



WISH ACADEMY HIGH SCHOOL
FAMILY HANDBOOK
2025-2026

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www.wishcharter.org

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GENERAL INFORMATION

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 Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

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 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.

Pursuant to California law and the California Attorney General’s guidance to K-12 schools in responding to immigration issues (“Guidance”), Charter School provides equal access to free public education, regardless of a student’s or their parent’s or guardian’s immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link:
<https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

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.

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

The Thursday Schedule must be changed to reflect a recent update to THURSDAY only. This is the current, accurate Thursday schedule.

<i>Thursday Dismissal at 2:15pm</i>		
Period	Time	Length
Period 1	8:30am-9:00am	30Mins
Period 2	9:05am-9:35am	30Mins
Period 3	9:40am - 10:10am	30Mins
Period 4	10:15am-10:45am	30Mins
Snunch	10:45am-11:15pm	30 min
Period 5	11:20am-11:55am	35 Mins
Period 6	12pm-12:35pm	35 mins
Period 7	12:40pm-1:25pm	45 mins
Period 8	1:30pm-2:15pm	45 Mins
Period 8	1:35pm-2:15pm	40 Mins

WISH Academy Annual Calendar

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

WISH Academy Hours

Monday, Wednesday, & Friday:

7:30-8:00 Faculty Meeting (M)
 7:45-8:15 Office Hours
 8:30-3:45 Instructional Day
 4:00-4:30 Debrief/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/Team Meetings

24-25 High School - Regular Days				
Monday, Wednesday, Friday			Tuesday	
Dismissal at 3:45pm			Dismissal at 3:45pm	
Period	Time		Period	Time
Period 1/2	8:30am - 9:55am		Period 1/2	8:30am - 9:55am
Period 3/4	10:00am - 11:20am		Nutrition	9:55am – 10:05am
Nutrition	11:20am - 11:30am		Period 3/4	10:10am - 11:30am
Advisory	11:35am - 12:15pm		Advisory	11:35am - 12:15pm
Period 5/6	12:20pm- 1:40pm		Period 5/6	12:20pm- 1:40pm
Lunch	1:40pm - 2:15pm		Lunch	1:40pm - 2:15pm
Period 7/8	2:20pm - 3:45pm		Period 7/8	2:20pm - 3:45pm
Thursdays: 7:30am - 8:00am Planning 7:45am - 8:15am Office hours 8:30am - 2:15pm Instructional Day 2:30pm - 4:30pm Meetings		24-25 High School – Short Days		
		Thursday		
		Dismissal at 2:15pm		
		Period	Time	Length
		Period 1	8:30am-9:007am	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-11:09a m	32 mins
		Lunch	11:09am-11:39a m	30 min
		Period 5	11:44am-12:16p m	32 mins
		Period 6	12:21pm-12:53p m	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 8am and 8:15am. Students must be seated in class at 8:30am in order to be considered on time and avoid being marked tardy. All families are expected to use the valet service on Park Hill. We staff this area to assist your child in exiting the vehicle swiftly and entering the campus safely.

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 student will exit campus through the Park Hill gate. 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.

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](#).

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.

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.

Visits

Visitors must enter through the WISH Academy main gate off of the Hastings parking lot. In order to keep all students from 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 your office manager no later than Thursday 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 your office manager 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 (wca@wishcharter.org) 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. Parent Partnerships is one of the core tenets of WISH Charter. This means that we are committed to working together to create a meaningful and engaging learning experience for each child. In person and electronic means of communication are some of the ways we share information. Grade level Facebook Groups, Instagram, WhatsApp groups, etc. are for sharing pictures and helping families establish connections with each other using a social networking forum. They are not for comparing teachers, expressing concerns about classroom programs that are designed by our teachers, or for criticizing others. These types of actions are considered cyber bullying and are incredibly hurtful to the teachers and staff members. Like with any situation that is challenging, if you have a concern, please email the teacher or set up a meeting to discuss your concerns. Describing your child's teacher in a derogatory way on social media or with a small group of parents is hurtful and it damages our commitment to parent partnerships. When you post online or in a text chain, assume that everyone can read it. Teachers are invited to grade level Facebook groups, even if they do not accept the invitation, please communicate as though he or she were present. WCA Leadership team members post group norms for WISH social media groups and will directly contact parents who have violated a norm on a social media group to resolve the issue. If the violation continues the post may be removed. 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.

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.

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.

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.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System (“CALPADS”¹) pursuant to state law, will be shared with the California College Guidance Initiative (“CCGI”²) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

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

¹ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

² CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state’s efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (“CDE”).

