Student/Parent Handbook
2019-20

90 N. Daisy Avenue
Pasadena, CA 91107
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A public charter school within the Pasadena Unified School District
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LWCS Student/Parent Handbook 2019-20
Our School—Learning Works Charter School

Our Mission
The mission of Learning Works Charter School (LWCS) is to provide a personalized, rigorous academic program and relevant life skills to traditionally underserved, at-risk students in grades 7-12 who have withdrawn or are in danger of withdrawing from mainstream education without attaining a high school diploma.

We are a voluntary, alternative education program that is committed to a “fresh start.” We have a dedicated, stand-alone facility separate from other public schools that is centrally located within the local community. The LWCS’ safe and professional learning center is distinctly different in appearance and feel from traditional schools.

Learning Works Charter School main campus is in Pasadena at 90 N. Daisy Avenue. In addition to our regular schooling, we have two programs located on the main campus: Pregnant and Parent Teen Program (PPT) and our junior high (6th-9th) grade. We have one resource center located at 1916 E. First Street in Los Angeles in partnership with Homeboy Industries.

We serve critically underserved high school students through our successful independent study charter school. However, we are not structured as a traditional independent study program because of our many required class-based and community-based activities. During the past eleven years in our partnership with PUSD, we have had a successful track record of improving pupil learning with the targeted student population using this individualized, personalized approach. Our goal is to bring those experiences and successes to the disengaged student population throughout the PUSD service area and LAUSD at our Homeboy Industries site. In essence, our aim is to act as a bridge to reintegrate these students back into public education, moving them towards high school graduation and beyond.

Our Goals
- Enroll and retain students who have not completed high school.
- Provide support services to students (“wraparound services”) to overcome many of the life challenges that are barriers to attending school and completing high school.
- Graduate students with a high school diploma.
- Assist students in attaining their first job and a plan for a career.
- After high school, enroll students in further education or training.
- Coordinate community and school district resources for these students and their families.

We believe that all students can excel academically despite the circumstances that may have caused them to leave school or fall significantly behind. We provide an academically rigorous, curriculum that allows for meaningful, real-life connections to students’ experiences. Through strong teacher-student relationships that allow for personalized learning and mentoring, we offer target students a viable opportunity to return and succeed on the path education.
Alternative Education

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<tr>
<th>Rigor</th>
<th>Relationships*</th>
<th>Relevance</th>
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<tr>
<td>Standards-based Instruction</td>
<td>Individual Learning Plans</td>
<td>Field trips</td>
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<td>State-Adopted Textbooks</td>
<td>Teacher/Counselors</td>
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<td>A-G Curriculum Path</td>
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<td>Enrollment at PCC</td>
<td>Home Visits</td>
<td>Work Experience/Career Exploration</td>
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<td>Required Tutoring</td>
<td>Chasers®</td>
<td>Visual &amp; Performing Arts</td>
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<tr>
<td>Science Labs</td>
<td>Tutors</td>
<td>Senior Project &amp; Digital Storytelling</td>
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* One of these relationships will emerge as their mentor/advocate.

Standard-based instruction: The LWCS curriculum and instructional program focuses on providing students with core academic skills based upon the California state content standards. Unfortunately, students identified as being at-risk of educational failure often receive a “watered down” curriculum that emphasizes the acquisition of only the most basic academic skills. Conversely, at LWCS, we believe that all students, especially those at risk, need to be engaged in interesting and challenging learning that goes beyond basic proficiencies and focuses on mastery of state content standards appropriate at each grade level.

Students will be offered the graduation requirements for the high school diploma and the opportunity to complete coursework aligned to the A-G requirements for attending a California State University (CSU) or University of California (UC). The A-G curriculum requires completion of coursework with a C or better, including Algebra II and two years of foreign language. At minimum, curriculum offerings and requirements include courses in the following subjects:

- 4 years of English/language arts,
- 3 years of history/social studies
- 2.5 years of science (including passing biology)
- 2 years of math (including passing algebra)
- 2 years of physical education,
- 1 year of visual & performing arts, foreign language or career technical education
- 0.5 year of health
- 3 years of electives: expository writing/computer technology, financial literacy, work experience, career exploration, foreign language & artWORKS

Two years of foreign language are required to complete the A-G requirements. Parenting is an additional elective option in PPT program. All students are required to complete Senior Project or a Digital Story to graduate.

LWCS students can receive credit through job training/work experience programs or community service, which will focus on acquisition of job skills. Each student’s work experience is coordinated with the student’s academic activities. We will build our partnerships with employers, unions, postsecondary institutions, community agencies and CTE to ensure Relevance and a future for students. We want all students employed in part-time work by the time they graduate.

LWCS has a strong emphasis on career-technical education. All seniors will be required to complete a senior project related to their job, community experience or internship. We work with all students to place them in their senior experience and work with each student on career or postsecondary placement after graduation.
Personalized Learning. From our experience, we have found that at-promise students often require intensive, individualized attention and support in order to succeed academically. LWCS offers personalized learning for our students through multiple vehicles:

- Teacher assigned to assist students in coursework
- Individualized Learning Plans (ILPs) developed and monitored by counselor
- Chaser that provides accountability and mentoring and ensure students meet contract due dates
- Tutor to assist student with difficult work
- Small group instruction (SGI) for tutoring and other subjects

Format and Schedule. Although students can enter at any point to begin coursework, LWCS is organized around trimesters in order to structure the curriculum and credit accumulation. Students will be enrolled in either three or four classes per trimester for a total of 45 units or 60 units per year depending on how credit deficient they are. LWCS graduation requirements exceed the state’s minimum graduation requirements of 130 credits.

Under our model, LWCS allows students the flexibility to schedule weekly meetings that work within their own schedule and to work intensely on 2-3 class subjects at a time. All LWCS students are required to attend regularly scheduled appointments with teachers for a minimum of one hour each, twice weekly tutoring sessions and actual classes/laboratories and field trips focused on classes they are enrolled in. Students who have been assessed as needing additional academic support will attend small group instruction. This high level of teacher contact, communication and oversight provides the needed personal support, role-modeling and mentoring that our target students need to succeed. The curriculum modules are divided into textbook work, projects and experiences (example: field trips and labs). Students are expected to complete all three (3) portions. Curriculum is approximately ten (10) “class-based” hours and ten (10) hours of independent study/homework per week.

Partners. Our partners include: Pasadena Unified School District, Pasadena City College, Planned Parenthood, Families Forward Learning Center, Armory Center for the Arts, Pasadena Public Health Department, Los Angeles County of Education (LACOE), Homeboy Industries, All Saints Church, League of Women Voters, and the ACLU.
Learning Works Charter School Principles

Goal: High School Diploma
Stepping stone to an independent and fulfilling life

Our Principles are the cornerstone of our program. We require commitment to these principles by all staff and students.

