 Wise Weekly 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 Academy Community

Communication at school and to the parent body is an important part of maintaining the WISH Academy community. Only general information relating to WISH Academy 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 (weekly email blasts)
- Parent Liaison messages via email or fliers
- WISH Academy Facebook Group

Protocol for the above:

- Flyers or messages **must be** approved by a WCA co-president at least one (1) week before your flyer is distributed
- Email a copy to a WCA Co-President for approval one (1) week before you would like the flyer distributed.
- All flyers must be printed in **black and white**. No color flyers may be printed.

NOTE: Flyers are only sent home on MONDAY. 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 through student advisory classes or along the WISH valet line.. 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 High 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 Academy 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 Academy Facebook page 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 email. We are committed to responding swiftly and know how important this is to you. A list of current teacher emails can be found on our website at <https://www.wishcharter.org/apps/pages/HSStaff-2>.

Communication with the Office

Please call the school office if you need to speak with the principal, office manager, or facilities manager. If someone is not available to speak with you immediately, please leave a message and your call will be returned within 48 business hours.

Communication with Students During the Day

If you need to communicate with your child during school hours, call the office and leave a message. We will make sure that message is relayed to your child. The office will call your child to the phone only in an emergency. Please make all carpool and after school arrangements with your children in advance of dropping them off at school. To assist WISH Academy faculty and staff in upholding our cell phone/electronics policy, we ask that parents refrain from contacting your children on their cell phone during the school day. Students are instructed to leave their phones *off* and in their backpacks throughout the school day.

Parent and Family Engagement Policy

WISH aims to provide all students in our school significant opportunities 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

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

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

Concerns about the Principal

- 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, make an appointment with the Executive Director
- Meet with the Executive Director to resolve your concerns
- After concerns have been addressed, if you are still not satisfied, send an email to the Board President at boardpresident@wishcharter.org
- 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 issue.

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.

STUDENT SUPPORT TEAM MEETINGS

Team meetings will be held to discuss your child's progress and are available throughout the school year at your request or at the request of a teacher, counselor or stakeholder. These meetings can be scheduled in advance with your child's teachers, counselor or administrator. Team meetings will always follow the format of our team meeting form. We will begin by discussing your child's strengths and successes, followed by needs, parent concerns, and then we will create action plans together

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 child, 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.

ACADEMIC POLICIES

Criteria for a High School Diploma

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California, and other national college and university systems. It is the expectation that each student is expected to apply to a four-year university/college regardless if they accept admission. If a student cannot afford the application fee, WISH Academy will provide financial assistance.

Thus, our high school graduation requirements will exceed the A-G requirements, as illustrated in the following chart:

COURSES	WISH HS GRADUATION REQUIREMENTS (Years)	UC COURSE REQUIREMENTS (Years)
History & Social Science ("A")	3 (4 recommended)	2
English ("B")	4	4
Mathematics ("C")	3 (4 recommended)	3 (4 recommended)
Laboratory Science ("D")	2 (3 recommended)	2 (3 recommended)
Language other than English ("E")	2	2 (3 recommended)
Visual & Performing Arts ("F")	1	1
College Prep Electives ("G")	1 (Advanced elective in: visual/performing arts, history, social science, English, advanced mathematics, laboratory science or language other than English)	1 (2 semesters of one College Prep Elective Course)
P.E./Health	.5 Health	
Learning Lab	4 years	
Advisory	4 years	

Below is a comprehensive course list that delineates the courses students are expected to enroll in and complete per grade level.

	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
ELA (4 Years)	English 9	English 10	English 11	English 12
Math (3 years)	Algebra I Geometry	Geometry Algebra II	Algebra II Pre-Calculus	Pre-Calculus Calculus
Lab Science (2 years)	Physics	Biology Chemistry	Biology Chemistry	Biology Chemistry
History/Social Studies (3 years)	Humanities	Modern World History	U.S. History 20th Century	Economics (Semester) / Civics (Semester)
P.E./Health (1 year)	P.E.	P.E.	P.E.	P.E.
Art (1 year)	**Visual/Performing Art I	**Visual/Performing Art I Visual/Performing Art II	**Visual/Performing Art I Visual/Performing Art II	**Visual/Performing Art I Visual/Performing Art II
World Lang. (2 years)	Spanish 1 Spanish 2 Spanish 3 ASL 1	Spanish 1 Spanish 2 Spanish 3 ASL 1 ASL 2	Spanish 1 Spanish 2 Spanish 3 ASL 1 ASL 2 ASL 3	Spanish 2 Spanish 3 ASL 2 ASL 3
Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab
Advisory	Advisory	Advisory	Advisory	Advisory

**One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts - or two one-semester courses from the same discipline is also acceptable.