- 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.

INSTRUCTIONAL PROGRAM

Field Trip Policy

WISH Academy prioritizes students' opportunities to learn in real-world contexts via field trip experiences. All field trips must be pre-approved and supervised by school staff. Students must submit signed permission slips and meet academic, attendance, and behavior expectations. All district and school policies apply during off-campus events, per California Education Code § 35330. Violations may result in removal from the activity and disciplinary consequences.

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.

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.

Independent Study (Short Term)

WISH's Independent Study process for the 2025-2026 school year has been changed to reflect an annual contract which will be shared with all families at the beginning of the school year. Independent Study does not count towards attendance unless a contract has been signed and students have completed all of the work assigned for that day.

Independent Study is not meant to be used as a replacement for in-person instruction. In-person instruction is the most effective and impactful mode of learning for all students.

Short Term Independent Study (STIS) is available to students with an absence lasting between 1-14 days with a minimum of one full day.

A maximum of 15 days of Independent Study may be used in any single school year.

Students asynchronously complete a packet (ES) or assignments on Canvas (MS/HS) and meet with their teachers for a 1:1 conference upon their return. Students are expected to complete the assigned work within ten (10) school days following the absence. This is not make-up work but work in lieu of being in class. Students in grades 6-12 will upload evidence of their independent study work completion for the days they were absent to this form: MS (wishcharter.org/ispformms) and one for HS (wishcharter.org/ispformhs).

There will be no Zoom live stream or synchronous instruction throughout the duration of the STIS.

Students are encouraged to reach out directly to their teachers or attend virtual office hours should additional guidance on assignments be needed.

Please note that students will be marked as absent for attendance purposes for the duration of the STIS, and upon their return and completion of assignments, their attendance will be rectified and marked as PRESENT.

SPED students who require services as part of their Independent Study and who are traveling out of the country/state as part of ISP:

Policy language:

1. The Charter School shall not offer an independent study option or make independent study services available to any students who:
 - a) will be residing or traveling outside of the State of California and/or the United States during all or part of the proposed independent study period, and
 - b) 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.

Students who require IS in order to participate in a mental health treatment program or medical treatment can have an extended model of what short-term independent study looks like (i.e. taking coursework from the LMS Canvas rather than being enrolled in a semester-long online class through an adaptive platform):

The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 school days in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or

inpatient treatment for mental health care or substance abuse.

CTE Courses

WISH Academy offers Career and Technical Education (CTE) pathways in fields aligned with regional workforce needs. CTE courses provide hands-on learning, industry certifications, and college credit. Enrollment is open to all students and complies with Education Code § 51225.3 and § 51228. CTE courses fulfill graduation and college prep requirements.

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.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal/Executive Director to obtain this information.

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.

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.

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.

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	Produces extra work in	Produces the assigned work	Demonstrates no

	addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	in achieving standards for the course.	improvement of the work completed and in the effort expended toward achieving standards for the course.
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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	Demonstrates courteous relations with the teacher	Demonstrates discourteous behavior towards

	and other students and consistently works without disturbing others.	and other students and generally works without disturbing others.	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.

AI (Artificial Intelligence) and Academic Honesty

At WISH Academy High School, academic honesty and ethical conduct are fundamental expectations for all students. The use of generative Artificial Intelligence (AI)—such as ChatGPT, Bard, or similar tools—to produce schoolwork, either in whole or in part, is strictly prohibited unless limited use is explicitly permitted by the instructor. Any work submitted for a grade must represent the student’s own original thinking and effort. Unauthorized use of AI in assignments, essays, exams, coding tasks, or other academic work will be considered a violation of academic integrity, equivalent to plagiarism or cheating.

Current research has shown that generative AI tools have made it easier for students to submit work that is not their own, posing a significant threat to genuine learning and academic growth. Because of this, WISH Academy emphasizes the importance of student accountability and full disclosure. If AI-assisted work is explicitly permitted by the teacher for the specific task submitted for grading, students must provide a clear explanation of how the AI was used and how their final submission reflects their own ideas and learning.

Submitting AI-generated content without authorization may result in disciplinary consequences consistent with the California Education Code, including but not limited to receiving a zero on the assignment, course failure, suspension, or expulsion. In particular, violations may fall under sections related to academic dishonesty and misconduct, including Title 5 § 41301–41304. Educators at WISH Academy reserve the right to investigate suspected misuse of AI using a range of tools and methods, including student interviews, comparison of writing samples, and review of previous work. While AI detection tools may be used as part of the investigation, final decisions will not rely solely on these tools.

