

# Parent Handbook



## ISANA ACADEMIES 2021-2022

This document will prepare you for any issues that might arise throughout the school year, ranging from how to support your child to understanding school rules.

The goal of the ISANA is to provide parents with a choice in their children's education. All concerns or questions regarding the ISANA Parent Handbook should be directed to the Chief Executive Officer.

Website: [www.isanaacademies.org](http://www.isanaacademies.org).

## Mission

The mission of ISANA and your ISANA Academies (“School”) is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

## Vision

ISANA will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

### Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

### Mutual Respect

ISANA will foster a culture of mutual respect that builds trust and engages students in learning.

### Qualified Teachers and Paraprofessionals

Teachers and paraprofessionals will meet ESSA qualification standards.

### Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students’ success.

### Respect and Diversity

ISANA will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

## **ONGOING COMMUNICATION ABOUT 2021-22 SCHOOL YEAR:**

ISANA is committed to providing a high-quality education to all students during the COVID-19 public health crisis. ISANA has developed and will provide parents a copy of our ISANA Instructional Plan, which details ISANA’s instructional models for this school year. Throughout the year, ISANA will share with families our health and safety policies concerning campus operations. Health and safety policies and campus protocols will be based on the federal, state, and local health orders and guidance in place at the time. ISANA will share these policies, changes to these policies, and important updates about school operations with families on an ongoing basis throughout the school year by e-mail, text message, as well through communication platforms such as ClassTag, ClassDojo, Seesaw, Google Classroom and ISANA’s social media sites.

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## CHAPTER 1: OVERVIEW OF ISANA

Your School was established by either the Los Angeles Unified School District Board of Education, Compton Unified School District Board of Directors, or the State Board of Education as a public school under the Charter Schools Act of 1992.

### WHAT IS A CHARTER SCHOOL?

A charter school is a public school that was approved by the State of California to have special freedoms and programs. Charter schools can be independent from school districts and are exempt from many state laws and regulations applicable to school districts. The State of California established charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement.

Charter schools can be authorized by a school district, county board of education, or the State of Board of Education, which must approve the charter school's petition for charter status. The charter petition describes the school's goals, governance structure, insurance requirements, employee benefits, and almost every area related to the school's functioning.

### HISTORY OF ISANA

Your School was founded and is operated by ISANA, with the support of the Los Angeles Unified School District, Compton Unified School District, or the State Board of Education, and many teachers, parents and community members.

### WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR ISANA?

- **AUTONOMY**

As a charter school, your School was granted many freedoms by its charter authorizer (Los Angeles Unified School District (LAUSD), Compton Unified School District (CUSD), or the State Board of Education)) to implement an effective educational program. The School has decision-making authority on-site and the freedom to create policy without having to obtain approval of its charter authorizer. The School is also exempt from certain Education Code requirements, including the state Field Act as it relates to school building standards.

- **ACCOUNTABILITY**

The State of California and the School's charter authorizer are responsible for holding the School accountable for meeting the goals as outlined in the charter petition. These goals include increasing student test scores and maintaining a high degree of parent involvement. If the School does not meet these goals, the charter authorizer may choose not to renew the School's charter petition, which could force the School to close.

## HOW IS ISANA DIFFERENT?

Our entire learning community is organized to send the message that effort is expected and that tough problems yield to sustained work. High minimum standards are set and assessments are geared to the standards. All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. ISANA will provide for all learners, including gifted, special education students, English Language Learners and at-risk students, by:

- Creating an environment that is responsive to the different learners
- Assessing each learner's knowledge, understanding, and interest
- Integrating the intellectual process including both cognitive and affective abilities
- Differentiating and individualizing the curriculum to meet each learner's needs
- Evaluating both learning and teaching, and reflecting on the information obtained to adapt the learning plan and improve the program

## CURRICULUM AND INSTRUCTIONAL METHODS TO ENSURE THAT STANDARDS ARE MET

The instructional program is built around Lauren Resnik's Nine Principles of Learning. The goal of the program is to create intelligence by teaching in ways that foster learning-oriented goals, and by organizing our schools in ways that promote effort.

Daily expectations will be placed on students socializing them to be responsible for using metacognitive strategies and skills such as memorizing, using resources, reasoning, problem-solving, and decision-making. Students will be taught how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while.

### 1) The Instructional Environments

ISANA's environment provides evidence of a highly rigorous curriculum, clearly focused and articulated. It will be implemented in a way that demands a significant amount of active mental work and questioning from not just some, but all the students.

### 2) Culturally Responsive Standards-Based Classrooms and School

Teachers, administrators, and support staff communicate high expectations and, through their words and actions, respect for students' culture, history, heritage and contextual cultural reality. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work.

### 3) Curriculum

ISANA uses the Common Core State Standards and the California Content Standards to: align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement.

## **ISANA’S CORE PRACTICE BENCHMARKS**

- I. Learning Activities
  - a. Implementing clear challenging learning activities across the School
  - b. Designing compelling topics and guiding questions
  - c. Designing project-based activities
  - d. Incorporating fieldtrips, local expertise, and service learning
  - e. Producing and presenting high quality student work
  
- II. Active Pedagogy
  - a. Using effective instructional practices school-wide
  - b. Teaching reading across the disciplines
  - c. Teaching writing across the disciplines
  - d. Teaching inquiry-based math, science and social studies
  - e. Learning in and through the Arts
  - f. Using effective assessment practices
  
- III. Culture and Character
  - a. Building school culture and fostering character
  - b. Ensuring equity and high expectations
  - c. Fostering a safe, respectful, and orderly community
  - d. Promoting adventure and fitness
  - e. Developing a professional community
  - f. Engaging families in the life of the School
  
- IV. Leadership and School Improvement
  - a. Providing leadership in curriculum, instruction, and school culture
  - b. Sharing leadership and building partnerships
  - c. Using multiple sources of data to improve student achievement
  
- V. Structures
  - a. Designing time for student and adult learning
  - b. Creating structures for becoming well acquainted with students

## **GOVERNANCE STRUCTURE OF ISANA**

The School is governed by ISANA’s non-profit board of trustees, whose major roles and responsibilities include, but are not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the School’s annual budget, overseeing the school’s fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative leader.

## **BOARD OF TRUSTEES**

**ISANA Board of Trustees is currently composed of the following people:**

**Michael Gonzalez (Board Chair)**

**Svea Morales**

**Vijay Patel**

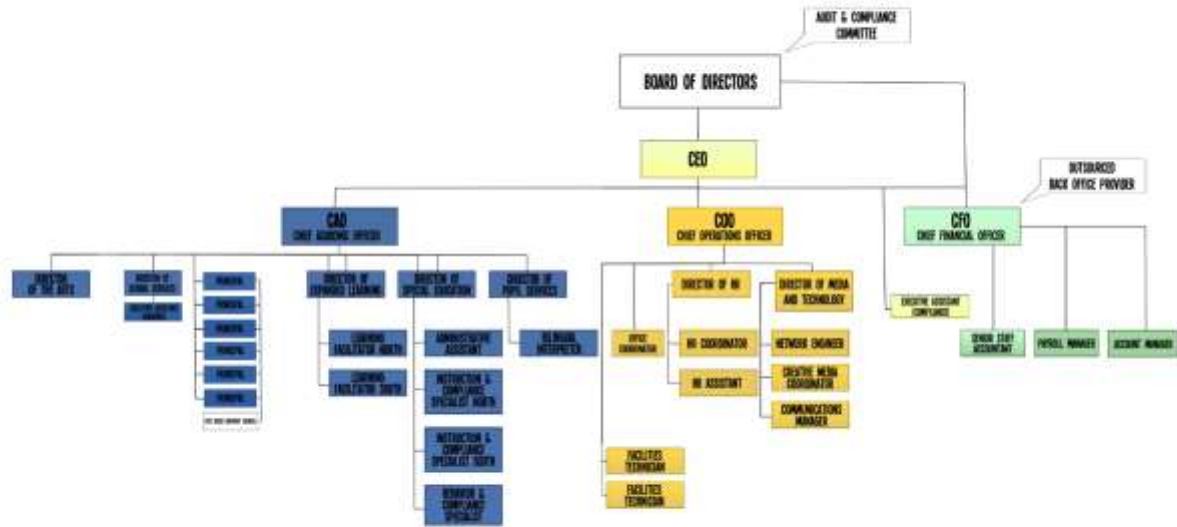
**Jae Chang**

The School has a Site-based Advisory Council consisting of the School's Principal and members from the School's parents, teachers, classified staff and local community. This council provides input and recommendations to the Principal and Chief Executive Officer on issues such as curriculum, school policies, and school/community interaction.

# ISANA ORGANIZATIONAL CHART

## Accountability and Reporting Structures

### ISANA LEADERSHIP ORGANIZATIONAL CHART





## SCHOOL INFORMATION AND PROCEDURES

### SCHOOL DAY SCHEDULE

7:10am	Morning care begins
7:30am to 7:50am	Breakfast
8:05am	Students escorted from breakfast area to class
8:10am	School instruction begins
11:30am	Lunch
2:45pm	Dismissal
2:45pm to 2:55pm	Student Pick-Up Time
2:45pm	Expanded Learning Program begins
6:00pm	Expanded Learning Program ends/SCHOOL GATES CLOSE

### FIRST DAY ADMITTANCE

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time do not want to ignore the emotions of the child. We encourage you to do everything possible to help your child feel comfortable in his/her new environment, but also to recognize that sometimes the best thing for you to do is to leave and allow the classroom teacher and other students to begin the inclusion process.

### EMERGENCY CARD

Every family needs to fill out a new emergency card every school year before classes begin. These must be turned into the main office. In addition, please fill out a new emergency card (which can be found in the main office) immediately if any of the following information changes during the school year:

- **home address**
- **home telephone number**
- **cell phone**
- **work phone number**
- **doctor's phone number**
- **people who are authorized to be contacted in case of an emergency**
- **telephone number of people to be contacted in case of an emergency**
- **people authorized to pick up your child from school**

### ARRIVAL

Students can arrive at School as early as 7:10am. Morning care is currently provided free of charge. Please make sure that your child/children enter the School grounds safely. Remind your child/children to remain in supervised areas and not to run in hallways.

## DISMISSAL

The instructional day ends at 2:45pm. At dismissal time, students must be picked up, stay for the Expanded Learning program, or may walk home.

From 2:45pm to 2:55pm, the School will provide after school supervision free of charge. The Expanded Learning Program (discussed in more detail below) begins at 2:45pm and continues until 6:00pm. The Expanded Learning Program will have its own sign-in/out policy. Each family is required to fill out an Expanded Learning Application in order for their child/children to participate in the Expanded Learning Program.