**FRESH START**: We believe all persons deserve fresh starts, free of judgment and labels.

**FORGIVENESS AND UNCONDITIONAL LOVE**: We believe all persons make mistakes and it is our goal to always practice forgiveness and unconditional love. We start every single day fresh with new chances.

**SAFE HAVEN**: We believe our school is a safe zone regardless of age, race, gender and any other affiliations and labels persons have in the community. We are all equal, respectful and tolerant at school.

**REALITY AND POTENTIAL**: We focus on what is, not what ought to be and always guide persons to their fullest potential. We bridge the gap between now and the future. Everybody has potential—reaching it is about good habits and commitment.

**DESIRE TO GIVE BACK AND BE HEARD**: We believe all persons want to be heard and understood, and give back to their family and community. We provide and encourage these opportunities.

**HONESTY**: We believe honesty is the best policy. We strive to live transparent lives.

**JOY & FUN**: We believe in hard work and fun. Finding joy and passion is the key to happiness. Laughter helps us survive the suffering.

**IRRATIONAL COMMITMENT TO STUDENTS**: We are irrationally committed to each other’s well being. We need a community of support to succeed. We will not give up on people.
School Calendar 2019-2020 for Students
Learning Works Charter School

<table>
<thead>
<tr>
<th>Trimester 1: August 26–December 18</th>
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<tbody>
<tr>
<td>Trimester 2: January 6–March 28</td>
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<tr>
<td>Trimester 3: April 6–June 10</td>
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<table>
<thead>
<tr>
<th>School Hours</th>
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<tbody>
<tr>
<td>Mondays 11-4;</td>
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<tr>
<td>Tuesdays-Fridays 8-4</td>
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</table>

### July
- 29-31 Orientation Prep

### August
- 1-2 Orientation Prep
- 5-23 Orientation for Students
- 21 Teachers Return
- 26 Learning Period #1 Begins

### September
- 2 Labor Day (Holiday)
- 9, 16, 30 Professional Development 8 a.m. - 11 a.m.
- 20 Learning Period #1 Ends (19 days)—5 modules due!
- 23 Learning Period #2 Begins

### October
- 7, 14, 28 Professional Development 8-11 a.m.
- 18 Learning Period #2 Ends (20 days)—5 modules due!
- 21 Learning Period #3 Begins

### November
- 4 Professional Development 8-11 a.m.
- 15 Learning Period #3 Ends (19 days)—5 modules due!
- 18 Learning Period #4 Begins
- 25-29 Thanksgiving Recess

### December
- 2, 9, 16 Professional Development 8-11 a.m.
- 18 Learning Period #4 Ends (18 days)—5 modules due! Trimester 1 Ends
- 19-20 Pupil Free Days
- 20 Report Cards (T1) Due
- 23-31 Winter Break

### January
- 1-3 Winter Break
- 6 Learning Period #5 Begins, Trimester 2 Begins
- 13, 27 Professional Development 8 a.m. - 11 a.m
- 20 Dr. Martin Luther King Jr. Day (Holiday)
- 31 Learning Period #5 Ends (19 days)—5 modules due!
February
3 Learning Period #6 Begins
17 President’s Day
10, 24 Professional Development 8-11 a.m.
28 Learning Period #6 Ends (19 days)—5 modules due!

March
2 Learning Period #7 Begins
9, 16, 23 Professional Development 8-11 a.m.
26 Learning Period #7 Ends (19 days)—5 modules due! Trimester 2 Ends
Report Cards Due
27 Pupil Free Day
30-31 Spring Recess

April
1-3 Spring Recess
6 Learning Period #8 Begins, Trimester 3 Begins
10 Senior Grad Checks Due
13, 20, 27 Professional Development 8-11 a.m.

May
1 Learning Period #8 Ends (20 days)—5 modules due!
4 Learning Period #9 Begins
11, 18 Professional Development 8-11 a.m.
22 Learning Period #9 Ends (15 days)—5 modules due!
25 Memorial Day (Holiday)
26 Learning Period #10 Begins
30 Senior Push Day

June
5 MS Promotion Ceremony
6 Senior Push Day
8 Professional Development 8-11 a.m.
9 HS Graduation Ceremony
10 Last Day of Student Attendance (Instructional Day #180)
Learning Period #10 Ends (12 days) - 5 modules due! Trimester 3 Ends
12 Last Day for Teachers
Learning Works Charter School

Students are required to make every scheduled appointment with teacher, academic coach, or tutor.

- Meet with your teacher at your scheduled weekly appointment.
- Turn in all assigned work on the contract date.

High School (10th – 12th grade)

**Monday**
Staff meeting until 11:00. School is closed for students.
Teachers are not available from 11:00-12:00. They need to eat too! After 12:00, open entry.
Hours 12:00-4:00

**Tuesdays-Fridays**
Scheduled Contract Appointment with Teachers 8:00-4:00 p.m.
Teachers are not available from 12:00-1:00. They need to eat too!
Hours 8:00-4:00

Junior High School

**Monday through Friday**
6th - 8th grade
Period 1: 10:00–11:00
Period 2: 11:00–12:00
Lunch – 12:00–12:30
Period 3: 12:30–1:30

9th grade

**Mondays**
Period 1: 11:00-12:00
Period 2: 12:00-1:00

**Tuesdays-Fridays**
Period 1: 10:00–11:00
Period 2: 11:00–12:00
Lunch: 12:00–1:00

Breakfast snacks are available on site. Free lunch will be served at the Pasadena and Homeboy site every day from 11:00 to 1:30 p.m.
## Learning Works Charter School Governance

<table>
<thead>
<tr>
<th>Public Works Board</th>
<th>Meeting Dates</th>
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<tbody>
<tr>
<td>Kathy Lesley</td>
<td>Aug. 16, 2019</td>
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<tr>
<td>Nicole Jacquemin</td>
<td>Dec. 13, 2019</td>
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<tr>
<td>Eddie Newman</td>
<td>April 17, 2020</td>
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<tr>
<td>Juliana Serrano</td>
<td>June 26, 2020</td>
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<td>Mike Babcock</td>
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<td>Dominick Correy</td>
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<tr>
<td>Ty Gaffney</td>
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<td>Dave Banis</td>
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<td>Lauren O’Neil</td>
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<td>District Representative</td>
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<tr>
<th>English Language Advisory Council</th>
<th>Meeting Dates</th>
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<tbody>
<tr>
<td>Teacher Representative</td>
<td>Sept. 18, 2019, 12:00-1:00</td>
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<tr>
<td>Chaser Representative</td>
<td>Nov. 13, 2019, 12:00-1:00</td>
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<tr>
<td>Student Representative</td>
<td>Mar. 11, 2020, 12:00-1:00</td>
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<tr>
<td>Community Works</td>
<td>May 13, 2020, 12:00-1:00</td>
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<tr>
<td>Hope Works</td>
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<td>Families Forward Learning Center</td>
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<td>Homeboy Industries</td>
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<td>ACLU</td>
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<td>Pasadena Public Health Dept.</td>
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<td>Counselor Representative</td>
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<td>Parent Representative</td>
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<td>artWORKS</td>
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<td>GroWORKS</td>
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<td>PUSD Special Ed</td>
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<td>Armory Center</td>
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<td>League of Women Voters</td>
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<td>Planned Parenthood</td>
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### Leadership Team