WISH Academy is committed to helping students navigate the evolving role of AI in education ethically and responsibly. Teachers will provide clear expectations for each assignment regarding whether and how AI tools may be used. Students are encouraged to ask questions when unsure and to prioritize academic honesty over convenience. The school community shares a responsibility to uphold integrity, protect the learning process, and ensure that every student has the opportunity to grow through authentic academic experiences.

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.

Cal Grant Program Notice

The Charter School is required by state law to submit the Cal Grant Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) 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.

College Preparatory Course Offerings

Students enrolled in grades 10-12 have the option of dually enrolling in the following courses through West Los Angeles College that are offered on the WISH Academy campus:

- HEALTH 011 - Principles of Healthful Living
- AFRO AM 004 - African American Studies in the History of the United States
- PSYC C1000 - Introductory Psychology

- SOC 001 - Introduction to Sociology
- ART 201 - Drawing I
- ART 103 - Art Appreciation

Students enrolled in the Engineering pathway in grades 10-12 also have the option of dually enrolling in the following courses through El Camino College that are offered on the WISH Academy campus:

- ETEC 12A and 12B - Introduction to Engineering Design I and II
- ETEC 15A and 15B - Aerospace Engineering I and II

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

The Charter School shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

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	UC COURSE
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	REQUIREMENTS (Years)	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.

Graduation Options for Students with Exceptional Needs (Ed Code 51225.31)

Students with significant disabilities who qualify for alternate assessments may be eligible to earn a high school diploma by completing state-required courses, even if they don’t meet all local graduation requirements. This new pathway, beginning with students who entered 10th grade in the 2022–23 school year, is determined by the student’s Individualized Education Program (IEP) team.

If eligible, students can still participate in graduation ceremonies and related activities with their classmates. Choosing this option does *not* affect a student’s right to continue receiving special education services if they are still entitled to them under their IEP.

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.

CONDUCT EXPECTATIONS & DISCIPLINE

Acceptable Use Policy

WISH Academy High School provides students with access to technology—including devices, software, and internet services—for educational purposes only. All users are expected to act responsibly, ethically, and legally when using school-issued or personal devices on school grounds or while accessing school platforms.

Use of school technology must support academic learning, follow staff directions, and comply with school rules and state/federal law. Students are prohibited from using technology to access or share inappropriate content, engage in cyberbullying, disrupt instruction, infringe on others' rights, plagiarize, or impersonate others. This includes attempts to bypass network filters, damage hardware/software, or access unauthorized data.

Students should have no expectation of privacy when using school technology. The school may monitor, access, or review files, browsing history, and communications at any time. Personal devices used on campus are also subject to school policies while connected to the school's network or used during the school day.

Violations of this policy may result in loss of technology privileges, disciplinary action (including suspension or expulsion), or legal consequences under California Education Code § 48900 and related laws. WISH Academy is not responsible for the loss, theft, or damage of personal devices.

By using WISH technology or networks, students and families agree to abide by this policy and the broader guidelines outlined in the Student Handbook.

Cell Phone Policy

Personal electronic devices, including cell phones, must be turned off and stored during the school day unless specifically permitted by sending the student to the office with a pass to use the school phone or a cell phone (with permission of office staff). The use of cell phones by students in schools removes students' ability to be present, engage meaningfully in learning and school experiences, and impacts student learning. Unauthorized use may result in consequences consistent with WISH Academy's Restorative Justice policies. WISH Academy reserves the right to search electronic devices in accordance with California Education Code § 48901.5 and relevant privacy laws.

Bathroom Behavior Policy

High School Bathroom Policy: Emphasizing Safety, Hygiene, Respect, and Privacy

To maintain a safe, clean, and respectful environment for all students, the following bathroom policy is in effect:

1. **Respect and Responsibility:** Students are expected to treat bathroom facilities with care. Vandalism, loitering, or inappropriate behavior will not be tolerated and may result in disciplinary action.
2. **Pass System:** Students must have a valid hall or bathroom pass to leave class and use the restroom during instructional time. Passes are limited to one student at a time per

classroom to ensure safety and accountability.

3. **Time Limit:** Students should return to class within 5–7 minutes. Extended absences may result in follow-up with administration to ensure student safety and wellbeing.
4. **Cleanliness and Hygiene:** Proper handwashing and hygienic practices are expected. Report any unsanitary conditions to staff immediately so they can be addressed.
5. **Privacy and Personal Space:** Respect others' privacy at all times. Peeking under stalls, recording, or engaging in any invasive behavior is strictly prohibited and will be treated as a serious violation of school policy.
6. **Gender-Inclusive Access:** Bathrooms designated for all-gender use are available to ensure every student feels safe and respected. Students may use the restroom that aligns with their gender identity.