## EMERGENCY RELEASE FROM SCHOOL

In case of an emergency, during the school day your child will only be released into the custody of those people who you have previously identified on the student's current emergency card (proof of identity may be required): **Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a hand written and signed note to the School notifying the School of this person's identity and authority to pick up the child, and proof of identification is provided.**

## LEAVING THE SCHOOL DURING THE DAY

If you must pick your child up early during the school day, please send a note to the classroom teacher or notify the office. Students will not be released for early dismissal 15 minutes prior to dismissal time unless previous arrangements have been made with the teacher and/or the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form log and the office will notify the classroom to send the student to the office for departure. ***Parents are not allowed to enter the classroom before the class has been dismissed without prior approval from the teacher or the office.***

## MEAL PROGRAM

ISANA notifies parents and guardians that the State provides free, or reduced priced, nutritionally adequate meals for children based on family income. Applications are available in the office. ISANA encourages families to get involved in the meal program by, for example, making suggestions about menu planning or enhancements to the eating environment at the School.

## MEAL APPLICATION

Every family must fill out a meal application and return it to the office before the school year begins. After ISANA processes the form, parents will be informed if their child is eligible for free or reduced price meals or full price meals. ISANA serves breakfast from 7:30am-7:50am. Lunch is served between 11:30am and 2:00pm. For students in the Expanded Learning after school program, snacks will be provided. Food may not be taken out of the eating area unless special arrangements have been made.

## HALL PASSES

Students must have a hall pass at all times when a student is outside of class during the academic school day. Students without a pass are subject to disciplinary consequences.

## **VISITING THE SCHOOL**

Parents are encouraged to make regular visits and volunteer at ISANA. In order to monitor traffic and promote safety at the School, it is important that you sign-in when you visit the School and that you wear your badge that is issued by the office. All School visitors, including parents, must sign in and wear a visitor's badge. This is an important security measure to ensure that the students and staff members are safe and protected. No outsider—which includes immigration-enforcement officers—shall enter or remain on School grounds during School hours without having signed-in with the School.

All parents and visitors, in addition to students, must comply with ISANA's rules and policies regarding appropriate conduct while on campus. Prohibited behavior includes, but is not limited to, offensive language, ignoring staff requests, threats, slander, sexual harassment, or misconduct, lying, theft, fighting, willfully causing harm to another, vandalism, trespassing and violating the dress code. No weapons of any kind, drugs, alcohol or smoking are allowed on campus.

These measures avoid classroom interruptions, and preserve the peaceful conduct of the School's activities, consistent with local circumstances and practices. The School shall post signs at the entrance of School grounds to notify outsiders of the hours and requirements for registration/visitors. School staff shall report any entry by immigration-enforcement officers to on-site school police or another appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Violations of these rules and policies that keep our school safe may result in revocation of our consent for a parent and/or visitor to enter the ISANA school site.

## **NO PETS ON CAMPUS**

Pets are not allowed on campus.

## **ADMINISTRATIVE SEARCHES TO ENSURE SCHOOL SAFETY**

If your School shares a site co-located with another LAUSD public school, your School is required to comply with LAUSD's Administrative Searches to Ensure School Safety policy.

This policy requires ISANA school sites that are co-located with another LAUSD public school to conduct daily random metal detector searches of students and to take other steps to maintain a safe and secure campus for all students and staff. If you would like to access this policy, please visit the following website (<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/318/BUL%205424.2%20ADMINISTRATIVE%20SEARCHES%20TO%20ENSURE%20SCHOOL%20SAFETY%20w%20attach.PDF>) or you can ask your School's Principal for a copy.

If you have any questions about the School conducting these searches of your child, please contact the Principal.

## EXPANDED LEARNING PROGRAM

### • WHAT IS IT?

The Expanded Learning Program is provided free of cost. This program is designed for families that are interested in extended care. All students are encouraged to participate in the Expanded Learning Program. This program will run from 2:45pm-6:00pm. Some after school activities include homework assistance, academic, enrichment, social enrichment, physical and safety enrichment, and snack.

### • SIGN UPS

Parents interested in participating in the program must complete an Expanded Learning Program application and agree to the terms of the program.

## STANDARDIZED TESTING

Each year the **Smarter Balanced** tests are administered to all students in grades 3 through 8. The tests are given in the Spring, usually around early May. The tests are administered over a two-week period. More information regarding standardized testing will be provided to parents throughout the year.

You can help by making sure your child/children:

- Has a good night's rest
- Gets to school on time
- Eats a healthy breakfast
- Avoids absences
- Understands the test (you can talk to your child about the test)

## SPECIAL EDUCATION

ISANA will implement a program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving students with disabilities.

## FIELD TRIPS

Field trips are a great way to complement your child's learning. They offer an opportunity to experience something that may be new and exciting. In order to participate on a field trip, all students must have a completed permission slip with a parent signature. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the teacher before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip. Volunteer chaperones may be required to complete a TB test and criminal background check prior to the field trip depending on the volunteer's role.

Some trips may be organized with parent drivers. Parent drivers must have proof of insurance and a current California State driver's license. State law mandates the use of car seats or booster seats for all children under the age of eight. If your child is required to be in a car seat or booster seat, you must provide that car seat or booster seat upon request for field trips. Field trip volunteers, including parent drivers, must sign a waiver of all claims against ISANA, the governing board of ISANA, its members and employees, other volunteers and chaperones, and others for injury, accident, illness or death occurring during or by reason, arising out of, in connection with, or resulting from the school field trip.

## **TEXT BOOKS/SCHOOL MATERIALS**

Students will be issued books and materials necessary for classroom instruction. These books become the responsibility of the student. The parents must replace damaged or lost books.

## **STUDENT TELEPHONE USE**

The office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the office phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class.

## **LOST AND FOUND**

Any items found on campus should be taken to the lost and found in the main office. The item(s) found on campus belong to someone else and not to the person who found it. Check for lost items in the main office. The lost and found will be cleaned out every 2 weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the child's name.

## **SUBSTITUTES**

In the event that a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, the students will be included in other classrooms for the day.

## **NON-SCHOOL RELATED PROPERTY**

Personal property not related to the School's programs is not to be brought to school and may be confiscated by staff, with limited exceptions. Examples are CD's, cellular phones, card collections, marbles, toys, video game systems, video games, iPods, MP3 players, tablets, iPads, etc. If you are not sure about any other items, please ask. ISANA is not responsible for the above-mentioned personal property and other similar items brought on campus. **Any items lost or stolen will not be investigated.** Confiscated personal property may require a parent to come in for conference and retrieval.

## **BIRTHDAYS**

If you would like to celebrate your child's birthday during school, please contact your child's teacher in advance to make arrangements. If you are planning to have a birthday party at home, please make arrangements outside of school.

## **PARKING**

We would like to maximize the amount of outside space for our children. Therefore, please use street parking when visiting the campus.

## **Independent Study**

The School's educational program is classroom-based, which means that students are generally required to attend school in-person. ISANA also offers independent study to meet the educational needs of students enrolled in the School from time-to-time. The Chief Executive Officer or designee retains discretion to approve independent study written agreements for students. Families interested in independent study should contact the Principal.

## CHAPTER 2: STATE AND FEDERAL MANDATES

### CHILD ABUSE REPORTING POLICY

State law requires all School employees to report suspected cases of child abuse or neglect. Employees of the School are not allowed to call or contact parents to investigate this matter. The law specifically states that the local law enforcement agency has jurisdiction to investigate any report of child abuse. All staff will abide by the State law and school policy in reporting suspected cases of child abuse or child neglect. All School employees will receive annual training on the mandated reporting requirements within six weeks of the first day of each school year or their first day of employment.

### NON-DISCRIMINATION POLICY

ISANA prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived race or ethnic, gender (including gender identity, gender expression), sex (including sexual harassment), pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions, sexual orientation, religion, color, national origin, immigration status, ancestry, physical or mental status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation, a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by ISANA. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admissions or access to, or treatment in, ISANA's programs and activities. The lack of English language skills will not be a barrier to admission to or participation in ISANA's programs or activities.

Additional information prohibiting other forms of unlawful discrimination/harassment, inappropriate behavior, and/or hate crimes may be found in other ISANA policies that are available at the school. It is the intent of ISANA that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Any inquiries regarding this nondiscrimination policy or the filing of discrimination/ harassment complaints may be directed to the Director of Pupil Services or School Principal who will forward complaints to Director of Pupil Services. Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on the characteristics described above are eligible to be investigated addressed pursuant to the Uniform Complaint Procedure (available upon request and on ISANA's website).

## SEXUAL HARASSMENT POLICY

ISANA is committed to maintaining a learning environment that is free from sexual harassment. Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this policy.

ISANA considers sexual harassment to be a major offense which can result in the suspension or expulsion of the offending student grades four and above. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three.

Any student of ISANA who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the School Principal or Director of Pupil Services so that appropriate action may be taken to resolve the problem. ISANA prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated addressed pursuant to the School's Uniform Complaint Procedure (available upon request and on ISANA's website).

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.



- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

### ***Sex Equity in Education Act Statement***

Per Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following practices:

(a) On the basis of sex, exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity;

(b) On the basis of sex, provision of different amounts or types of student financial aid, limitation of eligibility for student financial aid, or the application of different criteria to applicants for student financial aid or for participation in the provision of student financial aid by others. Nothing in this subdivision shall be construed to prohibit an educational institution from administering, or assisting in the administration of, scholarships, fellowships, or other forms of student financial aid, established pursuant to domestic or foreign wills, bequests, trusts, or similar legal instruments or by acts of a foreign government, which require that awards be made to members of a particular sex; provided, that the overall effect of the award of these sex-restricted scholarships, fellowships, and other forms of student financial aid does not discriminate on the basis of sex;

(c) On the basis of sex, exclusion from participation in, or denial of equivalent opportunity in, athletic programs. For purposes of this subdivision, "equivalent" means equal or equal in effect;

(d) An educational institution may be found to have effectively accommodated the interests and abilities in athletics of both sexes within the meaning of Section 4922 of Title 5 of the California Code of Regulations as that section exists on January 1, 2003, using any one of the following tests:

(1) Whether interscholastic level participation opportunities for male and female pupils are provided in numbers substantially proportionate to their respective enrollments.

(2) Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the school district can show a history and continuing practice of program expansion that is demonstrably responsive to the developing interest and abilities of the members of that sex.