Students earn 5 credits for every semester of a course in which they earn a grade of "C-or better". Students need a total of 265 credits to graduate and earn their high school diploma. Additionally, they must complete their personal service learning hours in order to earn their high school diploma. Students must complete 15 personal service learning hours every semester. This comes to a total of 120 personal service learning hours to be completed for students to earn their high school diploma and participate in graduation activities.

CTE Coursework

WISH Academy offers opportunities to further career and college preparation via specialized coursework.

Criteria for Participation in High School Graduation Ceremony and Activities

Twelfth (12th) grade students must meet all WISH Academy requirements to earn a High School Diploma in order to participate in the graduation ceremony and activities.

In order to participate in the graduation ceremony and activities, students must have a cumulative academic GPA of at least 2.0 and citizenship grades of S (Satisfactory) or E (Excellent) in the final semester of their senior year and an attendance requirement as well of at least 94% (10/11 absences total).

(It should be noted that the above criteria may not apply to students with appropriate eligibility under the IDEA who may have an individualized curricular track.)

Appeal Process

If a student does not meet the minimum graduation activity or diploma requirements, the student or parent/guardian may appeal by following the procedures listed below.

Considerations may include extenuating circumstances that affect attendance and/or academic achievement or demonstrating significant improvement in the twelfth (12th) grade.

A. School-site Level

The student or parent/guardian writes a letter to the principal stating why the student did not meet the requirements for the diploma or for participating in the culmination activity.

A Graduation Appeals Committee shall be convened at the school to review appeals. At a minimum, the committee must include a counselor, a school-site Administrator and a teacher.

The principal will review, approve and sign the letter stating the committee's decision.

The committee response shall be provided in writing and by phone within three school days following the appeal.

B. Director Level

If the parent/guardian does not agree with the school's decision, he/she may appeal to the Executive Director by sending a letter within three school days of receiving the school site appeals decision.

The Executive Director will convene a committee to review the appeal. The Executive Director will sign the letter communicating the decision. This decision is final and will be provided by phone and in writing within one school day following the appeal.

GRADING POLICY

Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students. Marks reflect a student's individual achievement toward mastering the standards.

At the beginning of the school year, each classroom teacher will provide students and parents with the course description or syllabus and a list of the standards addressed in the course.

The classroom teacher shall determine the mark given to each student in the class based upon the tables below; and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, that mark shall be final.

Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.

For every course, a minimum of one (1) performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Infinite Campus Grade Book.

Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining “reasonable time” might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark.

Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.

Two (2) separate marks – subject and citizenship – are issued for all high school courses. See tables below for a complete interpretation of Academic Marks and Citizenship Marks.

The final mark is an overall rating of the student’s work and performance that demonstrates mastery of the California content standards for the entire duration of the course.

Academic Marks and Grades

<i>Academic Mark</i>	A	B	C	F
Quality of Work	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
Interpretation & Application	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.

Thinking & Reasoning Skills	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
Quantity of Work	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

GPA Scale

WISH Academy uses a GPA scale modeled after the GPA scale set forth by CollegeBoard. Colleges report GPA (grade point average) on a 4.0 scale. The top grade is an A, which equals 4.0. This is the standard scale used at most colleges.

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7

C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 or below	0.0

Citizenship Marks

<i>Citizenship</i>	E (Excellent)	S (Satisfactory)	U (Unsatisfactory)
Courtesy	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
Conduct	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
Improvement	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
Class Relations	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

Students receiving a U (Unsatisfactory) in Citizenship will be:

- Ineligible to participate in Honor Roll/Awards Assemblies and ineligible to receive honor roll distinctions/awards
- Placed on probation for co-curricular/extra-curricular activities (e.g., sports, student council, trips, special events/activities, etc.)