This policy is designed to support student health, uphold personal dignity, and ensure our school remains a safe, respectful, and inclusive space for everyone.

School Attendance Policy

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 the website and fill out an [Absence Form | Westside Innovative School House](#).

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.

Definitions

- **“Tardy”**: WISH starts at five minutes after the first class of the day begins. Students shall be classified as tardy if the student arrives after that time.
- **“Unexcused Absence”**: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- **“Truant”**: A student shall be classified as a 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.
- **“Habitual Truant”**: A student 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.
- **“Chronic Truant”**: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- **“School Attendance Review Team (SART)”** The School Attendance Review Team (“SART”) panel will be composed the principal and/or other relevant members, including: another WISH administrator, a WISH Academy Office representative, teachers or staff as appropriate, counselor, etc. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate mental health support and other supportive services for the student and student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign the plan formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The plan will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the plan:

- a. Parent/guardian to attend school with the child for one day
- b. Student retention
- c. After school detention program
- d. Required school counseling
- e. Loss of field trip privileges
- f. Loss of school store privileges
- g. Loss of school event privileges
- h. Mandatory Saturday school or abatement program
- i. Required remediation plan as set by the SART
- j. Notification to the County District Attorney

3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

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 ("SARB"). A Certified Delivery Confirmation letter will be sent to the parent guardian informing them of this action.

- *"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 will be sent to the parent or guardian informing them of this action.

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*. A student's absence shall be excused for the following reasons:

- Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
- 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.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
 - To access services from a victim services organization or agency.
 - To access grief support services.

- o To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

- 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.
- 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).
- 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. 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, which may be extended if deemed medically necessary by the student's physician.
- Due to the student's participation in military entrance processing.
- 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.

- For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
- For justifiable personal reasons, including, but not limited to:
 - an appearance in court,
 - Observance of a holiday or ceremony of the pupil's religion.
 - Attendance at religious retreats (not to exceed one schoolday per semester).
 - 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.

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.

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

- a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.
4. Healthcare provider verification:
 - a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had fourteen (14) absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Tardiness

Any student who arrives at school after the start of the 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. Tardies in excess of thirty minutes will be recorded as an absence.

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 sixth (6th) day of the school year may be disenrolled from WISH roster pursuant to 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 and do not have an excused absence 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 and do not have an excused absence 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 and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an [Involuntary Removal Notice](#) and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. WISH will use the contact information provided by the parent/guardian in the registration packet.
6. 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.
7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Process for Addressing Truancy

First Notification of Truancy or Excessive Absences

Letter #1 sent via email to parent/guardian when the student has 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 to parent/guardian when a student has 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 Mail with Delivery Confirmation. To parent/guardian when the student has accrued five (5) unexcused absences or unexcused tardies over 30 minutes.

The letter will notify the parent/guardian of the student's "habitual truant" status and inviting the family to a mandatory SART meeting (defined above in "Definitions" section) 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 Mail with Delivery Confirmation to parent/guardian when a student has accrued six (6) unexcused absences or unexcused tardies over 30 minutes.

Principal refers student to WISH Academy SARB (described in “Definitions” section above) 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.

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.

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.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School’s intent to identify and remove all barriers to the student’s success, and the Charter School will explore every possible option to address student

attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

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

Non-Discrimination

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

Reports

The Executive Director, or designee, shall 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.

Cellular Phones and Private Electronic Devices

It is the policy of WISH Charter Schools to restrict the use of cellular phones, smartphones, pagers, headphones, earbuds, and other electronic signaling devices (hereinafter collectively referred to as "private devices") by students on campus during instructional time.

Students are permitted to possess private devices on campus provided that any such device shall remain OFF and stored in a backpack or schoolbag.

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.

- In the case of an emergency, or in response to a perceived threat of danger.
- 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.

Visibility and/or unauthorized use of a private device will 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 private device. Visibility of accessories such as headphones, earbuds, etc., will result in the confiscation of the accessory and the device they are connected to until the end of the school day. Students may collect confiscated items from the office at the end of the school day.

Violation of this policy will result in the following consequences:

- First Violation: Device confiscated and returned at the end of the day. Warning given to the student. Incident logged.
- Second Violation: Device confiscated and returned to a parent. Warning given to the student, parent is notified. Incident logged.
- Third Violation: Device confiscated and returned at a later time (typically 48 hours later). Notice given to both the student and parent. Incident logged.