(3) Where the members of one sex are underrepresented among interscholastic athletes, and the institution cannot show a history and continuing practice of program expansion as required in paragraph (2), whether the school district can demonstrate that the interest and abilities of the members of that sex have been fully and effectively accommodated by the present program.

(e) If an educational institution must cut its athletic budget, the educational institution shall do so consistently with its legal obligation to comply with both state and federal gender equity laws;

(f) It is the intent of the Legislature that the three-part test articulated in subdivision (d) be interpreted as it has been in the policies and regulations of the Office of Civil Rights in effect on January 1, 2003;

(g) On the basis of sex, harassment or other discrimination among persons, including, but not limited to, students and nonstudents, or academic and nonacademic personnel, in employment and the conditions thereof, except as it relates to a bona fide occupational qualification.

(h) On the basis of sex, the application of any rule concerning the actual or potential parental, family, or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions.

Students have all the rights set forth in Education Code section 221.8 (as applicable to School's programs):

(a) Students have the right to fair and equitable treatment and students shall not be discriminated against based on your sex; (b) Student have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics; (c) Students have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school. (if offered by the School) (d) Students have the right to apply for athletic scholarships; (e) Students have the right to receive equitable treatment and benefits in the provision of all of the following: (1) Equipment and supplies; (2) Scheduling of games and practices; (3) Transportation and daily allowances; (4) Access to tutoring; (5) Coaching; (6) Locker rooms; (7) Practice and competitive facilities; (8) Medical and training facilities and services; (9) Publicity; (f) Students have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws; (g) Students have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws; (h) Students have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if students believes he/she have been discriminated against or if a student believes he/she have received unequal treatment on the basis of your sex; (i) Students have the right to pursue civil remedies if they have been discriminated against; (j) Students have the right to be protected against retaliation if they file a discrimination complaint.

For more information about Gender Equity/Title IX, please visit the following CDE website: <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

## **BULLYING POLICY**

ISANA takes pride in embracing individuality. This is the essence of the creative process and the feeling of being safe at our school, and has always been an essential part of our culture. We have a no tolerance policy for bullying. Bullying is defined as the deliberate antagonistic action or creation of a situation with the intent of inflicting severe emotional, physical, or psychological distress. The behavior may be a single or repeated act and may be electronic, indirect, non-verbal, psychological, sexual, social, physical, or verbal. All reports of bullying committed against members of the ISANA community will be investigated. Any behavior seen as falling into the "bullying" category will be dealt with by swift disciplinary action.

ISANA shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. ISANA shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training will endeavor to provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;

- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

## **CYBER BULLYING / HARASSMENT**

ISANA will not tolerate cyber bullying within the School by students, staff, or parents. Cyber bullying is prohibited while using ISANA's network (whether accessed on campus or off campus, either during or after school hours) or using outside networks.

Cyber bullying is defined as the use of electronic communications (e.g., email, chat rooms, text messaging, social networks, internet forums, image or video posting platforms, websites with free registration, blogs, etc.) to bully others. Specifically, this can include teasing, intimidating, threatening or terrorizing another person by sending or posting offensive content. Such offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or comments about one's appearance, sexual preference, race, religion, ethnicity, or disability.

Students who feel that they have been the victims of such misuses of technology should follow the following steps:

- Do not respond to the person accused of the cyber bullying;
- Document specific instances of cyber bullying (i.e. save or print documents when possible, take pictures of the offensive material, keep a record of each instance of cyber bullying) and do not erase the offending material from the system, if possible; and
- Immediately report the incident to a teacher or the Principal.

All reports of cyber bullying committed against members of the ISANA community will be investigated. Sanctions may include, but are not limited to, the loss of computer privileges, a parent/guardian conference, detention, suspension or expulsion from ISANA in accordance with the School's discipline procedures, and/or notification to the police.

## **EDUCATIONAL EQUITY AND IMMIGRATION POLICIES**

The School is committed to providing all students a safe, inviting, and healthy learning environment. AB 699 requires all California public schools adopt equivalent policies to the California Attorney General's Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues. These policies in conjunction with other policies, including the Student Record and Retention Policy, provide the required policy protections under AB 699. Any questions about these requirements should be directed to ISANA's CEO.

If the School possesses information that could indicate immigration status, citizenship status, or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

**Questioning Students About Sensitive Information**

School staff shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, School staff shall solicit that documentation or information separately from the school enrollment process.

Where permitted by law, ISANA's CEO shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. School's application does not expressly request such information.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law, upon request, School shall describe to the applicant, and accommodate, all alternatives specified in law or otherwise established on the enrollment form or policy.

**Solicitation of Social Security Numbers**

The School shall not solicit or collect entire Social Security numbers or cards. The School shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, the School shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

The School shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

**Maintaining Emergency Contact Information And Responding To The Detention Or Deportation Of A Student's Family Member**

Families and students are encouraged to have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

The School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

The School shall ensure that families may provide the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, the School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, the School shall release the student into the custody of any

individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The School shall only contact Child Protective Services if School personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

### **MARRIED/PREGNANT/PARENT/LACTATING STUDENTS**

ISANA recognizes that early marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school.

ISANA therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children. The School shall not discriminate against any student on the basis of the student's actual or perceived marital, family, or parental status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Pregnant or parenting students have the right to attend their current school and to participate in any program or activity for which they would otherwise qualify in an environment free of discrimination or harassment.

When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

Should a lactating student require accommodations, they should approach school staff and ask. When the school has been made aware of the needs of a lactating student, the Principal will make accommodations for the student.

A lactating student shall have access to a private and secure location, other than a restroom, to breastfeed or express milk for her infant child. Students shall be granted a reasonable amount of time to accommodate the need to express breast milk or breastfeed an infant child, as well as permission to bring to school sites a breast pump and any other equipment used to express breast milk. Students shall also be provided access to a power source for a breast pump or any other equipment used to express breast milk, in addition to access to a place to store expressed breast milk safely. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

### **SARC – SCHOOL ACCOUNTABILITY REPORT CARD**

The SARC (School Accountability Report Card) is a document that provides information about each public school. Our schools' SARC report can be accessed online at <http://www.sarconline.org/> or a hard copy is available upon request from the main office.

## CHAPTER 3: FULFILLING THE FAMILY AGREEMENT

All of the parents at ISANA spend their time, effort, and energy towards their student's and the School's success. The Family Agreement outlines ways that parents agree to participate and provide support for their student's education.

The Family Agreement outlines specific responsibilities expected of our parents.

### FAMILY AGREEMENT OUTLINE

Parents agree to:

<b>I. Provide Home and Academic Support by:</b>
---

- |   |
|---|
| <ul style="list-style-type: none"> <li>a) <b>Assisting and monitoring homework assignments</b></li> <li>b) <b>Ensuring that your child/children is "Ready to Learn"</b></li> <li>c) <b>Following through with school recommended actions</b></li> </ul> |
|---|

<b>II. Provide School Support by:</b>
---------------------------------------

- |  |
|--|
| <ul style="list-style-type: none"> <li>a) <b>Adhering to the School's Attendance Policy</b></li> <li>b) <b>Supporting and adhering to the School's discipline policy</b></li> <li>c) <b>Adhering to the School's dress code</b></li> </ul> |
|--|

<b>III. Participate by:</b>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>a) <b>Attending and participating at monthly parent meetings</b></li> <li>b) <b>Adhering to the School's Volunteer Policy</b></li> </ul> |
|---|

Each of these items is described in more detail below:

#### **I. Parents Agree to Provide Home and Academic Support By:**

##### **a) Assisting and monitoring homework assignments:**

#### **HOMEWORK POLICY**

Homework is assigned in all grades to reinforce those skills taught during the school day. A copy of the homework policy is included below. We seek your cooperation.

The staff of ISANA believes that homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend or enrich the concepts that our students have been taught in class.

Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what type of work is being sent home and by looking over the assignments when completed.

**WHEN?**

Homework will be assigned at least **4 days a week**. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments.

**HOW?**

Each student should attempt to complete the homework independently, but may need assistance. If a child needs assistance, please do not do the homework for him/her. **As a parent, please guide your children, allowing them every opportunity to do their own work.**

**PROBLEMS?**

**(1)** If you notice that your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible! **(2)** If you are unable to assist your child with homework, make sure to seek out alternative support for your child through after school or tutorial programs. **(3)** If there is a problem with having the appropriate supplies at home, contact your child's teacher.

Parents/guardians are responsible for ensuring that the student completes his/her homework and turns it in to the teacher. Parents/guardians must stay in frequent communication with teachers to ensure that students are successfully completing their homework. Teachers have different systems for tracking homework; parents should feel free to contact the teacher for additional information.

We have attempted to establish guidelines regarding frequency of homework, expected time for completion and degree of parental supervision needed. We also recognize the need for some flexibility due to individual differences and circumstances that may affect children.

<b>Grade Levels</b>	<b>Minimum Frequency Per Week</b>	<b>Possible Amount of Time Required</b>
Kindergarten	Mondays - Thursdays	15 - 20 minutes
1, 2	Mondays - Thursdays	15 - 30 minutes
3, 4	Mondays - Thursdays	35 - 60 minutes
5, 6, 7, 8	Mondays - Thursdays	1 - 2 hours

As suggested in the above chart, assignments should generally require from 15 minutes to complete in primary grades and may require as much as 120 minutes by the time your child has reached 6th grade. The assigned subjects will be left up to the discretion of the teacher. Students not returning an assignment, for some reason other than absence, will be held accountable and may be expected to do their work either some time during the school day, or possibly after school. Please send a note of explanation if your child was unable to complete an assignment due to some reason beyond his/her control.

## **HOMEWORK SUPPLIES**

It is highly recommended to have the following materials at home that will be helpful for you and your child to complete homework assignments:

- sharpened pencils/ pens
- crayons and/or markers
- glue
- scissors
- calculator
- notebook paper
- ruler
- dictionary
- tape

## **WAYS TO ASSIST AND MONITOR HOMEWORK**

Looking over your child's schoolwork gives you an opportunity to learn what is happening at school and to spend quality time with your child. Here are some tips to make the most of this experience:

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

Going over schoolwork with your child demonstrates that you think school is important and that you value your child's efforts at school.

### **b) Ensuring that your child is "Ready to Learn":**

Your child's success at ISANA begins with you! This section explains the ways in which you can support your child with his/her growth and achievement.