- Dr. Mikala Rahn, CEO/Founder
- Sylvia Ginyard, Director of Accountability & Registration
- Sherry Oliver, Director of Human Resources and Facilities
- Tomoko Patrick, Director of Operations
- Jennifer Bailey, Director of Community Works
- Kenia Sandoval-Rodriguez, Counselor, Student Activities, Special Education & Testing
- Michael Toro, Counselor, College & Careers
How to Enroll at Learning Works Charter School

Introduction
Learning Works Charter School’s admission policy is to accept students who are seeking a voluntary alternative to traditional, classroom-based education. As such, we actively recruit a diverse student population that fits our target population. Students, who understand, need and value the school’s mission and who are committed to the school’s instructional and educational philosophy will be encouraged to apply.

Admission to LWCS shall be open to any resident of California, without any admission requirements. Students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. The school strives through our recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Pasadena Unified School District and Los Angeles Unified School District at our Homeboy site.

The LWCS registration process is designed to collect pertinent and necessary student information prior to enrollment and ensures the communication of our educational philosophy and of the responsibilities required of students and parents. In addition, students and parents/guardians understand and accept the following in regards to enrollment within LWCS:

- LWCS will have no admissions testing as a condition of student enrollment.
- Students will not be enrolled in another public school or private school that charges tuition, while enrolled in LWCS. Dual primary enrollment in more than one high school, other than ROP, community colleges or adult schools is prohibited.
- Students will take all the state mandated assessment tests and recommended charter school evaluations.

Student Registration
Every student and parent/guardian/caregivers will be asked to complete a registration packet, prior to enrollment. Students 18 and over, can register themselves. The student cannot be enrolled or placed on the service list, if we do not have a complete LWCS registration packet.

A completed LWCS registration packet consists of the following checklist:

- An up-to-date copy of the student’s transcript(s) for all school(s) s/he has attended in the past
- Immunization record, including proof of Tdap vaccine
- Completed Application for Admission:
  - Student Registration Form
  - Record Release (includes probation records, when applicable)
  - Transportation & Medical Consent
  - Medical Treatment form for Child (for parenting students only)
  - Physical Education Participation
  - Health & Reproductive Education Participation
  - Photographic & Video Consent
  - Caregiver Authorization Affidavit (if applicable)
  - Pasadena Unified’s National School Lunch Form
  - State Confidential Family Survey (for statistical purposes only)
  - ASSETs Development Survey
  - Student Survey
  - Assessment Test
A transcript analysis will be completed on each student at the end of the intake appointment. This will let both the student and parent/guardian know what courses need to be completed to be eligible for graduation. Please expect your visit to take between 1 to 2 hours. If you have additional questions, do not hesitate to contact Sylvia Ginyard at (626) 796-9235.

Student & Parent/Guardian Intake & Orientation
Prior to enrollment, a scheduled Student/Parent orientation meeting and intake appointment with the Registrar is required to ensure understanding and acceptance of LWCS’s educational program, philosophies and responsibilities. No student will be allowed to start without attending an orientation and intake. In this meeting, students and parent(s)/legal guardian(s)/caregiver(s):

- Acknowledge their understanding and acceptance of LWCS’s academic requirements and behavioral rules of conduct as explained and stated within the student/parent handbook and Voluntary Independent Study Master Agreement contract.
- Make sure all intake assessments and paperwork are complete.
- Review transcripts from all previous school(s) of attendance
- Evaluate the credits remaining that the student needs to be eligible for graduation, through review of an Individualized Learning Plan (ILP) that includes three trimesters of course work.
- Receive a student handbook.
- Review and sign the LWCS Independent Study Master Agreement Form. The LWCS Independent Study Master Agreement is the cornerstone of the educational agreement between the student, parent(s) and the school. This agreement, signed by all parties establishes the rights and responsibilities for all. This agreement must be signed upon initial enrollment.
- Get photo identification.
- Schedule first teacher/chaser appointment.

The student has still not completed the enrollment process until the student and parent/guardian, if desired have their first teacher/chaser appointment. The meeting consists of:

- Introductions and expectations including review of trimester schedule and calendar, Principles, and school rules.
- Develop student schedule to manage time and keep tutoring and small group instruction appointments.
- Review of prior academic performance strengths/weaknesses and likes/dislikes.
- Assign student first two modules and expected due date (next teacher appointment).

Re-enrollment Policy
Currently enrolled students will not participate in the random lottery drawing, as their spaces are automatically reserved for the following year. Students will be asked to come in to verify their current contact information for the new school year. A credit check and ILP will be completed for each student upon re-enrollment. A Master Agreement, Acknowledgement of Responsibility and a new school lunch form will need to be signed at this meeting.
Learning Works Charter School
Enrollment Flow Chart

Intake
- Application for Enrollment
- Required Paperwork
- Student Survey
- ASSETs Development
- ELA & Math Assessment

Academic Plan
- Transcript Analysis
- Credit Check
- One-year Plan

First Teacher Meeting
- Introductions and Expectations
- Student Schedule
- Writing Assessment
- Math Assessment
- Student Begins Assignments
LWCS Requirements and Policies

LWCS Enrollment Policy
LWCS will conduct new intakes/enrollments throughout the school year, whenever enrollment openings exist within the school.

- If the number of applications for admission exceeds the capacity for enrollment, openings will be filled by a periodic random lottery throughout the year. This lottery will be held in a public setting at LWCS.
- Those students not chosen for admission will be placed on a waiting list based upon the order in which they were drawn. This waiting list will be used to fill future vacancies.
- Lotteries will be conducted with the following admissions preferences being given:
  1) Siblings of students already attending the school.
  2) Children of LWCS teachers. This preference will be capped at a maximum of 10% of overall available admission slots.
  3) Youth (18 or under) who have been out of school for 45 consecutive days or more living in PUSD service area.
  4) Students who have been expelled from PUSD.
  5) In-school dropouts - credit deficient students residing in the area.
  6) Former LWCS students that have been incarcerated for longer than 15 days that were in good academic standing prior to their exit.