Repeat offenders may be subject to additional consequences, such as submitting it the lock box upon entry to campus and at the end of the day.

Students who possess any private devices shall assume sole responsibility for the maintenance and care of any such private devices in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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, or khaki trousers, or jeans with no rips or holes. Shorts and skirts should be at least as long as the student's fingertips.
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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 however hoods must remain down while on campus.
Shoes	Closed-toed, appropriately 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 at all times.

No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Opt-Out

There is no "opt-out" provision with respect to the dress code.

Future Changes to Dress Code

Changes or modifications to the dress code policy may be made by the Principal in consultation with the WCA.

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

Response to Students Out of Dress Code

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

Professional Boundaries: Staff/Student Interaction Policy

WISH recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on WISH Charter's website at <https://www.wishcharter.org/>.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

A. Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The

objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

B. Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

C. Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertain to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.

- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

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 may be referred to a law enforcement agency. Unclaimed items will be donated to charity at the end of each academic year.

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.

Student Searches

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma 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, the Charter School 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 and diploma will be released.

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).

Student's Personal Property Liability Policy

WISH Academy High School recognizes that students may bring personal property to school; however, the responsibility for such items rests solely with the student and their parent or guardian. The school is not liable for the loss, theft, or damage of personal belongings unless the item has been formally accepted for safekeeping by a staff member. In limited cases, school personnel may agree in writing to temporarily hold student property (such as items confiscated for disciplinary reasons), but this does not constitute an acceptance of liability beyond exercising reasonable care, nor does it provide for any replacement or reimbursement for student property. Students are strongly encouraged to keep their possessions secured and to avoid leaving valuables unattended.

Any student property brought onto campus is done so at the student's own risk. Students and parents/guardians are responsible for reporting missing or damaged items to school staff in a timely manner. In accordance with California Education Code § 35213, the school may establish procedures for reimbursing students or others for personal property damaged due to arson, burglary, or vandalism, but only when the property was approved in writing by the school prior to being brought to campus and when a value was agreed upon at that time. Any such procedures must be published in official school materials, such as handbooks or board policy documents. This policy will

be reviewed annually to ensure continued alignment with California Education Code and to maintain fairness and transparency in school operations.

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
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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 consequence listed above 	<ul style="list-style-type: none"> • Persistence of any C1, C2, & C3 • Plagiarism/Cheating* • Vandalism • Verbal/Physical aggression
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 	<ul style="list-style-type: none"> • Persistent of any C1, C2, C3, & C4 • Bullying • Physical violence

<ul style="list-style-type: none"> • 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"> • Use of a weapon • Use of Tobacco, Drugs or Alcohol
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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

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.

Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at WISH ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Accordingly, if this policy contains information that differs from Element 10/J of the school's charter petition, this policy shall prevail.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 this 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.

The Charter School administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School 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, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School 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 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 removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747.

³ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the school's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, Charter School may require both the victim and perpetrator to engage in restorative justice practices. Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity to combat racism and ignorance.

Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion 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 Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation 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 policy, “hazing” does not include athletic events or school-sanctioned events.
- p) 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 policy, “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 their own safety or for their 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 their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) 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:

- i. 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) 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.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.
 - (c) 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.
 - iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) 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.

u) 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 victim suffered great bodily injury or serious bodily injury shall be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

w) Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the expulsion hearing entity that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). Whenever possible and practicable, this conference shall be held on

the same day as the decision to suspend, and no later than two (2) school days following the decision to suspend, unless the student or parent/guardian waives this right or is unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student, a brief factual summary, the duration and dates of the student's suspension, as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer (“hearing entity”) to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral Expulsion Review Panel (“Panel”). The Panel shall consist of at least three (3) members who are certificated and neither a current teacher of the student nor a member of the Charter School Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson.

The Panel shall make the determination regarding the expulsion of any student in accordance with the procedures set forth herein, subject only to review by the Board of Directors upon appeal.

Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing shall take place in a confidential setting in compliance with all student confidentiality laws and rules under the Family Educational Rights and Privacy Act (“FERPA”) unless the student makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of 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 that shall be examined only by the Charter School or the hearing entity. 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 their right to (a) receive five (5) school days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 victim 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 entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity 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 their discretion to remove a person from the hearing whom they believe 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 public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room 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 entity 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. The hearing entity's decision to expel must be supported by substantial evidence 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. Sworn declarations may be admitted as testimony from witnesses of whom the hearing entity 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 expelled 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Panel shall be in the form of a written findings of fact and written determination or expulsion order. The Panel shall make a determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. If the Panel decides not to expel, the student shall be returned to their previous educational program.