It is very important that all students come to school ready to learn. As agreed upon at the August Parent Meeting, children who are ready to learn come to school:

1. On time
2. Rested
3. Fed
4. Wearing clothes that comply with the Dress Code
5. With good hygiene (hair washed and combed, teeth brushed, overall clean and neat appearance)

### **c) Following through with school recommended actions:**

At different times throughout the year, staff at ISANA may make recommendations regarding the welfare of your child. These recommendations are made with careful thought, and with the best interests of the child in mind. For example, the teacher may notice that your child is squinting at the chalkboard, and would therefore recommend your child's vision be tested.

It is imperative that you take these recommendations seriously and discuss with us and/or follow them to the best of your ability. Any difficulty in following through with the recommendations should be communicated to the school as soon as possible.

## **II. Parents Agree to Provide School Support By:**

### **a) Adhering to School's Attendance Policy:**

#### **ATTENDANCE POLICY**

Parents/guardians are required by law to compel the daily attendance of their child at school. Absences negatively impact a student's learning. All absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Multiple unexcused absences may result in additional consequences such as parent conferences and referral to the Attendance Improvement Team. Habitual absenteeism may result in poor academic performance, which may lead to your child falling behind their peers.

California ***Education Code Section 48260*** states that any student subject to full-time education who is absent from school without valid excuse for more than 30 minutes on each of three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district. Upon the student's initial classification as a truant, we are required to notify you, the student's parent/guardian, the student is truant and the potential implications (for both you and them) of their truant status.

We wish to partner with parents/guardians to empower all our students to achieve and reach their highest potential. We know that being in class every day and on time is a critical part of making this happen. Research has shown that regular attendance is vital for the success of children in school. Even excused absences that cause your child to miss significant amounts of school can cause your child to fall behind in class. So, it is our goal to make sure this doesn't happen.

We will monitor attendance closely and work in partnership with you and your child to work through challenges that may cause your child to be late or absent. All absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Should a student be absent, school staff (including teachers and/or office staff) will reach out to notify the parents/guardians of the absence and help assure the student returns to school quickly. When we notice a student has multiple unexcused absences, parents should participate with the school in creating a Re-engagement Plan. This is crucial to assure that the student does not fall behind.

This Re-Engagement plan includes 3 parts:

1. verification of current contact information for each enrolled student,
2. daily notification to parents or guardians of absences,
3. a plan for outreach from the school to determine student needs including connection with health and social services as necessary.

### **Tiered Reengagement Strategies for Students who are Absent**

For each absence, the teacher and office staff will attempt to reach out to the student/family via different means, including Class Dojo/Class Tag, phone calls, emails, texts, or via US mail. Office staff will run daily attendance reports in PowerSchool. If a student reaches three absences in a week (60% of the week):

**Tier 1 – Contact by Teachers:** Once the child reaches three absences, the teacher will complete a “Re-Engagement Plan” documenting the times and dates of all attempts and send to the School Administrative Team to provide Tier 2 supports.

**Tier 2 - School Site Support Staff:** The School Administrative Team (including but not limited to the Student and Family Services Coordinator, Principal, SOM, Data Manager, office staff, or other support staff) will broaden the attempts to reach the student and family. This team will identify students who have reached 3 absences in a week not only by the teacher’s Engagement Plan, but also by running a weekly ADA/ADM Participation Report through PowerSchool. These attempts may include but are not limited to: calling all numbers on the student’s contact list, checking records of siblings for additional contacts, or home visits. The School Administrative Team will add the dates and times of these attempts to the “Re-Engagement Plan” document. If these attempts are not successful in returning the student to school, the School Administrative Team will forward the Re-Engagement Plan to the Tier 3 support team, including the Principal/Site Administrator and the Director of Pupil Services.

**Tier 3 - ISANA Attendance Team:** The ISANA Attendance Improvement Team will work with the school on higher tier supports.

Excused absences are described below. All absences require appropriate documentation (i.e. note from doctor or medical facility, court documents, etc). A personal illness of one (1) day may be excused with a written note from parent. A personal illness of two (2) or more consecutive days requires a doctor’s note.

Even when an absence or tardy has been excused, it is important for Home and School to communicate and support the student in making up missed assignments. Please make every attempt to schedule

appointments outside of school hours. Classes begin promptly at 8:10am, and students should arrive on time every day.

### **Types of Absences Defined.**

1. Excused absences occur when a parent knows the child is not at school and the reason(s) is/are excused by the School. The following absences are considered excused:
  - A student's personal illness
  - A student's medical appointment verified by a doctor's note
  - Quarantine of the home
  - A death in the family (up to 5 grievance days per school year)
  - Observance of a religious holiday (up to 3 days per school year)
  - Court summons/subpoena
  - Serious family emergency (subject to Principal discretion/approval)
  - Time off for student's work in the entertainment industry (Must be pre-approved by the School and verified by proper documentation).

*If you are aware that your child must be absent from school for a period of 10 or more school days due to severe injury, chronic illness, or a scheduled surgery, please contact the School and provide School personnel with medical documentation. Your child may be eligible to receive academic instruction through ISANA during their prolonged absence.*

2. Unexcused absences occur when a parent knows that the child is not at school but the reason(s) is/are not those excused by the School. Unexcused absences include a student being absent for any reason other than what is explicitly listed above. Examples of unexcused absences include missing class or other mandatory school activities due to family trip or vacation, lack of transportation to the School, or a parent's medical or other appointment. Moreover, each late arrival to school or early pick up from school may also be considered an unexcused absence as determined by the School's principal

### **ADDRESSING UNEXCUSED ABSENCES**

<b><u>Number of Unexcused Absences</u></b>	<b><u>What you can expect from the School:</u></b>
1-2	<ul style="list-style-type: none"> <li>• Call from school and request for written valid excuse</li> </ul>
3	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Truancy notice sent home</li> <li>• Call from school</li> <li>• AIT Meeting to discuss attendance concerns and supports to address absenteeism</li> </ul>
6	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Truancy notice sent home.</li> <li>• Second AIT Meeting and Contract established</li> <li>• Director of Pupil Services notified</li> </ul>
9 or Broken Contract	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Truancy notice sent home</li> <li>• Student classified as habitual truant, referral to D.A.'s office.</li> </ul>

### ADDRESSING TARDIES

Number of Tardies	What you can expect from the School:
1-2	<ul style="list-style-type: none"> <li>• Call from school and request for written valid excuse.</li> </ul>
3	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Official Notice sent home.</li> <li>• Call from school.</li> </ul>
6	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Official Notice sent home.</li> <li>• Attendance Supervisor notified.</li> </ul>
9	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Official Notice sent home.</li> <li>• Referral to School Attendance Improvement Plan Team.</li> <li>• Contract established.</li> </ul>

School begins promptly at **8:10 am** and all students are expected to arrive to school on time. Whenever a child enters a classroom late, it disrupts the entire class. Please make every effort to assure that your child arrives at school on-time.

### Recognition and Awards

Each month, the class with the best attendance and tardy rates for the previous month will receive special recognition. Awards and individual recognition will be provided to students who have not been tardy or absent or whose attendance has drastically improved for the previous month. Other incentives for being on time will also be provided. At the end of the school year, students who have perfect attendance and punctuality or have demonstrated improvement in their improvement will receive a special award and be invited to a special party and/or event.

### **b) Supporting and Adhering to the School Discipline Policy:**

#### DISCIPLINE POLICY

The goals of ISANA Academies' student discipline system are to:

- Promote student self-discipline, independence and mutual respect for others.
- Model, teach, and encourage socially appropriate behavior so that students will be
- Physically and mentally healthy and successful.
- Maximize learning time by decreasing the number of office referrals and suspensions.
- Monitor and provide students opportunities to adjust their behavior through positive behavioral interventions.
- Analyze student behavioral data to further guide the development and implementation of school-wide behavioral supports and interventions.

School-Wide Positive Behavior Intervention and Support:

Students who engage in misconduct will be provided with behavioral response to intervention through services such as our Coordination of Services Team (COST) or Success Progress Team (SSPT) referral process. Through this referral process students with demonstrated difficulties with meeting behavior expectations receive early behavioral intervention, and staff can progress monitor through data collection.

The goal of ISANA Academies is to provide an atmosphere that is safe, supportive, and nurturing for each student. All students have a right to learn while attending a safe school. As such, ISANA Academies establishes a positive school culture and effective discipline practices consistent with the Los Angeles Unified School District's Discipline Foundation Policy by establishing school-wide behavioral expectations and training staff (both certificated and classified) in supports such as Love and Logic, Peace Tree, and other positive behavior interventions and supports that maintain a positive school culture. Educators (staff and faculty) use what they have learned through ongoing professional development to serve as role models of these expectations to all students.

Educators at ISANA Academies shall teach and monitor appropriate behavior. Behavior expectations are set at the beginning of the school year and discussed on a consistent basis, which reinforces what appropriate student behavior is and how students can meet expectations.

Through the use of tiered positive behavior interventions and supports, the school will:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behavior and respect for others;
- Ensure students' standard of behavior is acceptable; and
- Regulate students' conduct.

ISANA Academies progressive discipline model provides students with clear expectations and consistent, logical, and fair consequences for not meeting expectations. Through the utilization of tiered behavior interventions and supports, students are given the opportunity to change their behaviors. This is especially beneficial in cases where students may not realize they are failing to meet the expectations or causing problems for others. Educators are given the chance to guide students through the process of understanding their actions and what steps can be taken to improve the situation; this is a chance for teaching and mentoring.

Through guided lessons, educators instruct students on how to successfully demonstrate behaviors that are aligned to the school and classroom behavioral expectations. When it has been determined that students are not meeting the expectations, educators work with students to create individualized behavior plans that are communicated to parents/guardians to ensure a holistic approach to establishing a positive school culture and climate. Additional behavioral supports include the school counselor collaborating with educators to conduct developmentally appropriate guidance lessons that target specific areas of misconduct. As with core subjects, instruction is differentiated, and student comprehension is assessed. For students whose misconduct has escalated, measures are taken to provide individualized plans which may include behavioral supports and strategies, individualized rewards plans, and fostering self-regulatory/advocacy practices.

Tiered Behavior Intervention:

ISANA Academies progressive discipline model is further undergirded by a tiered behavior intervention and support structure. Through tiered behavior interventions and supports, consequences are paired with meaningful instruction and guidance (corrective feedback and re-teaching), offering students an

opportunity to connect their misconduct with new learning. They can contribute back to the school community and re-engage in learning. Consistent and logical consequences are carefully planned with well-defined outcomes to provide the greatest benefit.

ISANA Academies shall utilize a four-level system to determine how to address students who do not meet behavior expectations. Level 1 issues are dealt with in the classroom. Level 2 and Level 3 offenses are habitual, and will initiate alternatives to suspensions such as COST or SSPT process. Level 4 offenses are those that, due to Education Code requirements, must automatically lead to suspension or expulsion.