- Pregnant students will be assigned to the designated Pregnant & Parenting Teen (PPT) teacher at the time of their enrollment. Students who become pregnant will be moved to PPT. While we prefer that the student moves at the beginning of the next learning period, she will be given the option to remain with her current teacher through the end of the current trimester.

Currently enrolled students will not participate in the random drawing, as they are automatically reserved a space for the following year.

LW @ Homeboy Waiver:

- LW @ Homeboy will maintain a separate service list independent of the main Pasadena site. If the number of applications for admission exceeds the capacity for enrollment, openings will be filled by a periodic random lottery throughout the year. This lottery will be held in a public setting at LWCS.
- Those students not chosen for admission will be placed on a waiting list based upon the order in which they were drawn. This waiting list will be used to fill future vacancies.
- Lotteries will be conducted with the following admissions preferences being given:
  1) Siblings of students already attending the school.
  2) Children of LWCS teachers. This preference will be capped at a maximum of 10% of overall available admission slots.
  3) Youth (18 or under) who have been out of school for 45 consecutive days or more.
  4) In-school dropouts—credit deficient students.
  5) Former LWCS students that have been incarcerated for longer than 15 days that were in good academic standings prior to their exit.

Assurances

LWCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

LWCS will comply with applicable public agency, state and federal laws, regulations and codes during its operations.
Education for Homeless Children & Students in Transition
The Board of Trustees recognizes its obligations and desires to ensure that homeless children have access to the same free and appropriate public education provided to other children within the District. The District shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

(cf. 3553 – Free and Reduced Price Meals)
The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 – Residency for Homeless Children)

Transportation
The District shall provide transportation for a homeless student to and from a District school of origin when the student is residing within the District and the parent/guardian requests that such transportation be provided. If the student moves outside of District boundaries but continues to attend this District’s school of origin, the Superintendent or designee shall consult with the Superintendent of the District in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

(42 USC 11432)

(cf. 3250 – Transportation Fees)
(cf. 3541 – Transportation Routes and Services)

Legal Reference: EDUCATION CODE
1980-1986 County community schools
2558.2 Use of revenue limits to determine average daily attendance of homeless children
39807.5 Payment of transportation costs by parents
UNITED STATES CODE, TITLE 42

Web Sites
California Department of Education, Homeless Children and Youth Education: http://www.cde.ca.gov/sp/hs/cy
National Center for Homeless Education at SERVE: http://www.serve.org/nche
National Law Center on Homelessness and Poverty: http://www.nlchn.org

Procedures for Visitors to Charter School Premises
Any person who is not a student of the Charter School or a Charter School officer or employee shall register his or her presence and the reason for visiting the Charter School to the Executive Director or designee immediately upon entering the Charter School premises.
The Executive Director or designee shall provide identification to be used by all visitors at all times while on Charter School premises. The visitor shall make this identification visible at all times.

All visitors registering with the Executive Director or designee, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the Executive Director or designee with his or her name, address, occupation, age, if less than twenty-one years-old, his or her purpose for entering the Charter school premises, and present proof of identity and any other information as required by law.

No person who furnishes the information set forth in this policy and who provides proof of identity shall be denied registration except if the Executive Director or designee has reasonable basis for concluding that the visitor’s presence will or is likely to disrupt the Charter School, its students, its teachers, or its other employees or volunteers or result in damage to property or will result in the distribution or use of unlawful or controlled substances.

The Executive Director or designee may revoke a visitor’s registration if the Executive Director or designee has reasonable basis for concluding that the visitor’s presence on Charter school premises would likely interfere or is interfering with the peaceful conduct of Charter School activities, is interrupting classroom activities or is disrupting the Charter School, its students, its teachers, or its other employees or volunteers.

Charter School employees and volunteers should at all times watch for strangers on the Charter school premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered with the Executive Director or designee. Employees and volunteers should immediately inform the Executive Director or designee of any visitor who refuses to comply with registration requirements.

Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the Executive Director or designee and may be reported to the local law enforcement agency.

Any person who fails to register within a reasonable time after entering the Charter School premises, who fails to leave upon the request of the Executive Director or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.

School personnel shall report entry by immigration-enforcement officers to any on-site police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

**Public School Attendance Alternatives**

No student will be required to attend Learning Works Charter School. Students who do not attend the school may attend their local school or district.
Parents or guardians of each student enrolled in the charter school will be informed that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in LWCS, except to the extent that such a right is extended by PUSD.

**Withdrawal from LWCS**
If a student is withdrawn from LWCS due to non-production, the school will contact the student and parent/guardian(s) in writing to inform them that the student is no longer enrolled. Before a student’s transcripts will be released, all textbooks must be returned to LWCS. An unofficial transcript will be provided to the student, along with an enrollment verification form to be completed by the student’s new school.

**Requirements for Students of LWCS**

**California Immunization Requirements**
The State of California requires that all students comply with immunization requirements for the health and safety of all. As such, students and parents understand and agree that they must comply with all state immunization requirements in order to enroll and attend LWCS.

**State Mandated Testing**
The following tests are required by the State of California. Each specific grade listed has an opportunity to demonstrate their learning. It is important to note that this is only one way to the measure growth of a student. We want each student to learn how to take tests. At LWCS, we try to make this a positive learning experience.

- FITNESS GRAM (Grades 5, 7, & 9) – Spring Administration
- CAST (Grade 10) – TBD
- SBAC (11th Grade) – Spring Administration

**Smarter Balanced Assessment Consortium (SBAC)**
The Smarter Balanced Assessment Consortium is a multistate consortium working collaboratively to develop a student assessment system aligned with a common core of academic content standards for English language arts/literacy and mathematics. As a Smarter Balanced governing state, California is a decision-making member. Smarter Balanced assessments are designed to measure student progress toward college and career readiness.

**Optional Tests for High School Students**
- If a student is bound for a four-year college, he/she will need to take the PSAT (given only in October and recommended in the sophomore and junior years). They will also need to take the SAT I and II or the ACT. These are college aptitude tests and should be taken at least by the spring of the junior year. Students may try them before that if they wish. Fees apply to each test.
- If a student is going to the University of California or one of the other very competitive colleges, they will need to take the Subject Tests. These are subject matter tests and should be taken in the year a particular course is studied. For example, in the spring of the year a student studies Biology, he/she should take the Subject Test in Biology.
- You can find out more about the PSAT, SAT I and the Subject Tests online at http://www.collegeboard.com.
- You can find out about the ACT online at http://www.act.org. The student site is http://www.actstudent.org.
LWCS Academic Requirements and Policies

LWCS is dedicated to providing its students with a rigorous academic program. We believe that this will best help them prepare for high school graduation and post-secondary, vocational and career opportunities in the future.