If the Panel decides not to recommend expulsion, or the Board of Directors decides on appeal not to expel, the student shall immediately be returned to their previous educational program.

The Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the hearing entity. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The hearing entity may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the hearing entity revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The hearing entity shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The hearing entity shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Notice of Expulsion Decision

Within ten (10) school days of the expulsion hearing, the Principal or designee shall send written notice of the hearing entity's decision, to the student and student's parent/guardian.

This notice shall include the following:

- a. The hearing entity's findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
- b. 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.

The Principal or designee shall also send a copy of the decision to expel to the chartering authority.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Appeal Process

A student or parent may appeal the Panel's expulsion decision by submitting a written appeal request to the Principal within five (5) school days of receiving the Panel's written notice of expulsion. The Board of Directors will review the appeal within twenty (20) school days of the parent's request.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the Panel act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the Panel abuse its discretion in a way that caused harm?
- Is there new, relevant evidence that could not have been presented at the original hearing?

The Board will hold the appeal hearing in a closed session to comply with the Family Educational Rights and Privacy Act (FERPA) and all applicable provisions of the Brown Act. The student and/or parent may attend the hearing to present their arguments, or submit written arguments or evidence to the Principal beforehand. The Board will consider any written submissions received by the Principal at least three (3) calendar days before the hearing.

The Board may reverse, uphold, or modify the Panel's decision. The Board will issue its decision in writing and provide it to the student and parent within three (3) school days of the appeal hearing. If the Board reverses the expulsion decision, the student will immediately return to their educational placement at the Charter School.

The Board's decision on appeal is final.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the hearing entity, 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district during or after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent(s)/guardian(s) to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act and all student confidentiality laws and rules under FERPA. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School. If the Board admits or readmits the student, it may impose additional conditions, including but not limited to monitored behavior, restricted access to certain activities, or mandatory check-ins with counselors.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent(s)/guardian(s) to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent(s)/guardian(s), and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent(s)/guardian(s), and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent(s)/guardian(s) of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent(s)/guardian(s) or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent(s)/guardian(s) disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent(s)/guardian(s) or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent(s)/guardian(s) has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent(s)/guardian(s) has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

SCHOOL HEALTH, SAFETY, AND WELLNESS POLICIES

Cyber (Internet) Bullying

WISH Academy High School is committed to maintaining a safe and respectful learning environment that is free from all forms of bullying, including cyberbullying. Cyberbullying is defined under California Education Code §§ 32260–32262 and § 48900(r) as any electronic act—including those made through text messages, social media, or digital platforms—that causes or is likely to cause physical or emotional harm to a student, fear of harm or property damage, disruption of the educational environment, infringement of rights, or the creation of a hostile school climate. These behaviors may occur on or off campus and still fall within the school's jurisdiction when they are reasonably foreseeable to disrupt the orderly operation of the school.

Research clearly demonstrates that cyberbullying causes significant psychological harm. Victims often suffer from increased depression, anxiety, social withdrawal, and lower self-esteem—sometimes more severely than in cases of traditional bullying. According to national research, cyberbullying is now linked to post-traumatic stress disorder (PTSD), and over half of teens have reported being cyberbullied within a recent month. Victims under 25 are more than twice as likely to engage in self-harm or suicidal behaviors. The constant, invasive nature of cyberbullying—unlike traditional bullying—follows students into their homes and private lives, often leading to long-term emotional damage. These impacts directly disrupt academic achievement, attendance, mental health, and the school’s ability to function safely and effectively.

Cyberbullying includes cyber sexual bullying, which involves the non-consensual sharing or threatening to share nude or semi-nude images for the purpose of harassing or humiliating a student. California law treats such cases with heightened seriousness, and school districts are authorized to discipline or expel students for these actions—even when they occur off campus.

All students and staff at WISH Academy are required to report any suspected cyberbullying immediately to school administrators. The school will conduct prompt and confidential investigations in accordance with Seth’s Law (Education Code § 234.1), which mandates that schools address and respond to bullying related to protected characteristics such as race, gender, sexual orientation, and disability. Retaliation against students who report cyberbullying is strictly prohibited. When a violation is found, consequences may include behavioral interventions, counseling referrals, restorative justice practices, and, in severe cases, suspension or expulsion as allowed under Ed. Code § 48900(r). In cases involving protected categories or repeated harassment, federal civil rights laws such as Title VI or Title IX may also apply.