Level 1: Tier 1 Behavior Interventions are implemented in the classroom, playground, cafeteria, and other areas of campus where students gather. These interventions include (but are not limited to):

- Provide positive support and redirection.
- Give the student an appointment to talk about the problem.
- Frequently review and model student and teacher expectations and procedures.
- Set limits by describing what you allow/do, or provide, without telling the students what to do about it.
- Restrict student from the area of the infraction until the adult and student feel that another try is in order.
- Student makes an “informational telephone call” to his/her parents/caregivers to describe the problem and his/her plans for improvement. Teacher calls first without student’s knowledge to alert parent/guardian and seek support. This happens at the conclusion of the instructional day.
- Provide a natural or logical consequence with empathy.

Level 2: When documented evidence supports a student’s need for a more targeted and specialized intervention because they are unresponsive to Tier 1 interventions and supports, staff employ Tier 2 Interventions including (but not limited to):

- Reflective Behavioral Journaling
- Behavior Support Plan
- Parent/Guardian/Student Conference
- Peer Mediation

Level 3: When a student persists in behaviors that are incongruous with the expectations and have been documented as unresponsive to Tier 1 and Tier 2 behavior interventions, it is necessary to employ specialized and individualized Tier 3 behavior interventions, which include (but are not limited to):

- Intensive academic support based on the student’s level of need
- Intensive social skills counseling
- Alternative Programming (change teacher/class)
- Individual behavioral student contract
- Develop intensive COST/SSPT goals to address the continued misconduct
- Multi-agency collaboration
- Community and service learning

When it is necessary for Tier 2 and Tier 3 interventions to be employed, staff involve the principal or designee for support, development, implementation of these interventions. This ensures the

appropriateness of the intervention. Parents/guardians are invited into this process to serve as a collaborative partner with the school to address the student's needs.

Level 4: The principal or designee shall issue a suspension when a student engages in behavior that, due to Education Code requirements, must automatically lead to suspension or Expulsion.

#### Restorative Justice Practices:

The School will build a community of safety and respect not only through the use of tiered positive behavior intervention support and progressive discipline, but also through the implementation of Restorative Justice practices. As outlined in the Los Angeles Unified School District's Restorative Justice Introductory Manual, restorative practices work to reduce student misconduct and suspensions when used as one available alternative to suspension and to foster positive school climates with the goal of eliminating racially disproportionate discipline practices. Restorative practices also promote trust and respect in relationships, setting the foundation for teaching and learning. In addition, the practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment.

Among the restorative practices ISANA Academies will use is gathering groups of people together into circles for conversation, which is one of the most recognizable features of schools that have adopted restorative practices. These circles can take many forms: mediation circles when a problem needs to be addressed, healing circles when group members are hurting or grieving, or circles that form just for dialogue and storytelling. When circles are a regular part of the school culture, they give students a vehicle for communicating when problems arise, rather than handling them in less constructive ways. Along with restorative circles, ISANA Academies will use every opportunity to pair an infraction with a logical and restorative consequence rather than one that is punitive.

#### Alternatives to Suspension:

Alternatives to suspension will include consequences that are identified as appropriate responses to misconduct and that provide the student with an opportunity to learn the skills necessary to avoid future misconduct. Alternatives to suspension may include but are not limited to:

- Changes in student's schedule tailored to students' needs
- Implementation of a behavior monitoring system
- Implementation of a behavioral contract including reinforcers for success and consequences for continued problems.
- Referral to group or individual counseling
- Instruction in social-emotional/behavioral skills
- Use of problem-solving approach to assist student identify the problem and possible appropriate solutions.

#### In-School Suspension:

In-school suspensions are administered by the Principal or the Principal's designee (such as the Instructional Coach/Administrator in Training) when a student commits a suspension offense but poses no imminent danger or threat to the campus, students, or staff. During an in-school suspension, the student is sent to another classroom or room within the school for one or more class periods where he/she is supervised by a credentialed staff member and required to complete his/her class work. The student remains on campus for the length of the suspension and receives academic support by a credentialed staff member for material

(assignments and tests) related to all missed classes, which the teacher provides. All work will be graded by the teacher before the end of the trimester and feedback will be provided in a timely manner. Students will have access to appropriate counseling and intervention services while serving in-school suspension. Students with disabilities will be provided with supports and services as described in their IEP. In-school suspensions shall not exceed 2 days per incident and 15 days per student per year.

A school employee (the Principal or the Principal's designee, such as the Instructional Coach/Administrator in Training) will notify parents/guardians via telephone or in person of an in-school suspension. Whenever a student is given an in-school suspension for longer than one class period, the Principal or designee will send home a copy of the In-School Suspension Notice, signed by the Principal or designee.

The In-School Suspension Notice will include:

- The details of the infraction,
- An invitation to an in-person meeting with the Principal/designee and teacher to confer with the parent/guardian on the matter,
- Instructions on how to appeal the suspension, and
- Principal's and teacher's contact information.

ISANA provides an in-school suspension program not only to avoid any loss of instructional time but also to provide targeted behavioral intervention counseling. The Principal or designee provides for the physical and social-emotional safety of students, staff, and visitors by assigning in-school suspension to the offending student only when it is determined that his/her presence does not cause a continuing danger to the physical safety of the pupil or others. During the in-school suspension, the offending student is closely monitored by the credentialed employee assigned to supervise him/her. As part of the in-school suspension, the offending student receives behavioral intervention counseling, which is intended to guide the him/her through the process of developing solutions to the problems that resulted from his/her behavior. By engaging the offending student in this process, he/she becomes a co-creator in the improved school climate. In addition, counseling services are provided to others involved in the occurrence as to ensure their physical and social-emotional needs addressed.

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or a School sponsored event, occurring at any time including but not limited to:

- a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **B. Suspension Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.



- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Possession of a knife or other dangerous object of no reasonable use to the pupil.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental

harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  - a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

- c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, or image.
  - b. A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "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.
  - c. 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.
  - d. "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.
- v) 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, 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).
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessing, selling or furnishing a firearm.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance.
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery.
  - e) Possession of an explosive.

## C. Out-of-School Suspension Procedure

Suspensions shall be initiated according to the following procedures:

### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The process for investigating incidents and collecting evidence will be fair and thorough.

This conference shall be held within two school days of the determination to suspend the student, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

### 2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee 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 and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student shall return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year; not more than 10 days for students with an IEP. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension (homework and classwork missed). All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **Appeal of Suspension**

The suspension of a student will be the determination of the Principal. A School employee shall make a reasonable effort to notify parents and/or guardians either by telephone or in person prior to the enactment of the suspension. Parents and/or guardians can appeal a student's suspension within ten (10) school days of the first day of suspension, to the CEO. A suspension appeal will be heard by the Chief Executive Officer, and upon consideration the Chief Executive Officer's decision is final. Whether the appeal is granted or denied, the student will not be reinstated in school for the day(s) to be suspended. However, if the appeal is granted, the Chief Executive Officer shall remove the suspension from the student's records.

### **D. Expellable Offenses**

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

- snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
  - k) Knowingly received stolen school property or private property.
  - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - m) Possession of a knife or other dangerous object of no reasonable use to the pupil.
  - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
  - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
  - q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
  - r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
  - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
  - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
  - v) 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, 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).
2. Mandatory Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessing, selling or furnishing a firearm.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance.
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery.
  - e) Possession of an explosive.

### **E. Authority to Expel**

A student may be expelled based on the determination of a single, neutral Hearing Officer following a hearing and upon the recommendation of the Principal. The Hearing Officer will be assigned by the CEO as needed, and shall be a certificated individual from ISANA but not from the student's School. If the Hearing Officer makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the CEO.

## F. Expulsion Procedures

Within five (5) days of the first day of suspension for an expellable offense, a pre-expulsion conference will be held (unless it is deemed necessary to extend the suspension an additional five (5) days pending further investigation). If a recommendation for expulsion is made at the pre-expulsion conference, then an Expulsion Hearing will be scheduled within 30 days. If a recommendation for expulsion is not made, then the student must return to their previous educational setting at the end of the suspension term.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal (or administrative designee as allowed under the charter) makes a recommendation for expulsion. Pending the expulsion hearing, the school will ensure that the student attends an appropriate interim placement arranged for by the charter. The School will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence. To refer a student for an interim placement, the Principal must forward copies of the following documents to the Director of Pupil Services:

- a. Cumulative record folder jacket(s)
- b. Student's grades-in-progress/current class schedule
- c. ELPAC scores, immunization records, and home language survey

The interim placement for special education students shall be addressed in the student's pre-expulsion IEP meeting. Prior to the meeting, a call must be made to the Director of Special Education for an offer of Free and Appropriate Public Education (FAPE). Interim placements for special education students are to be arranged by the referring school with the assistance of the Director of Special Education.

When students are suspended, teachers will provide work for them that will ensure that their education continues while they are absent from school. Students will continue to have access to their lessons, assignment, and tests during any extended suspensions, pending an expulsion hearing. If a student cannot attend school due to an expulsion hearing, a student can be placed on alternative educational placement for up to 45 days while the expulsion is pending. A student with an IEP has to be provided FAPE, which includes all services in the IEP.

The Hearing Officer shall conduct the expulsion hearing. The Hearing Officer shall hear the case, and make the expulsion determination. The hearing shall be in a closed setting, unless the parent requests in writing a public hearing, as required under the charter.

Written notice of the hearing shall be forwarded by the Principal or the Principal's designee (such as the Instructional Coach/Administrator in Training) to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;



3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to 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 or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. The right of parent to request a postponement of the Hearing.
10. Information regarding reasonable accommodations and language support.

### **G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

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

5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## **H. Record of Hearing**

A record of the expulsion 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.

## **I. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Hearing Officer to expel must be supported by substantial evidence that the student committed an expellable offense. For discretionary expellable offenses, evidence must also be presented that supports at least one of the following additional findings: 1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; 2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Findings of fact of the Hearing Officer shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Hearing Officer shall be in the form of written findings of fact.

If the Hearing Officer decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

If allowed under the school's charter, in some cases, the Hearing Officer may decide to suspend the enforcement of a student's duly processed expulsion. Students who are placed on expulsion with suspended enforcement would either return to their previous school setting, or the Hearing Officer may determine that an opportunity transfer to another ISANA school would be most appropriate for the rehabilitation of the student. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., "straight expelled") if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the School's rules and regulations governing student conduct.