Thus, LWCS holds all students accountable to achieving beyond our minimum academic standards. These standards, combined with the flexibility provided within our independent study-based charter school, offer students an excellent, voluntary alternative to traditional education. Students are required to meet and exceed the minimum standards in order to remain enrolled within LWCS.

LWCS independent study is conducted in learning periods, or number of days in an attendance period, not to exceed 20 days. Months and learning periods vary slightly in the number of days included.

When each student and parent(s) signs the Independent Study Master Agreement and Acknowledgement, the student will understand and agree to meet the following standards.

On-Track
- In order to keep pace with a 4-year high school graduation pace, student will earn the minimum study requirement of 15 or more academic credits per trimester and 45 academic credits per school year.
- Students are encouraged to complete two modules/credits per week. At minimum students are required to complete 5 modules per month to stay on-track. Students who are credit deficient could complete 10 or more modules/credits per Learning Period.

Minimum Enrollment
- Students are required to complete 3 modules/credits per learning period or will be in jeopardy of staying enrolled.
- Students must meet with teacher at minimum once per week.
- Student assignments and records will be reviewed and graded at the end of each learning period (learning period closeout)
- No more than 4 weeks or 20 school days may elapse between when an assignment is made by the teacher and the date it is due, unless an exception is made in accordance with district policy. The assignment would be graded or re-assigned in the next learning period.
- Students are expected to successfully complete 100% of minimum enrollment requirements each learning period
- If student achieves 50% or less of minimum attendance requirement in one learning period, a warning letter will be sent (Non-producer warning process).
- If student achieves 50% or less of minimum attendance requirement in two learning periods, a second warning letter will be sent by administration and a home visit will occur (Non-producer warning process).
- If student achieves less than of minimum attendance requirement in three learning periods, the student will be withdrawn/dropped from a teacher’s load (Non-producer warning process). SARB process will begin for students under 18 years through PUSD. All dropped students will be followed for the full school year by paid or unpaid staff in an attempt to re-enroll.
- Middle school students attend school from 10:00 – 1:30 p.m. every day to complete their modules.
- Ninth graders entering the high school program will be required to attend from 11:00-1:00 p.m. Mondays and 10-12 p.m. Tuesdays through Fridays.

LWCS’s evaluation of students failing to meet minimum academic requirements will be entirely based upon the student’s academic performance, demonstrated track record for fulfilling responsibilities and demonstrated motivation.

When a student does not submit the minimum number of modules for any given learning period, one of three letters will be mailed to student and parent/guardian.

Phase One: Academic Probation. The student has 20 school days to submit 3 modules to be removed from probation.

Phase Two: Intent to Drop. If the student continues on Academic Probation for two consecutive learning periods, he or she is flagged with an “Intent to Drop” warning. Students that continue to not produce work will be removed from LWCS.

Phase Three: Dropped from Enrollment. Nonproduction for three consecutive learning periods at LWCS will terminate the student’s enrollment at LWCS.
Learning Works Charter School

High School Course Requirements
Trimester Schedule

High School Required Courses:
- 4 years of English/language arts,
- 3 years of history/social studies
- 2.5 years of science (including passing biology)
- 2 years of math (including passing algebra)
- 2 years of physical education,
- 1 year of visual & performing arts, foreign language or career technical education
- 0.5 year of health
- 3 years of electives: expository writing/computer technology, financial literacy, work experience, career exploration, foreign language & artWORKS

Two years of foreign language are required to complete the A-G requirements, but not required for the diploma.

<table>
<thead>
<tr>
<th>Academic Calendar 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trimester 1</strong></td>
</tr>
<tr>
<td>August 26 – December 18</td>
</tr>
<tr>
<td>4 classes: 20 units</td>
</tr>
<tr>
<td>5 classes: 25 units</td>
</tr>
</tbody>
</table>

Graduation Requirements
During grades 9 – 12, a student must earn 180 credits and pass all required subjects.
- Students may be exempted from physical education on the basis of a medical reason or enrollment in the Regional Occupation Program. For those students, the number of units required in physical education may be reduced.
Academic Credits
Students earn academic credits by completing the assigned class work from a credentialed teacher and demonstrating mastery of skills and learning. Within LWCS, students have the flexibility to work at their own pace and they may use more or less time than the average 60 classroom hours needed to complete a class of 5 academic credits. Class completion OR earning 5 academic credits means that the student has demonstrated that he/she has accomplished the course objectives for the class, as certified by the credentialed teacher. Satisfactory completion of classes is also demonstrated by earning a passing grade, from A to D, per LWCS guidelines.

Within an independent study program, students often must demonstrate MORE.

Grading Policy
The grade a student earns represents the credentialed teacher’s considered judgment of the degree to which the student has achieved the goals and objectives of the class. It represents the teacher’s professional judgment of the quality of the student’s work and the student’s degree of mastery.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%–100%</td>
<td>Complete and accurate work with complete and accurate project(s)</td>
</tr>
<tr>
<td>B</td>
<td>80%–89%</td>
<td>Complete work, mostly accurate with complete, mostly accurate project(s)</td>
</tr>
<tr>
<td>C</td>
<td>70%–79%</td>
<td>Partially accurate work with partially complete and accurate project(s)</td>
</tr>
<tr>
<td>D</td>
<td>60%–69%</td>
<td>Incomplete and inaccurate work</td>
</tr>
<tr>
<td>F</td>
<td>59% or below</td>
<td>Incorrect, incomplete or unacceptable work with no project</td>
</tr>
</tbody>
</table>

* Students who receive a D or below on an assignment, must review the assignment with the teacher and must attend tutoring

Grade Level Standing
Grade level standing is based on the total number of credits a student has earned in high school, within grades 9-12. The following grade level standings have been established at LWCS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>Freshmen</td>
<td>0 – 44 Credits</td>
</tr>
<tr>
<td>10th Grade</td>
<td>Sophomore</td>
<td>45 – 89 Credits</td>
</tr>
<tr>
<td>11th Grade</td>
<td>Juniors</td>
<td>90 – 134 Credits</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Seniors</td>
<td>135 – 180 Credits</td>
</tr>
</tbody>
</table>

Math Placement
LWCS recognizes the importance of each student’s achievement in all subject areas, including mathematics as critical for college and career readiness. This policy is in place to adopt a fair, objective, and transparent mathematics placement policy and protocol for pupils entering Grade 9, and for all learners in all subgroups taking multiple objective academic measures of pupil performance into consideration.