- Required to attend a Team Meeting along with parents/guardians in order to create an action plan for re-establishing eligibility and raising citizenship mark
- On probation until the terms of the action plan have been met

HOMEWORK POLICY

Homework is an opportunity for parents and children to engage in meaningful discussion about school experiences and new content learned. It is an opportunity for independent practice to reinforce learning and help master specific skills. Homework may also be used as preparation for introducing material that will be presented in future lessons or to extend different skills into new situations. It may also be an opportunity to integrate many different skills into larger tasks.

If your child needs assistance, please do not do the assignment for him/her, guide your child, allowing him/her the opportunity to do their own work. If your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible!

Routine daily homework is assigned in each core class (English, Math, Science, Social Studies, and Pathways). Homework is posted in the classroom and online via Canvas for each class. In non-core content areas, homework may be assigned when appropriate.

Supporting and Monitoring Homework

By looking over your child's schoolwork you can learn about what is happening at school and reinforce the value of timely completion of assignments. Here are some ways to make the most of this experience:

- Provide your child with a quiet, well-lit, distraction-free place to study that's stocked with supplies.
- Distraction free means no phone, TV or websites other than homework-related resources.
- Check in with your child from time-to-time to make sure they are not distracted.
- Set a specific start time for homework each evening.
- Review your child's agenda and their class' Canvas site with them and help him/her organize and prioritize their time and assignments.
- Encourage your child to ask for help when needed. Teachers hold office hours after school and upon request every day.

Late Assignment Policy

- Any assignment that is turned in late will receive an immediate 10% penalty (i.e. a 100-point lab will have 10 points deducted from whatever score you earn).
- Assignments will not be accepted at all beyond the five-week progress report grading period.
- Students who have more than two (2) late or missing assignments will have their families informed via a phone call or email. The communication will include the

missing assignments, assignment description, due dates, and reference to Canvas where families can find additional information.

- Students who have acquired an excused absence have one (1) week from date of return to submit their assignment.
- Students may request an extension with an individual teacher based on the assignment and teachers have the right to deny a request for extension.

Academic Integrity

WISH Academy 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 Academy students are expected to deny all requests to copy from their own work.

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.
- Using AI on an assignment without teacher direction to do so.

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.

Academic integrity means that Chat GPT or other AI platforms 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. The use of AI could be subject to the Academic Dishonesty Policy.

Consequences for Violating Academic Integrity

- All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.

- A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
- Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
- The Principal will be notified.
- An incident of cheating and or plagiarism will result in removal from the High School Honor Roll for that quarter.
- Repeated violations or a single serious violation may lead to more serious disciplinary actions.

INTERVENTION PROGRAM

Multiple assessment tools will be used at several points in the school year to determine those students who would benefit from academic intervention. Details of the blended-learning model intervention program will be distributed to families at the beginning of the school year.

INSTRUCTIONAL MATERIALS

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

Students are responsible for all books issued to them. Textbooks will be collected at the end of the semester for seminar classes and at the end of the year for core and pathway classes. Students will be charged a replacement fee for all lost books, including library books.

Restitution

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 repair or replacement of the item and related costs or damages caused by the student’s misconduct. 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 (EdCode § 48904).

TESTING

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 SUPPORTS

Intervention Program

Multiple assessment tools will be used at several points in the school year to determine those students who would benefit from academic intervention. Details of the blended-learning model intervention program will be distributed to families at the beginning of the school year.

English Learners

Students who enroll in WISH Academy with a prior designation of English Learner or a student who has never been designated by a California school and whose Home Language Survey indicates a language other than English will be 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.

Gifted and Talented Education (“GATE”)

All students in grades 9-12 receive high quality instruction grounded in GATE practices, designed to strengthen the learning of all students. All teachers use Open Ceiling activities, specialized questioning strategies, and Depth and Complexity Icons to extend student learning. Students eligible for formal GATE services are identified in third grade using established criteria such as test scores, teacher evaluation and testing. About 12.5% of WISH Charter students qualify for GATE.