## **J. Written Notice to Expel**

The Principal or designee (such as the Instructional Coach/Administrator in Training), following the Hearing Officer's determination to expel shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days following the Hearing. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

3. The expulsion appeals process.
4. The reinstatement eligibility review date.
5. A copy of the rehabilitation plan.
6. Opportunity to request reasonable accommodations in order to ensure that the parents/guardians are able to participate in meetings and/or understand written documents.
7. Information about alternative education programs during expulsion.

## **K. Expulsion Appeals Procedures**

The decision to expel a student may be appealed by the parent or guardian of the student to the Expulsion Appeals Panel. The Panel shall consist of three (3) members appointed by the Chairperson of the ISANA Board of Trustees as needed. At least one (1) Panel member shall be certificated but not from the student's School, while the other two (2) members may be ISANA employees or Board members. The Panel members shall not have been involved in the expulsion recommendation or decision. In order to appeal, the parent must submit a written request (e.g., via email or in-person) to the CEO within ten (10) school days of the Hearing Officer's decision to expel. The student will be considered suspended until a meeting of the Panel is convened, which shall be within ten (10) school days of receipt of the written appeal. The parent may attend to present their appeal and/or may submit written documentation supporting the appeal. ISANA will strive to schedule the Panel meeting to accommodate the parent's presence. ISANA will provide reasonable accommodations and language support upon request. The Panel will make a final decision on the expulsion appeal based on information presented by the parent in person and/or in writing at the Panel meeting and information from the original expulsion hearing. The Panel's decision regarding the expulsion will be final.

## **L. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the School's authorizer (LAUSD or CUSD) upon request.

## **M. Expelled Pupils/Alternative Education**

The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence.

## **N. Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Principal or designee (such as the Instructional Coach/Administrator in Training) at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The duration of the rehabilitation plan is determined by the Principal or designee (such as the Instructional Coach/Administrator in Training) or the ISANA Board of Directors and will be adhered to.

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours.

## O. Readmission

At the end of the expulsion term, a parent/guardian may submit written documentation to the School showing that the student has met the conditions of the rehabilitation plan. The CEO or designee (such as the Chief Operations Officer) shall review the readmission documentation and decide to readmit or not. If the student is readmitted, they follow the School's regular enrollment process. If the student does not meet the requirements of their rehabilitation plan as determined by the CEO or designee, the School may revisit at a later date not to exceed one (1) year.

### **INVOLUNTARY REMOVALS**

No pupil shall be involuntarily removed by the School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. "Involuntarily removed" includes, for example, disenrollment by the School as a result of a student's chronic truancy, but does not include suspensions or expulsions.

### **CLASSROOM FORMAL OBSERVATION TIME**

After an office referral, the student's parent or guardian may be requested to come to school and sit in the classroom with the student for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be requested.

### **STUDENT SUCCESS TEAM**

*The Student Success Team may consist of the following members:*

**Parent or guardian of student referred**

**The teacher of student referred**

**The Principal**

**Counselor, psychologist, or specialist**

**Student (when appropriate)**

*This team will be responsible for the following actions:*

**Develop a "Support Plan"**

**Meet six to eight weeks following first meeting to check progress of Support Plan**

**Make any necessary changes to Support Plan to ensure greater success**

**Document all meetings, discussions and progress of the student**

*A Support Plan may assist by developing the following:*

**Summary of demonstrated behaviors by student that necessitates this degree of support;**

**Summary of any actions already taken by teacher, parent, or other staff to address the needs of the student;**

**Description of new actions to be taken in order to address the specific situation;**

**One-page agreement, to be agreed upon and signed by all concerned parties.**

*Some possible support actions are:*

**Daily, weekly, or monthly contract**

**Restriction from before or after school activities**

**Family and/or student counseling**

**Half day schedule**

**Journaling**

## IMPLEMENTATION

Fair and consistent judgment and decision-making by all staff is crucial to the enforcement of the discipline policy. Therefore, all staff will receive regular professional development in relation to their roles in the implementation of the discipline policy.

## PARENT SUPPORT

Parents and home life are an important influence in shaping the character and attitudes of children. There are many ways that parents can work with the School to improve behavior, both at home and school. Some tips that might be helpful include:

**Modeling and teaching good manners at home. Examples include: using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom).**

**Talking to your child/children about behavior reports and providing an incentive for their success (a hug or special time together for example.)**

**Seriously addressing problem behaviors that are reported by the School. Consider removing telephone, video game, television and other privileges from children after experiencing school problems. These actions will demonstrate your support for the school and discourage the problem behaviors from recurring.**

**Take time to discuss the importance of discipline with your child/children regularly. Think about becoming more disciplined in a challenge area for yourself, (i.e. diet, exercise, speaking a second language) and talk about your progress/challenges with your child/children.**

**Support the School's policy in discussions with your child/children. If you are frustrated and demonstrate disrespect for the School's policies, it is likely that your child/children will too.**

**Take time to talk with your child/children regularly. A child who can effectively communicate his/her needs and issues is less likely to try to communicate through physical force.**

**Consider the possible impact of television and movies that you and your children watch; consider alternative activities like playing cards, reading, or working together on a puzzle.**

### **c) Adhering to the School's dress code:**

The School respects students' rights to express themselves in the way they dress. All students who attend the School are also expected to respect the school community by dressing appropriately for a TK-8 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and parents.

There is a wide range of available clothing styles within the School's dress code that reflect a positive attitude and appearance. We ask that students attending (our school) wear clothing that is comfortable, clean, and appropriate for elementary and middle school. Because our instructional program includes active play, students must wear clothing that allows them to run and jump, including closed-toed shoes. Clothing and other items our students wear must not disrupt the educational process, create safety concerns, nor create any distraction.

Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the School. School staff shall not enforce a dress code more strictly against transgender and gender-expansive students than other students.

A student's attire or grooming should not be grounds for exclusion from his/her participation in school classes or in school-related activities. If, however, the attire or grooming of a student poses a threat to the health and safety of any other person, the School will take appropriate action. Administrators shall use reasonableness and have discretion to determine the appropriateness of attire. Special exceptions may be made for students with a documented health condition or disability.

School staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Enforcement of the dress code shall be gender neutral.

**Definitions:**

Attire: Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes.

Grooming: Makeup, tattoos, and hair style.

Dress Code: A set of parameters determined by the School that describes standards for student attire and grooming.

**Dress Code:****TOPS:**

- Light Blue polo shirt
- Light Blue blouse

**BOTTOMS:**

- Khaki shorts/skorts
- Khaki long pants
- Double Blue Plaid pleated skirt with shorts underneath

**SHOES:**

- Shoes with flat, rubber soles
- No open toe shoes

**OUTERWEAR:**

- Dark Blue sweater or jacket

1. SHIRTS: Shirts or blouses shall be light blue polo shirts that are unmarked, except shirts may include the ISANA Logo, and shall be appropriately sized.

2. SHORTS, SKORTS and SKIRTS: Shorts, skorts, and skirts shall be at or below the knee and appropriately sized.

3. PANTS: Pants shall be Khaki in color, appropriately sized, and hang between the ankle and 1 inch above the shoe bottom, no rubber bands at the end of the pants legs.

4. UNDERGARMENTS: Undershirts for boys and girls shall be tucked in at all times, and appropriately sized.

5. During cold weather, we suggest layering. Turtlenecks, Pants and T-shirts worn under the light blue shirt can be light blue, khaki, white, or gray.

6. SHOES: Students are to wear shoes with rubber soles. No open toes, sandals or slippers will be allowed on campus.

7. SOCKS and TIGHTS: Students must wear socks daily. Socks or tights/leggings may be light blue, dark blue, khaki, white, black, or gray.

8. SWEATERS and JACKETS: Are to be navy blue only. Students may not wear sweatshirts, sweaters, and jackets with logos and graphics. Student can wear sweaters and jackets with ISANA logos.

10. JEWELRY: Body piercings are limited to ears. Earrings, studs, or hoops can be no bigger than 1/4 - inch in size. No Hanging earrings. Necklaces should be tucked inside your top at all times.

11. HEADWEAR & HAIR STYLES: Students may wear headbands, clips and/or ponytail holders in the colors of solid blue, black, white, or gray.

Appropriate dress and personal appearance at school and at school-related activities shall not include any clothing, attire or accessory that by its appearance, arrangement, trademark, fit, or any other attribute, is unsafe; disruptive; unhealthful; obscene; profane; ethnically, racially or sexually degrading; defamatory or slanderous; exposing undergarments; provocative or revealing; advocating unlawful behavior or illegal substances; or suggesting or promoting any affiliation with street gangs or other groups that commit unlawful acts.

**Parent Responsibility:**

The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress code.



**Student Responsibility:**

All students at all schools are responsible for complying with the district dress code during school hours and school activities.

**Staff Responsibility:**

To equitably enforce ISANA Academies' dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year with a refresher in early spring in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the ISANA dress code.

PLEASE NOTE: In any and all cases concerning interpretation of this dress code, the School reserves the absolute right to determine what constitutes proper compliance.

**COMPLIANCE WITH DRESS CODE**

All students are expected to wear clothes that comply with this dress code policy to school each day, and on field trips.

Students may not alter their conforming clothing at any time during school hours or while on a field trip, which includes changing out of conforming clothing, pulling clothing up or down, tying knots in shirts, unbuttoning shirts, putting on non-compliant jewelry or makeup, or otherwise wearing their clothing in an inappropriate manner that is inconsistent with this dress code.

No student shall be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for arriving at school in clothing that does not comply with this dress code. However, if a student arrives at school in nonconforming clothing, the student will be sent to the office and the School will provide conforming clothing that must be worn for the day. The School, in its discretion and consistent with this policy, may send the student to the office and ask the student's parents to bring in conforming clothing and/or notify parents of the noncompliance.

Enforcement is to be consistent with a school's overall discipline plan. Violations should be treated as minor on the continuum of school rule violations. No student is to be disproportionately affected by dress code enforcement because of gender, race, body size or body maturity.

For the first offense, the student will be sent to the office and the parent will be notified of his/her violation. A warning is given to the student to make sure to review and follow this dress code. The student must adjust their clothing to comply with this dress code prior to returning to the classroom.

For all subsequent offenses, the student will be sent to the office and the parent will be notified of his/her repeat violation by a letter the student will be given to take home to the parent. The letter will also request a parent conference. The student must adjust their clothing to comply with this dress code prior to returning to the classroom.

**III. Parents Agree to Participate By:**

The families are key members of ISANA community. They are vital to children's success and well-being. We strive to include all parents as vital participants in the daily life of the school and as the most important

supporters of their children's education at home. We believe that by collaboratively supporting the education of their children, families and schools together can accomplish much more than either group can alone.