Therefore, in accordance with the California Mathematics Placement Act of 2015, this Governing Board directs staff to create, implement, and monitor a mathematics placement protocol for pupils entering grade nine that includes the following objective elements when considering student placement:
• Multiple objective academic measures of pupil performance;
• Interim and summative assessments that are aligned to state-adopted content standards in mathematics;
• At least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress
• Annual examination of pupil placement data;
• Clear and timely recourse for questions regarding pupil placement;
• Regular evaluation of students’ progress.

The School Director shall implement a procedure, including clear and timely recourse, whereby each pupil and his or her parent or legal guardian may question their placement in a mathematics class.

School staff shall annually review aggregate school-wide data on math placement and compare placements school-wide with placements of students in various racial/ethnic, gender, and socioeconomic (e.g., free/reduced meal-eligible) subgroups to ensure that pupils who are qualified to progress in mathematics courses are not held back in a disproportionate manner. The staff shall report on the aggregate results of this review to the Board.

**Limitation on Use of Subjective Placement Measures**
Subjective measures, such as placement recommendations, may not be considered in determining 9th grade mathematics placement. However, recognizing that facilitators and counselors are often aware of students’ talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

**Distribution of Textbooks and Course Materials**
Students enrolled at LWCS will receive two (2) courses of textbooks at a time. A student must have his or her ID card present in order to check out a book. Once a student has completed a course, he or she must first return the unneeded text prior to receiving a new one. In the instance that a book is lost or damaged, it will be the family’s responsibility to cover the cost of the book. Payment arrangements are available upon request. Pursuant to Educational Code 48904.3, LWCS is required to withhold grades, diploma and the student’s transcript until the financial obligation has been cleared.

**Student Services and Activities**
LWCS will offer extracurricular activities for all our students. Student Council, field trips, LWCS student celebrations, and graduation are some of the many activities that are offered. We look forward to working with students to design our activities, services, and set the overall climate and culture for the school. Youth voice and involvement is very important to our school—please speak up and be involved. If you have any questions about services and activities, please visit or speak with our chasers.

**Transportation**
LWCS does not provide home-to-school or school-to-home transportation services. LWCS students, with the support of their parent(s)/guardian are expected to be responsible for their own transportation to appointments and other educational activities.
PPT students that wish to bring their child(ren) may do so. The child care center is open during school hours. Students that bring their child(ren) to school MAY NOT leave campus without their child(ren) for any reason! Violators of this policy will not be allowed to use the service.

Students that complete five (5) modules in a learning period will receive a free TAP card for the next month. You may not collect more than one bus pass per month.

For more information on transportation, please feel free to contact Jennifer Bailey at (626) 564-2871.
Time Management for High School Students
Be In Control Of Your Study Time!

High school students are some of the busiest people in the world. To get the most from all you do, you must be in control of your time. Your success in high school depends on your use of time. While you probably have no control over when your classes are scheduled, you do have control of the rest of your time. Here are some important things to remember.

- Begin each semester by filling in a master schedule. First, fill in things you must do (classes, work, practice, etc.) that you can’t change. Then, analyze the blanks you have left to find the most effective use for these times.

- Establish a regular time and place for study. This will save you time in the long run because you will have “programmed” your mind to know that “this is the time and place that I study.”

- Make use of a study hall or study period during your school day.

- Use daylight hours to study whenever possible. For every hour of study done in daylight hours, it will take most people one and a half hours to do the same task at night.

- Keep a date book or log in which you write down all your class assignments.

- Take breaks. Avoid the “marathon study” session. Several short 50 minute sessions are better than one long session.

- Use flash cards or summary sheets during odd times to study. For example, odd times might be while you're waiting for class to start or for a friend to pick you up.

- If possible, schedule study time with a partner. But be careful and choose your partner wisely! Make sure you study, not socialize. Schedule your study time as you would your class schedule so that it becomes a part of your academic routine.

- Schedule the most difficult tasks for times when you are alert. For example, algebra may be hard enough when you’re fresh but when you’re tired, it will be almost impossible!

Make a daily checklist. Set priorities. Do the most important tasks first.
Student Policies

No cell phone usage inside the building
Use it outside! No FaceTime or video conferencing, voice calls or texting while talking to staff or in a classroom setting.
* If phone is used, a warning will be given. Afterwards, the phone will be taken away until the student is finished with his/her appointments, labs or small group instruction.

No profanity or abusive language
* Students must use respectful language with peers and faculty.
* Students who cannot follow this rule will be sent home.

Limit talking—quiet voices
* We don’t mind if you talk, but not during appointments, classes or labs. Students who talk excessively will be reprimanded. If they persist in talking, they will be sent home and can return only when they bring a parent.

Limits on music players
* Headphones are required. No amplified music inside. iPods and Mp3 Players may only be used with headphones during quiet times at the tables while doing work or waiting. However, no iPods and Mp3 Players are to be used in teacher appointments, tutoring sessions, labs, guest speaker time or small group instruction. It’s just rude. If rule is broken, a warning will be given. Afterwards, the music player will be taken away until the student is finished. We ask that you exercise good judgment and limit the volume of your music players so you do not disturb other students.

No eating during appointments, classes or labs
* Students may eat their food in the waiting section in the warehouse or outside. Absolutely no food or drink around the computers!

No usage of staff computers or laptops
* Students are not allowed to sit at teacher or chaser’s computers – public computers are available throughout the campus.

No guests
* Students that are not enrolled at LWCS may not be on campus. Prospective students can complete enrollment materials at the intake office.

No smoking
* Students are not allowed to smoke on or in front of either LWCS campus.
Additional rules for LW@HB

* No guests of any kind! Students wishing to register must check in at the front desk and wait in the Annex.
* Due to limited spacing, no congregating! Students who are not doing school work will be asked to leave.

Our rules are explained in detail within this handbook… but as a reminder… These ones are really serious and will get you kicked out…..
- Do not consume alcohol or drugs before or during school
- No tagging
- No fighting or screaming loudly at staff or other students
- No threats or name-calling
- No weapons of any kind… including pocket knives
- No gang activity whatsoever, including colors! (You know what no colors means and so do we!)

*We want peace and harmony in our house!*

LWCS has established school rules and standards of behavior in order to promote learning, minimize distractions, and protect the safety and wellbeing of all students. These rules and behaviors are to be followed by all students in order to assure others the freedom to pursue his/her education, within a safe, clean and effective learning environment.

**Expectations of Student Behaviors**

Students are expected to act in accordance with the following behavior expectations:

- Follow all written and verbal agreements regarding student behavior.
- Be courteous and respectful to others.
- Respect the property of others.
- Be prepared to learn at all times.
- Obey and cooperate with staff members.