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/Director of Special Services. 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 (5) 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.

INDIVIDUAL EDUCATION PROGRAM (IEP) PROCESS

Referral for Assessment

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

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.

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.

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 his or her current school unless the IEP team recommends a more specialized program.

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 his or her IEP reviewed as part of an overall comprehensive reevaluation of your child's progress.

Student Support and Progress Team ("SSPT")

The SST is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in their classes by determining ways in which a learner can be supported for academic success. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

COUNSELING

Social-Emotional Counseling/Mental Health Services

This section provides general information about the counseling services at WISH Academy. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school. Social Emotional counseling is available when requested or needed 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 via the WISH Academy Main Office at (310) 743-6990. 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 Ext 102 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 at the WISH Academy Main Office (310) 743-6990.

Available in the Community:

Please see the following link for a list of community resources:

<https://sites.google.com/wishcharter.org/wahscounseling>

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.
- CareSolace

Referral Process

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

Referrals to Outside Resources

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

Crisis

Social-emotional crisis includes, but is 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 Academy follows a crisis protocol that may end with a student being evaluated by county mental health or other crisis response agency. WISH Academy will make every effort to contact parents during crisis as appropriate but must follow crisis protocols to protect the safety of all students and staff.

Consent and Confidentiality

WISH Academy 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.

ACTIVITIES & SPORTS PROGRAMS

In order to participate in any WISH Academy co-curricular activities, students must demonstrate and maintain minimum progress toward meeting graduation requirements (see above), including: maintaining a minimum grade point average (GPA) of at least of 2.0 (on a 4.0 GPA scale) in all coursework and/or be passing all classes during the previous quarter. Students must also be in good standing vis a vis attendance and classroom behavior. A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

1. The program is supervised or financed by the school.
2. Students participating in the program represent the school.
3. The program includes both preparation for and performance before an audience or spectators.

Sports and Athletics

A variety of team sports are offered during the fall, winter, and spring through Evolution Sports. These teams compete in the CIF league and practices take place after school. 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 wishsports@wishcharter.org or at (310) 650-7618.

WISH follows the guidelines established by the CIF Blue Book.

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

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.

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://www.cdc.gov/dhdsdp/docs/cardiac-arrest-infographic.pdf>.

LEADERSHIP & CHARACTER-BUILDING PROGRAMS

The staff at WISH Academy believe adolescents 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:

- Associated Student Body/Leadership is an active group of high school student leaders who help discuss, plan, and implement ideas, and plan spirit activities and service projects.
- LINK Crew - A high school transition program where juniors and seniors welcome incoming freshmen and serve as mentors throughout the first year of their high school experience.

These programs help develop interpersonal skills, such as:

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

COMMUNITY SERVICE PROGRAMS

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

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

- Ballona Wetlands - Students participated in helping to clean up the Ballona Wetlands.
- Children’s Hospital of Los Angeles - Students made cards for children who were in the hospital.
- Kiva - Students brought in money to be donated to Kiva which provides micro-loans to people in disadvantaged countries who use it to start small businesses.
- Mar Vista Family Center - Kids made and decorated pencil boxes to be delivered to families.
- Meals on Wheels - Kids made flower pots that were filled with flowers and were delivered to the elderly through Meals on Wheels.
- Pet Adoption - Students made posters that were hung around Westchester to emphasize the need for pet adoption.
- SPCA Animal Shelter - Students collected items to be donated to the animal shelter.
- World Food Programme Food Drive – Students brought in canned food for the World Food Programme.

In addition, high school students are required to complete fifteen (15) personal service-learning hours every semester. This comes to a total of 120 personal service-learning hours to be completed by the time students graduate.

SCHOOL-WIDE EVENTS

Many WISH 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 School-wide Events:

- Annual Summer Events – New High School families get together before the start of the school year to watch films or go ice-skating.
- Back-to-School-Night – Teachers discuss the year’s teaching program and curriculum with parents.
- Exhibition Nights - each semester WISH Academy hosts an exhibition night where our scholars can showcase their knowledge in a setting open to the community.
- Additional opportunities for dynamic VAPA showcases will occur over the course of the school year.