To prevent cyberbullying, WISH Academy will implement annual staff training, student education, and parent engagement programs in accordance with Ed. Code § 32283.5. Prevention efforts will include evidence-based strategies that emphasize digital citizenship, empathy, accountability, and clear expectations for online conduct. Support services, including mental health counseling and LGBTQ+ student support, will be made available to those affected.

Ultimately, this policy is designed to protect students, support a positive and inclusive school climate, and preserve the integrity and order of WISH Academy’s educational environment. By addressing cyberbullying consistently and effectively, the school reaffirms its commitment to every student’s safety, dignity, and right to learn without fear.

Lunch Program & Nutrition

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student’s eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday. This shall apply to all pupils in kindergarten through grade twelve (12).

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.

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
Or fax: (833) 256-1665 or (202) 690-7442
Or email: Program.Intake@usda.gov

Charter School is an equal opportunity provider.

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 Academy promotes student wellness through nutrition education, physical activity, and access to mental health services. In compliance with federal wellness policy requirements and Education Code § 49450–49458, the school supports healthy food choices, prohibits junk food sales during school hours, and provides social-emotional counseling resources. 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.

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.

Administration of Medication at School

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated WISH personnel.

In order for a student to be assisted by the school nurse or other designated and trained WISH personnel in administering medication, WISH shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that WISH assist the student in the matters set forth in the statement of the authorized health care provider.

Students will be permitted to **self-carry and self-administer** prescription medication **if, in addition to the above**, parent provides a written statement from the student's authorized health care provider

(1) Consenting to the self-administration,

(2) Providing a release for the school nurse or designated WISH 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.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

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.

Suicide Prevention

WISH Academy High School [maintains a suicide prevention policy, available for review on the school website.](#)

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, WISH created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Christa Hollis, Principal
2. Laura Aguiar, Vice Principal
3. LaMont Hendrix
4. Anna Szczubelek

To ensure the SPCT reflects the student body’s perspective, WISH has designated the following volunteer student representatives to provide consultative insights:

1. WISH ASB President
2. WISH ASB Vice President

WISH designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Laura Agiar, Dean of Culture and Climate
- Secondary Liaison: Christa Hollis, Principal

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;

- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

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.

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.

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.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing

agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

Immunizations

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

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses</p> <p>Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses</p> <p>Varicella (chickenpox) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>

Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>
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Physical Examinations and Right to Refuse

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

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

PROCEDURES FOR RESOLVING CONFLICTS

General Complaint Procedure

The General Complaint Policy should be utilized to address concerns about the Charter School generally and/or regarding specific Charter School employees.

For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Harassment, Intimidation, Discrimination, and Bullying Policy, Title IX Policy Prohibiting Discrimination on the Basis of Sex, and/or the Charter School's Uniform Complaint Policy and Procedures, as applicable.

For all other complaints, this Policy and accompanying procedures will be appropriate. For any questions regarding the application of this Policy or the Charter School's other policies, please contact the Executive Director

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 the Executive Director or 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.

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. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
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 pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

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.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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

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

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

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

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

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

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

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

School/Office of Alleged Violation: _____

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

- | | | |
|--|---|---|
| <input type="checkbox"/> Adult Education Programs | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Career Technical and Technical Education and Training | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> State Preschool Programs |
| <input type="checkbox"/> Child Care and Development Programs | <input type="checkbox"/> Migrant Child Education Programs | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Regional Occupational Centers and Programs | <input type="checkbox"/> Pregnant, Parenting, or Lactating Students |
| <input type="checkbox"/> Education or graduation 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 | | |

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

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

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

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

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of WISH Charter Schools (“Charter School” or “WISH”) to address sex discrimination, including but not limited to sexual harassment, occurring within Charter School’s education program or activity.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁴

This Policy applies to conduct occurring in Charter School’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Charter School Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Charter School’s education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of

⁴ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Charter School's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Laura Aguiar
Dean of Climate and Culture
7400 W. Manchester
laguiar@wishcharter.org
310-743-6990

In the event the above-named individual(s) becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Christa Hollis
Principal
7400 W. Manchester
chollis@wishcharter.org

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual

harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁵ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

⁵ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;

- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment,

submit a written appeal to the Chair of the Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;

- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Title IX Sex Discrimination And Harassment Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Signature of Complainant

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, WISH Charter Schools ("WISH" or "Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, WISH will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. WISH school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom WISH does business, and all acts of WISH's Board of Directors ("Board") in enacting policies and procedures that govern WISH.