If or when expectations, rules and standards are violated, LWCS staff will insist upon immediate student cooperation to resolve the problem. Continued difficulties and/or severe occurrences, may make it necessary to suspend or expel a student from the school.

**Student Dress, Grooming and Appearance**

1) No gang-related jewelry, insignia, colors, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at a school activity.
2) No gang-related hats or other gang-related head attire may be worn on campus or at school activities.
3) No clothing, jewelry, paraphernalia, material, or manner of grooming, which is obscene, sexually explicit, or which depicts or suggests sexually-related or obscene gestures, pictures, or working, or which promotes violence, the use/abuse of drugs, tobacco, or alcohol, may be worn or carried on campus or at school activities.
4) Clothes shall conceal underwear at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5) No student may wear articles of clothing, jewelry, paraphernalia or accessories that pose a threat to the physical and/or emotional well-being and safety of the student or others on campus or at school activities.
6) No clothing or articles of clothing (including, but not limited to gloves, bandanas, shoestrings wristbands, jewelry) which are likely to provoke others to acts of violence or which are likely to cause others to be intimidated by fear of violence may be worn on campus or at school activities.

7) The principal/designee shall enforce the student dress and appearance regulations and implementation procedures.

8) Gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia and materials may vary from school to school, and may change from year-to-year. Consequently, prior to disallowing articles or symbols, the procedures outline hereafter shall be strictly adhered to by the principal/designee.

LWCS students are expected to dress in accordance with the “business-like” learning environment established within the school. The standards for student dress, grooming and appearance are not meant to take away individual styles, but to remove potential distractions and ideals that LWCS has no intention of promoting. It is the responsibility of all the teachers and staff of LWCS to monitor student dress, grooming and appearance.

**Academic Honesty**

LWCS students are expected to maintain a high standard of academic performance, responsibility and integrity. As such, acts of academic dishonesty are considered a serious matter and will not be tolerated.

Academic dishonesty in all its forms, in course work, on examinations or in other academic activities, includes but is not limited to the following:

- Copying from others or knowingly allowing others to copy your work.
- Using unauthorized materials and/or technologies.
- Plagiarizing work, defined as the intentional or accidental appropriation of another person’s writings or ideas and the unacknowledged incorporation of that work, in full or in part, in one’s own written work.
- Counterfeit work, including turning in as one’s own work that which was created, researched or produced by another.
- Theft or the altering of grades, records and/or teaching materials (written or electronic).

Any student violating the policy and principles outlined within academic honesty can be subject to disciplinary action that can include, but is not limited to, loss of academic credit, suspension and expulsion.

**Administration of Medications, Anti-Seizure Medication, Emergencies & Head Lice**

**Administration of Medications**

The following policy regarding the administration of medications is applicable when the staff of LWCS (the “School”) is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home (5 C.C.R. § 601(g)), because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

**Requirements for Administration or Assistance:** Before the School will allow a student to carry and self administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have
authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- **A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;** [Note: The School may consider developing a form for the health care provider to fill out to ensure that all required information is contained.]

- **A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement.** The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement. In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to a designated school employee.

**Responses to the Parent/Guardian upon Request:** The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

**Termination of Consent:** Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School Director.
**Authorized Personnel:** A nurse who is employed by the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

**Storage of Medication:** Medication for administration to students shall be maintained in the office of the School nurse in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student’s parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

**Confidentiality:** School personnel with knowledge of the medical needs of students shall maintain the students’ confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student’s medication needs shall be maintained in a location where access is restricted to the School Director, the School nurse or other designated School employees.

**Medication Record:** The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider’s written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) Student’s name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the pupil is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider’s name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

**Deviation from Authorized Health Care Provider’s Written Statement:** If a material or significant deviation from the authorized health care provider’s written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the School Director, the student’s parent/guardian, any School employees that are licensed health care professionals and the student’s authorized health care provider.
Specialized Physical Health Care Services for Individuals with Exceptional Needs:

Authorized Personnel: The following individuals may assist students with exceptional needs who require specialized physical health care services during the regular school day:

Qualified persons who possess an appropriate credential issued pursuant to Education Code sections 44267 or 44267.5

Qualified designated school personnel trained in the administration of specialized physical health care if they perform those services under the supervision, pursuant to 5 C.C.R. § 3051.12, of a credentialed school nurse, public health nurse or licensed physician and surgeon and the services are determined by the credentialed school nurse or licensed physician and surgeon, in consultation with the physician treating the pupil, to include all of the following:

- Routine for the pupil;
- Pose little potential for harm for the pupil;
- Performed with predictable outcomes, as defined in the Individualized Education Program of the pupil;
- Does not require a nursing assessment, interpretation, or decision making by the designated school personnel

Persons providing specialized physical health care services for students with exceptional needs shall demonstrate competence in basic cardiopulmonary resuscitation and shall be knowledgeable of the emergency medical resources available in the community in which the services are performed.

Specialized health care or other services for students with exceptional needs that require medically related training shall be provided pursuant to the procedures identified in this policy generally.

Specialized physical health care services include catheterization, gastric tube feeding, suctioning or other services that require medically related training.

Emergencies
All teachers are certified in first aid and CPR and are re-certified every year in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed. The School Director, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

For the protection of a student’s health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address
and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414 and any regulations promulgated in line therewith.

Trained School personnel may immediately administer an epinephrine auto-injector to a person suffering, or reasonably believed to be suffering, from an anaphylaxis reaction at School or a School related activity when a physician is not immediately available.

For purposes of this policy, “anaphylaxis” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction and exercise.

**Opioid Antagonist Administration**

The School will provide emergency hydrochloride or another opioid antagonist (“Opioid Antagonist”) to trained School personnel and those trained personnel may use the Opioid Antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.3 and any regulations promulgated in line therewith.

Trained School personnel may administer the Opioid Antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the Opioid Antagonist is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. The School’s supply of Opioid Antagonist shall be restocked before its expiration date.

If School personnel administers an Opioid Antagonist to a student, the School will call emergency services (9-1-1) and will contact the student’s parent/guardian.

**Head Lice**

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the School nurse, or designee, as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household in accordance with the School’s health examination policy. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.
In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to School when reexamination by the nurse, a designee, or other authorized health care representative shows that all nits and lice have been removed. After returning, the student may be reexamined by the nurse as appropriate to ensure that re-infestation has not occurred.

**Use of Profanity**
At LWCS, Standard English is to be used at all times and the use of profanity is not acceptable. All LWCS teachers and staff will be responsible for monitoring student language and communications.

**Graffiti/Tagging**
Writing or drawing on LWCS or LW@HB property is prohibited and subject to compensation and disciplinary action. Graffiti which requires replacement of materials or equipment will be charged to the student and parent(s).