WISH Community Association (WCA) Events

All parents/caregivers educators of currently enrolled WISH students are considered members of the WISH Community Association (WCA). The WCA facilitates open communication among the entire WISH community through monthly meetings where parents 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 WISH Community Association also encourages community participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. The WCA Leadership oversees community meetings and activities and the leadership team is elected by the membership each spring to serve the following year.

- Online Auction – Families and staff contribute to and can bid on a large variety of auction items to raise money for WCA funded programs.
- WISHky A Go Go’s “Bands and Brews” – Our community kicks off the school year with a rocking -adult night- out “fun”d-raiser featuring live music from the WISH House Band, dancing, games and so much more.
- Book Fair – Students and families have an opportunity to purchase books for themselves and their classrooms.
- Coffee With The Principal– Parents ask questions of and hear from the Principal on the 1st Friday of the month at 9 AM
- First-Day-of-School New Family Breakfast – Parents/caregivers socialize after dropping off their children. Sponsored by WCA.
- Staff Appreciation Week – Parents honor and thank teachers and staff for their efforts.
- Student Retreat- 9th graders engage in an overnight trip to enhance social skills and team building.
- WCA Parent/Caregiver Mixer – Parents and caregivers are welcomed to the school community at an evening gathering.

HOW WISH COMMUNITY ASSOCIATION (WCA) SUPPORTS WISH ACADEMY

WCA is the school's parent/caregiver association whose leaders organize fundraisers and programs that enable our school to supplement the components of the educational program. WISH Academy is operating in the Educational Service Center West of 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 computer, art, music and PE teachers, classroom aides, an IT tech specialist, 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 supported by fundraisers , programs and events organized by the WCA.

Classroom Paraprofessionals

WCA assists in funding additional paraprofessionals to support the teaching staff based on their needs

Class Size Reduction

WCA funds the ability to maintain small class sizes in the high school.

Computers and Technology Instruction

WCA pays for a bay of computers in each classroom, printers, a server, a credentialed technology instructor, and an IT administrator who troubleshoots, helps the teachers and oversees the server, the network, and the technology infrastructure at the school. Technology is incorporated in all high school classes with the use of Chromebooks.

Events

Many school events that benefit the entire school community are organized by WCA Chairpersons and Program Liaisons, including: First-Day-of-School Coffee, New Family Social, International Festival, Auction, Science Fair, Book Fair, Talent Show, Race For Success, and Spring Sing & 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 rich, diversified, inclusive learning environment at WISH Academy, the WCA conducts an Annual Fundraising drive as well as other events throughout the school year to support school programs. WCA's primary fundraiser of the year is the *Annual Giving Fund Drive* which encourages all families to donate \$1800 per child at the start of the school year. WISH Academy is a public, charter tuition-free school, and these contributions are in no way required. The goal is for all families to participate in whatever amount they feel comfortable – 100% family participation helps WISH Academy during the foundation/corporate Grant process.

Library

WCA parent/caregiver volunteers help maintain the library and organize the twice-yearly book fair each year.

Music Class

WCA raises funds for the music teacher who offers instruction in voice and theory to all TK-12th graders.

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 aides and specialized instruction for music, art, PE, and technology, WCA pays for the cleaning of class rugs before the start of each school year, \$1000 worth of new supplies for new teachers, a Back-to-School teacher lunch, and Staff Appreciation Week festivities.

Visual Arts

WCA pays for the art teacher and art materials.

WCA Meetings

WCA meetings are generally held the second Wednesday of the month. The starting time is generally at 6:30 PM and meetings generally last 1.5 hours. The WCA Leadership runs the meetings and the Principal and WCA Chairs report on school news

and activities. Babysitting is not provided. If you want to place an item on the agenda or have a concern or idea you wish to make known to WCA, contact the Secretary or one of the Chairpersons by the Friday before the scheduled meeting. Please come, stay informed, ask questions, and get involved!

Website

Visit the website at <https://www.wishcharter.org> to get the latest school-wide news, to learn more about WAHS programs, to link to the master calendar, to learn about current school fundraisers and more. See the External Communication section for more details.

WISH Academy Wear

Apparel, sporting the WISH Academy name and school house logo, is available to purchase through the school website and office and at major school event.