In order to successfully promote this process, the following structures are already in place to facilitate the increasing involvement of parents:

**a. Attending and participating at monthly parent meetings:**

**PARENT MEETINGS**

The School staff and parents meet regularly. The meetings take place 4 times per year. These meetings are an important time for parents and staff members to communicate and plan with each other. At each meeting, time is set aside for announcements and updates. Please remember to sign-in at all parent meetings so that your time is logged.

**b. Adhering to the School's Volunteer Policy:**

**VOLUNTEERING**

According to the Family Agreement, a suggested minimum of 3 hours per month of volunteer time (also referred to as commitment time) is not required, but strongly encouraged. An additional hour is also encouraged for each additional child enrolled at the School. For example, if a family has two children enrolled at the School, the parent or guardian is encouraged to commit four hours a month. The intent of the commitment time is to have parents/guardians maintain a high level of awareness and involvement in the education of their child/children. Therefore, while all volunteer time is encouraged and not mandatory, ISANA will track commitment time performed by parents/legal guardians or extended family. We encourage parents to decide according to their strengths or interests how they can best fulfill their recommended volunteer hours. Not all volunteering has to take place at the school site, or during school hours. All parent meetings count as volunteer time. A parent's failure to volunteer or inability to volunteer does not impact the student's admission, enrollment, or receipt of any credit or privileges related to educational activities. Parental involvement is not a requirement for acceptance to, or continued enrollment at, the School.

Below are some examples of volunteer opportunities:

<b>Student supervision before or after school</b>	<b>Helping with after school classes</b>
<b>Representing the School at functions</b>	<b>Participating in school governance</b>
<b>Participating in parent training workshops</b>	<b>Teaching or assisting in the classroom</b>

Please contact the office for more volunteer opportunities. Remember that each family member must sign-in and out when volunteering in order for their time to be logged.

## **VOLUNTEER POLICY**

### **GOAL:**

To create the strongest possible partnership between home and school with the ultimate goal of increasing student achievement.

When a parent or legal guardian signs the Family Agreement, the parent or legal guardian understands that:

- The School recommends parents volunteer at least three (3) hours for their first child and one (1) hour for each additional child per month. A parent's decision not to volunteer or inability to volunteer does not impact the students' admission, enrollment, or receipt of any credit or privileges related to educational activities.
- Signing the Family Agreement means the parent or legal guardian will adhere to the agreement.
- Parents have many opportunities at ISANA to seek out and sign up for volunteer opportunities.
- Parents can always meet with the parent volunteer coordinator and/or appropriate committee to discuss questions about scheduling volunteer time.

**SCHOOL COMMITMENT.** The School will:

- Upon request, notify parents of each family's logged volunteer time per month.
- Upon request, provide a monthly report updating families of their logged volunteer time already completed and the opportunities still available for volunteering for the month and year to date.
- Notify parents of volunteer opportunities.
- Post a weekly sign-up sheet for permanent volunteer activities.
- Create a reserve list for special projects—filing, photocopying, making phone calls, special events, etc.
- Provide opportunities to meet and discuss the Family Agreement.

All individuals volunteering in a position requiring frequent or prolonged contact with children must have a valid TB test on file. All individuals who will volunteer outside of the direct supervision of an employee must also be fingerprinted and receive background clearance prior to volunteering.

## **OTHER WAYS TO PARTICIPATE**

### **SCHOOL GOVERNANCE/REPRESENTATION**

Participation in School governance meetings (e.g., ISANA Board of Directors, Site-based Advisory Council, etc.) is logged as volunteer time. You may have the option of representing the School at official functions, which will also be logged as volunteer time.

### **PERSONAL DEVELOPMENT**

Throughout the school year, the School may offer educational opportunities solely for the continuing education of the parents. We will notify parents of such opportunities. Such opportunities may include classes on parenting, computers, open communication, and domestic violence. Working to improve yourself - learning something new, reading, or studying - sets a good example for your child/children.

## CHAPTER 4: HEALTH

### LUNCHES AND SNACKS

ISANA will make nutritionally-balanced hot lunches available to students. The cost is based on parent income. Some students may qualify for free or reduced lunch. Participation in our lunch program is optional. Parents may choose to provide their children with a well-balanced sack lunch. Eating candy or other high sugar foods is discouraged at school and should not be packed in lunches. Sugar, high-fat and salty snacks are not nutritious and make it hard for children looking for energy to sustain them until lunch. We also request parents not to pack foods that need heating.

You may also choose to send a healthy snack for your child to eat during the mid-morning recess. A healthy afternoon snack is served in the after school Expanded Learning Program.

#### SNACK POLICY

**The following are suggested healthy snacks:**

Fruit, vegetables, sandwiches, crackers, bread, (real) fruit juice, water, pretzels, granola bars, & nuts

**The following snacks are NOT allowed; these items may be confiscated and disposed of by Staff if found:**

Candy, gum, chocolate, shelled sunflower seeds, potato chips & soda.

### HYGIENE

It is very important that your children come to school clean. This means that they **brush their teeth** every day and **bathe** on a regular basis. With older students, body odor becomes an issue. Your children are very active, and we live in a warm environment. Please do not hesitate to provide antiperspirant/deodorant for your child.

When children come to school unclean, others notice. This can lead to teasing and avoidance by other students. Please do everything possible to enable your child to have positive social relationships.

### SLEEP

It is very critical that your children get the appropriate amount of sleep. They are all growing and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children generally require anywhere from 8 to 12 hours of sleep nightly. Please help your child get the right amount of sleep.

### ILLNESS

If your child is ill, please call and inform the office. For your own child's protection and the protection of others, please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. Please make an effort to get a copy of the homework your child missed during his/her absence.

## **IMMUNIZATIONS**

All students will need to present a written immunization record provided by a physician or the health department prior to the first day of school. Immunizations must be up to date. For example, all students entering or advancing into the 7th grade need proof of a Tdap booster shot before starting the school year. With limited exception, ISANA may not unconditionally admit a student unless he/she has been fully immunized as required by law. We can no longer accept requests for immunization exemptions based on personal belief or religion.

The immunization status of all students will be reviewed periodically. Those students who do not have the required immunizations and do not qualify for an exemption will be excluded from school until the requirements are met. Immunizations may be given at your private physician's office or at one of the low or no cost vaccine clinics in your community. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

## **HEALTH AND MEDICAL CONDITIONS**

The School office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The School administrator will arrange to meet with the parent and necessary School staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the School.

## **MEDICATIONS AT SCHOOL**

Students may not carry or self-administer medication on campus under any circumstances. A student who needs to take medication during school hours must have a statement to this effect on file at the School, signed by the prescribing physician and the parent/guardian. The required forms are available from the School office or administrator. School personnel do not prescribe or give advice regarding any kind of medication.

- All medication must be in the original container with the appropriate pharmacy label.
- Whenever possible, medication prescribed three times daily (antibiotics) should be given at home, i.e., at breakfast, after school, and at bedtime. Seven days after the last authorized dose of medication, any empty or unused medications will be discarded.
- No medication of any kind is to be put on or administered by a child or can be placed in lunch boxes, backpacks or pockets including: Tums, chap-sticks, sunscreen or any other over-the-counter medications.

## **PHYSICAL EXAMINATIONS**

A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines is required for all first grade students within 18 months prior to entry or up to 3 months after admission to the first grade. A CHDP or equivalent examination may be done by a private physician, by a health department clinic, or, in some instances, by School staff. A blood test to determine lead level is part of this examination.

## **TREATMENT AND SCHOOL RELATED INJURIES**

It is the policy of the School to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or Band-Aids as needed. Parents will be notified about minor injuries at the discretion of the administration.

When confronted with more serious injuries/illnesses, School staff will contact parents, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance.

It is the responsibility of the parents to update school medical and emergency information.

## **COMMUNICABLE DISEASE**

A student suspected of having a communicable disease will be excluded from school until the School has received appropriate clearance from the student's doctor.

## **LICE**

Outbreaks of lice in Los Angeles are very common. The School follows the suggested preventative routines outlined by the Los Angeles County Health Department. These routines include periodic head checks and disinfecting of all necessary areas in the School. If you discover that anyone in your family has lice, please notify the School immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home. Your child may only return to class when he/she has been effectively treated, nits are gone, and the School inspects your child.

## **RINGWORM**

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious and the student may be readmitted.

## **CHICKEN POX**

An effort will be made to notify parents/guardians about school exposure to chicken pox. The parent/guardian of a student for whom chicken pox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

## **OTHER MEDICAL CONDITIONS**

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the School administration.

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

A current Emergency Information card must be on file at the School so that parents/guardians can be notified promptly in case of accident or illness involving their child.

## **CHRONIC CONDITIONS**

For your child's safety, the School must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher.

## **ACCESS TO MENTAL HEALTH SERVICES**

The School wants to ensure that parents, guardians, and students are informed about resources available for anyone who believes they are in a mental health crisis. We also encourage parents/guardians and students to talk with any adult in the school if they are concerned about possible mental health needs for themselves or other students. Take all threats of suicide seriously.

### **National Resources**

- National Suicide Prevention Lifeline: 1-800-273-8255
- Crisis Text Line: Text TALK to 74171
- Call 911

### **Community/School Resources**

- Los Angeles County Department of Mental Health Access Line: 1-800-854-7771  
<https://dmh.lacounty.gov/get-help-now/>
- 2-1-1 Los Angeles: Dial 2-1-1 to access a hotline that provides information about community, health, social and disaster services
- For more information about school-based mental health services and student eligibility please contact the Student and Family Services Coordinator or the School Counselor.
- ISANA's Suicide Prevention Policy can be found on our website: [https://isanaacademies.org/wp-content/uploads/isana\\_documents/board\\_policies/isana-suicide-prevention-policy.pdf](https://isanaacademies.org/wp-content/uploads/isana_documents/board_policies/isana-suicide-prevention-policy.pdf).

## **ADDITIONAL STATE RESOURCES: BULLYING AND HUMAN TRAFFICKING PREVENTION**

To access more resources that provide support to youth who have been subject to discrimination, harassment, intimidation, or bullying please visit the CDE Safe School Website:

<https://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>.

The CDE has provided resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community at the following website:

<https://www.cde.ca.gov/lr/ss/sa/>.