WISH complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.

- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student ⁶ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by WISH.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, 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:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. 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 the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "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

⁶ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” 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.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” 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.

Bullying and Cyberbullying Prevention Procedures

WISH has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

WISH advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

WISH informs its employees, students, and parents/guardians of WISH’s policies regarding the use of technology in and out of the classroom. WISH encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

WISH employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. WISH advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at WISH and encourages students to practice compassion and respect each other.

WISH educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

WISH's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

WISH informs WISH employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

WISH annually makes available the [online training module](#) developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other WISH employees who have regular interaction with students.

WISH informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

WISH also informs certificated employees about the groups of students determined by available research to be at elevated risk for bullying and provides its certificated employees with information on existing CDE resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

WISH encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for WISH's students.

Complaint Procedures

Scope of the Complaint Procedures

WISH will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the WISH UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

WISH will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of WISH's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of WISH's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Executive Director if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and WISH will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made

anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

WISH acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by WISH on a case-by-case basis.

WISH prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at WISH will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from WISH or termination of employment.

Right of Appeal

Should a complainant find WISH's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of WISH's decision or resolution, submit a written appeal to the Executive Director, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

SPECIAL POPULATIONS

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. Students with this designation are often in AP coursework, honors classes, concurrent enrollment in community college classes, and dual enrolment in college coursework on WISH campus.

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.

Education Of Foster And Mobile Youth

Definitions

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

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code (“WIC”).
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.

5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.⁷
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
 - “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
 - “*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, so 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. This 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.
 - “*Newcomer pupil*” is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.
 - “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
 - “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of

⁷ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- *“Partial coursework satisfactorily completed”* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil 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/guardian” or “ERH.”

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

Laura Aguiar
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/guardian 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 reenrollment 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School 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 newcomer pupils 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, the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, 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/guardian, 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 and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

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.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

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 Foster and Mobile Youth.

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 additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the

Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student, and the ERH 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. Consult with and provide information to the student and the student's ERH 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 student's ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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

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

prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within 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 parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Special Education Records

Federal and state laws require that parents/guardians of children who receive special education services on an IEP be notified when their special education records will be disposed of. WISH disposes of special education records for students receiving services 5 years after completion of 5th, 8th, or 12th grade. If your child exits special education services before the end of 5th, 8th, or 12th grade, their records will be disposed of 5 years after they have exited from special education services.

If your child receives special education services during their period of enrollment at WISH those records will be destroyed 5 years after your student exits WISH through withdrawal graduation or promotion. Also, if your child exited from receiving special education services WISH will dispose of those records 5 years after the period when those services ended.

WISH will dispose of these records on July 1 of the year, 5 years after your child withdraws or exits from receiving special education services.

If you have any questions and wish to get copies of your child’s special education records before they are disposed of, please contact WISH’s main office.

Enrollment - NOTICE TO DESTROY SPECIAL EDUCATION RECORDS

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 NoncomplianceA 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 PolicyFor 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. 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 LiaisonThe 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 Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
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/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian 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 homeless student'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.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment 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). The Charter School will also immediately enroll any homeless student 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).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian,

educational rights holder, Indian custodian⁸ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. “Intersession program” means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

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, the length of the student’s school enrollment, or, for pupils with significant gaps in school attendance, the pupil’s age as compared to the average age of pupils in the third or fourth year of high school 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 (“ERH”), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School’s additional graduation requirements and the student’s ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil’s postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil’s academic data and any other information relevant to making an informed decision on whether to accept the exemption.

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.

⁸ “Indian custodian” means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

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 additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH 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. Consult with and provide information to the student and the student's ERH 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 student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
 - i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
 - ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year,

graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course WorkThe 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.

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 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.

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.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

WISH Academy's interscholastic athletic program shares the AED device located on the Westchester Learning Complex's campus in Westchester Enriched Sciences Magnet's main office. WISH Academy has also purchased their own AED, which is stored in the East Gym storage shed and is accessible to all coaches and athletes. An additional AED is used for outside programs and travels in the WISH Athletics van.

Additionally, an AED device is installed in the WISH Community School (6-8)/WISH Academy High School main office.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cifstate.org/sports-medicine/CDC-Patient-Opioid-Factsheet-a.pdf>

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at:

<https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.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
Problem solving skills
Respect for self and others
Acceptance of self and others

Interest in learning
Self-discipline
Generosity
Compassion
Courtesy
Empathy

Honesty
Patience
Perseverance
Cooperation

Community Service Programs

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

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