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 Academy 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! Please visit www.wishcharter.org/volunteer for more information.

Serving as Resources to the School

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

Volunteering During the School Day

Possible ways to help:

- 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 to support academic/sports/extra curricular activities
- Serve as parent chaperone
- Assist in planning event logistics such as Prom, Homecoming, Graduation and Grad Night
- Facilitating community service or service-learning projects
- Support the various fundraising campaigns and events

Parents/ Caregivers in the Classroom

All parents/caregivers are encouraged to participate in their child'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:

- Complete required Volunteer Training sessions with the administrator prior to service.
- Contact the teacher through email and indicate the preferred days and times that you would like to volunteer.
- 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 students.
- Sign in at the office and obtain an identification tag before entering the classroom. Display this tag at all times.
- Please follow directions of the teacher and instructional assistants.
- Please ask questions if you are unsure how to carry out the task you have been given.

If your schedule only permits you to volunteer in the classroom every once in a while you are still welcome! 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 to follow these guidelines, which will be covered in the mandatory volunteer training:

- Use Positive Behavior Support strategies when redirecting students
- 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, guardians, and family members interested in volunteering in classrooms are required to attend a Volunteer Training session with an approved school representative prior to commencing their volunteer duties. These training sessions are held several times at the beginning of the year with the school principal. Dates will be announced in the 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 leadership opportunities . These options work well for those who can't volunteer during school hours.

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

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.
- Be faithful and prompt.
- If you have to back out of a commitment, try to find a substitute and contact your teacher or committee chairperson in advance.
- If you have a last-minute change in plans and are not able to help as committed, call the school to leave a message for your teacher if you are volunteering in the classroom. Leave a message for the committee chair if it is a committee event.
- Stay home when you are sick and notify the teacher/committee chair as soon as possible.
- Spend your time on the project you've been given. If needed, set aside time

outside of class to discuss personal problems with the teacher.

- Please remember patience is required, and we all have good and bad days.
- Treat others (both children and adults) with respect.
- Discuss concerns about students' problems during parent teacher meetings, not volunteer time.
- Do not criticize another volunteer. Work with them. If the problem persists, discuss it with the committee chair or a WCA team leader.
- Consult the WCA Volunteer Handbook for more specific information about programs and how you can be of assistance.

Our school's success has only been possible through the many contributions of WISH families. Please consider contributing to our school community through participation in the 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 SUPPORTS

Positive Behavior Intervention and Supports ("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 Academy involve the students, school staff, and the student's parent(s)/caregiver(s). These policies are developed by WISH Academy but will evolve and grow through feedback from and collaboration with WISH Academy families and outside professionals.

The climate of WISH Academy 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 are 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 and School Rules

Schoolwide PBIS 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. To this end WISH Academy 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 child 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 Academy are Outstanding Global Citizens, Wise Scholars, Lifelong Learners, Social and Emotional Responsive Students (Student Learning Outcomes - OWLS).

O - Outstanding Global Citizens

W - Wise Scholars

L - Lifelong Learners

S - Social and Emotional Responsive Students

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 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

The modeling of appropriate behavior must 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 Academy will monitor and evaluate the effectiveness of the school-wide PBIS and discipline plan at all three (3) levels using school data. This allows WISH Academy to use data that identifies areas of need, targets areas of concern, accesses professional development, and revises school-wide procedures as needed.

Effective Prevention Strategies

Appropriate behavior is regularly taught and reinforced school-wide by all school employees. There is firm, fair and consistent discipline, providing all staff and students a consistent, unifying message on what is safe, respectful and responsible.

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.

REWARDS & CONSEQUENCES FOR CONDUCT & BEHAVIOR

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 rewards and recognition for appropriate behavior, frequently lead to improved student behavior. Negative consequences provide feedback to the student that their behavior is unacceptable. Examples of both can be found in the Results and Consequences Chart, which delineates the consequence associated with specific behaviors.