**Tobacco-Free Policy**
The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

The Board prohibits smoking and/or the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (*Health and Safety Code* 104420, 104559)

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

Note: *Health and Safety Code* 104420 and 104559, as added by ABX2 9 (Ch. 5, Statutes of 2016), define products containing tobacco and nicotine as including smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and non-nicotine vaporized solutions. *Education Code* 48901, which prohibits smoking or tobacco use by students on campus, applies the definition of smoking and tobacco products specified in *Business and Professions Code* 22950.5, as amended by SBX2 5 (Ch. 7, Statutes of 2016). The following paragraphs reflect the more comprehensive definitions in *Business and Professions Code* 22950.5.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner
or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

- Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
- An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
- Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

**Enforcement Policies**

Signs stating “Tobacco use is prohibited” shall be prominently displayed at all entrances to school property. (Health and Safety Code 104420)

Any employee or student who violates the district’s tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Any other person who violates the district’s policy on tobacco-free schools shall be informed of the district’s policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property or any property associated with a school event.
2. Request local law enforcement assistance in removing the person from school premises or any premises at which a school event is being held.
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property or any property at which a school event is being held for a specified period of time.

**Internet Usage**

As a LWCS service, the Internet is a communications network with an open global exchange of information and sharing of computer resources. The Internet offers vast, diverse, and unique resources for lifelong learning. There is to be no food or drink near school computers. Students who demonstrate inappropriate behavior and citizenship in their choices, however, will be denied access. Stronger disciplinary measures also may be imposed.
**Cyber Bullying**

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

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

(2) (A) "Electronic act" means the creation and 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, or image.
(ii) A post on a social network Internet Web site, including, but not limited to:
   (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
   (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
     (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph
     (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
     (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(a) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

   (1) While on school grounds.
   (2) While going to or coming from school.
   (3) During the lunch period whether on or off the campus.
   (4) During, or while going to or coming from, a school-sponsored activity.

(b) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the
victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(c) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(d) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
(e) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Non-Discrimination & Harassment Policy

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.
**Suicide Prevention**

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee shall involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention.

**Prevention and Instruction**

Suicide prevention strategies shall include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The district’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

**Staff Development**

Suicide prevention training for staff shall be designed to help staff identify and find help for students at risk of suicide. The training shall be offered under the direction of district staff and/or in cooperation with one or more community mental health agencies and may include information on:

- Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
- Warning signs that may indicate suicidal intentions, including changes in students’ appearance, personality, or behavior.
- Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
- School and community resources and services for students and families in crisis and ways to access them.
- District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
**Intervention**
Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal, another school administrator, psychologist, or school counselor. The principal, another school administrator, psychologist, or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged through the education program and in school activities to notify a teacher, principal, another school administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made by a member of the student body or staff on campus or at a school-sponsored activity.

**Immigration Enforcement Policy**
Charter school personnel must immediately notify the student’s parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

**Responding to the Detention or Deportation of a Student’s Family Member**
The Charter School shall encourage families and students to be prepared in the event that a family member is detained or deported. The Charter School shall encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors’ contact information, medication lists, and lists of allergies.

The Charter School shall permit students and families to update a student’s emergency contact information as needed throughout the school year and to provide alternative contacts if not parent or guardian is available.

- The Charter School shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student’s parent or guardian is ever detained.
- The Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student’s emergency card contact information is the information that shall be used in the event a student’s parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, the Charter School shall release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student. The Charter School shall only contact Child Protective Services if school staff are unable to arrange for
timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children’s Justice in the California Department of Justice at BCJ@doj.ca.gov.
Suspension and Expulsion
Policies and Procedures

This policy and its rules and procedures have been established in order to promote learning and protect the safety and wellbeing of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from participation within our charter school.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and the use of alternatives to suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the safety of the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school director shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

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

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures for that student. LWCS will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

Grounds for Suspension and Expulsion of Students

1) A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at LWCS: (a) while on school grounds; (b) while going to or coming from school; (c) during, going to, or coming from a school-sponsored activity.

2) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self defense.

3) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object 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 charter school director or designee’s concurrence.
4) Unlawfully possessed, used sold 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.

5) 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.

6) Committed or attempted to commit robbery or extortion.

7) Caused or attempted to cause damage to school property or private property.

8) Stole or attempted to steal school property or private property.

9) Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. Students’ possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.

10) Committed an obscene act or engaged in habitual profanity or vulgarity.

11) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5.

12) Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

13) Knowingly received stolen school property or private property.

14) Possessed an imitation firearm, i.e., a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

15) Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.

16) 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.

17) Made terrorist threats against school officials and /or school property.

18) Committed sexual harassment as defined in Education code Section 212.5.

19) Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code Section 233. (c)

20) Intentionally harassed, threatened or intimidated a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

**Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

Student is sent home immediately and parent/guardian contacted. It does not matter if the student is a juvenile or an adult. In most cases in LW, there is a clear and present danger.

**Informal Conference:**

Suspension shall be preceded by an informal conference conducted by the counselor assigned to discipline with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school director.
An up-front conference may be omitted if the counselor assigned to discipline determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If 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. A later conference will be scheduled. Questions on disciplinary issues should be addressed to Sylvia Ginyard. She can be reached at (626) 564-2871.

Notice to Parents/Guardians:
At the time of the suspension, the counselor assigned to discipline shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel
Only the charter school governing board upon the recommendation of the expulsion panel may expel a student. The governing board may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the PW Board finds that the students committed the expellable offense and that at least one of the following findings may be substantiated:

1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the LW co-director for student supports, who makes a recommendation to the expulsion panel. This expulsion panel will be composed of a combination of PW board members with LWCS school staff. Students have the right to appeal suspension and expulsion decisions to the entire PW Board and also have the right to legal counsel if they so choose.

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. The notice shall include:

1) The date and place of the hearing;
2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3) A copy of charter school’s disciplinary rules relating to the alleged violation;
4) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in charter school to any other district in which the student seeks enrollment;

5) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;

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; and

8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;

**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 an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion” above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school governing board, which will make a final determination regarding the expulsion.

**Written Notice to Expel**

The LW director for student support, following a decision of the charter school governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1) The specific offense committed by the student or any of the acts listed in “Grounds for Suspension and Expulsion” above

2) Notice of the right to appeal the expulsion

3) 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

LW director for student support shall send written notice of the decision to expel to the student’s district of residence and the district office of education. This notice shall include the following:

1) The student’s name

2) The specific offense committed by the student for any of the acts listed in “Grounds for Suspension or Expulsion” above.

Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.
Notes