Rewards for Scholarly Behavior

R1	Positive 1	<ul style="list-style-type: none"> ● Putting in more effort than expected ● Being helpful to students and staff ● Excellent verbal communication
R2	Positive 2	<ul style="list-style-type: none"> ● Repeat of R1 in the same class
R3	Teacher will: <ul style="list-style-type: none"> ● document in PBIS Rewards ● send positive notification email 	<ul style="list-style-type: none"> ● 3 R1s in one class ● Academic achievement ● Outstanding effort ● Excellent organization ● Excellent presentation ● Helping others in class ● Outstanding group work ● Outstanding homework ● Going above and beyond expectations
R4	Teacher will: <ul style="list-style-type: none"> ● document in PBIS Rewards ● positive phone call ● give excellent citizenship grade 	<ul style="list-style-type: none"> ● Repeated positive behaviors beyond R3

R5	Teacher will: <ul style="list-style-type: none"> document in PBIS Rewards positive phone call Give principal's reward 	<ul style="list-style-type: none"> Consistent and sustained effort over a period of time
-----------	--	---

Consequences for Non-Scholarly Behavior

Level	Consequence	Description of Behavior
C1	<u>Teacher will:</u> <ul style="list-style-type: none"> Give verbal reminder 1 	<ul style="list-style-type: none"> Disrupting learning Refusing to follow directions Leaving seat without permission Wearing hat/hood in the classroom Chewing gum Littering Cursing Eating or drinking in class (except water) Tardy to class Play fighting Misuse of Chromebook (playing games, Spotify, Social Media, etc.) Out of dress code
C2	<u>Teacher will:</u> <ul style="list-style-type: none"> Give verbal reminder 2 	<ul style="list-style-type: none"> Repeat of any C1
C3	<u>Teacher will:</u> <ul style="list-style-type: none"> Document in PBIS Rewards & Infinite Campus as a Minor Referral contact parent/guardian confiscate item(s) <u>Restorative consequences from teacher will include:</u> <ul style="list-style-type: none"> Reflection form After-school academy 	<ul style="list-style-type: none"> Persistent of any C1 & C2 Cell phone on and/or out of backpack without permission Insulting staff/students Throwing items Damaging Chromebook Being in any undesignated area Being out of class excessively (either extended leaves or repetitive leaving) Persistent loitering
C4	<u>Teacher will:</u> <ul style="list-style-type: none"> document in PBIS Rewards & Infinite Campus as a Major Referral contact parent/guardian <u>Restorative consequences from admin may include:</u> <ul style="list-style-type: none"> Removal from the classroom After-school academy Confiscate item(s) SEL lesson(s) AP report monitoring Formal letter sent home <u>Mandatory:</u> reflection form <u>Mandatory:</u> follow-up call home <u>Mandatory:</u> one or more restorative 	<ul style="list-style-type: none"> Persistence of any C1, C2, & C3 Plagiarism/Cheating* Vandalism Verbal/Physical aggression

	consequence listed above	
C5	<u>Teacher will:</u> <ul style="list-style-type: none"> document in PBIS Rewards & Infinite Campus as a Major Referral contact parent/guardian <u>Restorative consequences from admin may include:</u> <ul style="list-style-type: none"> After-school academy Saturday school SEL lesson(s) Principal report monitoring Removal from future field trip/social events Parent shadow day In/out of school suspension <u>Mandatory:</u> removal from classroom <u>Mandatory:</u> reflection form <u>Mandatory:</u> phone call home & parent meeting <u>Mandatory:</u> formal letter sent home 	<ul style="list-style-type: none"> Persistent of any C1, C2, C3, & C4 Bullying Physical violence Use of a weapon Use of Tobacco, Drugs or Alcohol

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 Academy 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 Academy's understanding of the developmental stages of the student. WISH Academy 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-stated intentions, or acts in an inappropriate, unprofessional way with regard to the discharge of his/her duties as a teacher, the following steps may be taken:

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

Suspension and Expulsion

Refer to Appendix A for full Suspension and Expulsion Policy.

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

Student Responsibilities

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

Parent/Guardian Responsibilities

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

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>

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 student fees. A student enrolled in a public school shall not be required to pay a student fee for participation in an educational activity. A student fee includes, but is not limited to, all of the following:

- A fee charged to a student 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 student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to student 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 student 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 student 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 student 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

APPENDIX A- 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 28 9, 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.