Please the following resources focused on human trafficking prevention:

- <https://www.cde.ca.gov/lr/ss/vp/commsexexploitationchild.asp>
- <https://lacounty.gov/human-trafficking/>
- <http://da.co.la.ca.us/operations/human-trafficking>



## CHAPTER 5: COMMUNICATION

### HOME/SCHOOL COMMUNICATION

It is very important that the communication between your home and the School is a continuous process. To stay informed of all meetings and events, please check the monthly calendar or website on a regular basis. A monthly calendar and/or newsletter will be sent to you regularly.

### FOLLOW THESE TIPS TO EFFECTIVELY COMMUNICATE. . .

#### . . . WITH TEACHERS

You can contact a teacher by:

- **Calling the School and leaving a message and the teacher will return your call.**
- **Making an appointment in advance via the office, email, text, or phone.**
- **Writing a note, sending an email, or text.**

#### . . . WITH THE OFFICE

If you need to speak to an administrator, please call the office. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

#### . . . WITH YOUR CHILD DURING THE DAY

If you need to communicate with your child during school hours, call the office and leave a message for him/her. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all car-pool or after school pick up arrangements with your child before school.

### CONFERENCES

Formal and informal conferences are one way that you as the parent can stay informed of the progress of your child. You may set up an appointment to meet with a teacher whenever you feel it is necessary. Formal conferences will take place at least twice a year. These usually take place during the end of the first and second grading period. The dates for this year are located on your school year calendar. During this conference period, classes will be dismissed at 2:00 PM. Extended care is offered for all children beginning at dismissal time, or you may pick your child up early.

In order to get the most out of a formal conference, you should be on time and may want to:

**HAVE QUESTIONS PREPARED:** Focus on your child before coming to the conference. Take a moment to write down questions and concerns that you wish to discuss at the conference.

#### TAKE NOTES DURING THE MEETING

**SHARE ANY RELEVANT INFORMATION:** If there are some stressful factors in your child's life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a child's attitude, behavior, or performance.

**DON'T COMPARE ONE CHILD WITH ANOTHER:** Try to think of each child as his/her own person.

## **PARENTS IN THE CLASSROOM**

The involvement of parents in the classroom is greatly encouraged. There are two different ways parents can visit the classroom. One way is as an observer. The second way is to participate in the classroom as an instructional volunteer. Parents are welcome to request an observation period at any time. However, since classroom observations can be disruptive to the learning environment, our teachers have the right to refuse observation requests. The best way to plan an observation is to follow these procedures:

- Schedule a date and time with the teacher by calling the office and
- Explain the purpose for the observation.

Note: Observation times may be limited to one hour with prior appointment. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

## **INSTRUCTIONAL VOLUNTEER**

In order to become an instructional volunteer, you must follow these procedures:

- Complete the required series of parent education workshops. (These workshops are logged as volunteer time.)
- Arrange with the classroom teacher the dates and times you will be in the classroom.
- Before entering the classroom, you must sign in with the office, display your identification tag at all times, and wait until the classroom teacher gives you instructions.

When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification.

Instructional volunteers must have a current TB test on file. The School, in its discretion, may reject an instructional volunteer request in order to maintain a safe, healthy, and productive learning environment.

## **EXPRESSING CONCERNS**

If you have a concern regarding the performance of an employee, please speak with or write to the employee's supervisor. If the situation is not addressed in a manner that satisfies you, direct the concern in the same manner to the next level of the accountability structure. (Please refer to the "ISANA Organizational Chart" in Chapter 1.)

## APPENDIX



# ISANA ACADEMIES

## 2021-2022 SCHOOL YEAR

### ACADEMIC CALENDAR

#### AUGUST 2021 – 12 INSTRUCTIONAL DAYS

(12)

SUN	MON	TUES	WED	THURS	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
5	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/2- 8/12: Staff Professional Development (PD) and Back to School Kickoff

8/13: Teacher-Scholar-Family Meet & Greet

8/16: First Day of School

#### SEPTEMBER 2021 – 18 INSTRUCTIONAL DAYS

(30)

SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/1: Staff PD - 1pm Dismissal

9/3: Admissions Day - No School

9/6: Labor Day Holiday - No School

9/7: Rosh Hashanah - No School

9/8: Back-to-School Night - 2pm Dismissal

9/16- Yom Kippur - No School

#### OCTOBER 2021 – 20 INSTRUCTIONAL DAYS

(50)

SUN	MON	TUES	WED	THURS	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

10/6: Staff PD – 1pm Dismissal

10/22: All Day Staff PD - No School

#### NOVEMBER 2021 – 16 INSTRUCTIONAL DAYS

(66)

SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/3: Staff PD - 1pm Dismissal

11/11: Veterans' Day Holiday - No School

11/12: End of Trimester 1

11/15–11/19: Parent Conferences - 2pm Dismissal

11/22-11/26: Thanksgiving Holiday - No School

11/28-12/6: Hanukkah



# ISANA ACADEMIES

## 2021-2022 SCHOOL YEAR

### ACADEMIC CALENDAR

#### DECEMBER 2021 – 13 INSTRUCTIONAL DAYS

(79)

SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/1: Staff PD – 1pm Dismissal

12/20-12/31: Winter Break - No School

12/25: Christmas Day - No School

12/26-1/1: Kwanzaa

#### JANUARY 2022 – 14 INSTRUCTIONAL DAYS

(93)

SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/1: New Year's Day - No School

1/3–1/7: Winter Break - No School

1/10: All Day Staff PD - No School

1/11: Classes Resume

1/12: Staff PD – 1pm Dismissal

1/17: Martin Luther King Jr. Holiday - No School

#### FEBRUARY 2022 – 19 INSTRUCTIONAL DAYS

(112)

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/2: Staff PD- 1pm Dismissal

2/21: Presidents' Holiday - No School

2/23: Open House - 2pm Dismissal

#### MARCH 2022 – 22 INSTRUCTIONAL DAYS

(134)

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/2: Staff PD- 1pm Dismissal

3/11: End of Trimester 2

3/14-3/18: Parent Conferences – 2pm Dismissal

3/28: Cesar E. Chavez Observed- No School



# ISANA ACADEMIES

## 2021-2022 SCHOOL YEAR

### ACADEMIC CALENDAR

#### APRIL 2022 – 15 INSTRUCTIONAL DAYS

(149)

SUN	MON	TUES	WED	THURS	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4/6: Staff PD- 1pm Dismissal

4/11-4/15: Spring Break Holiday - No School

4/17: Easter

4/22: Staff All Day PD- No School

#### MAY 2022 – 20 INSTRUCTIONAL DAYS

(169)

SUN	MON	TUES	WED	THURS	FRI	SAT
1	2	3	4	5	6	7
9	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5/3: Eid al Fitr - No School

5/4: Staff PD - 1pm Dismissal

5/30: Memorial Day Holiday – No School

#### JUNE 2022 – 8 INSTRUCTIONAL DAYS

(177)

SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6/10: Last Day of School / End of Trimester

6/13: Pupil free day

6/14: Pupil free day – Teachers’ last day

6/20: Juneteenth Observed – All ISANA offices closed

Start-End of School Year / Pupil Free Day

Staff Professional Development Day

End of Trimester

Parent Conferences/Back-to-School Night/Open House

Intersession Breaks / Holidays – NO SCHOOL

## BELL SCHEDULE

Grade	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Total Instructional Minutes
K/1	8:10	9:30	9:50	11:40	12:20	2:45	335
2/3	8:10	9:55	10:15	12:00	12:40	2:45	335
4	8:10	9:30	9:50	11:50	12:30	2:45	335
5/6	8:10	9:55	10:15	12:35	1:15	2:45	335
7/8	8:10	9:50	10:10	11:50	12:30	2:45	335

### Sample Weekly Schedule

Time	Mon	Tue	Wed	Thu	Fri
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities

8:10-9:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:30-9:50	Recess	Recess	Recess	Recess	Recess
9:50-10:30	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
10:30-11:00	ELD for ELs/ IWT* for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's	ELD for ELs/ IWT for EO's, IFEP's, RFEP's
11:00-11:40	Math	Math	Math	Math	Math
11:40-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:10	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.	Language Arts cont.
1:10-2:10	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies	Thematic Units in Science	Thematic Units in Social Studies
2:10-2:45	PE	Visual and Performing Arts	PE	Visual and Performing Arts	PE
2:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

2:45-6:00	Expanded Learning Program	Expanded Learning Program	Expanded Learning Program	Expanded Learning Program	Expanded Learning Program
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2:45pm 2:55pm Free After School Supervision/Dismissal and Pick-Up Time

2:45pm Expanded Learning Program begins

6:00pm Expanded Learning Program ends/SCHOOL GATES CLOSE

### Sample Grades 7 & 8 Weekly Block Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:10	Before School Activities	Before School Activities	Before School Activities	Before School Activities	Before School Activities
8:10-9:50	Art 7/Art8	Physical Education 7/8	Art 7/Art8-Technology	Physical Education 7/8	Art 7/Art8- Dance Physical Education 7/8
9:50-10:10	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
10:10-11:50	Earth Science/Physical Science	Math 7/ Math 8	Earth Science/Physical Science	Math 7/ Math 8	Earth Science/Physical Science Math 7/Math 8
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-2:10	English 7/English 8	Ancient Civilizations/ US History	English 7/English 8	Ancient Civilizations/ US History	Eng. 7/Eng. 8 Ancient Civilizations/ US History
2:10-2:45	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory	ELD/ Advisory
2:45 - 6	Expanded Learning Program	Expanded Learning Program	Expanded Learning Program	Expanded Learning Program	Expanded Learning Program

If parents do not pick up their children on time, the school incurs additional costs to keep the school open longer and staffed until parents pick up their children. **Therefore, parents will be charged \$1.00 per minute for any child left after 6:00pm.** Please note, there is no separate licensed child care program offered for Expanded Learning Program students who remain past 6:00pm.

Children not staying for the after school Expanded Learning Program must be picked up by 2:55pm.



## **ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES**

*For students, employees, parents/guardians, school advisory committee members, school district officials, and other interested parties.*

ISANA ("Charter School") annually notifies students, employees, parents or guardians, and other interested parties (e.g., school advisory committees) of the Uniform Complaint Procedures (UCP) process. Charter School is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

### **1. Programs and Activities Subject to the UCP**

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool

- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

## **2. Filing a UCP Complaint**

Generally, a UCP complaint shall be filed no later than one year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth as specified in Education Code §§ 49069.5(e), 51225.1(a)-(k), and 51225.2(b)-(e). Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by Charter School.

A pupil enrolled in any of Charter School's academies shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint may be filed with the Principal, Compliance Officer, or Chief Executive Officer or designee.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

The designated official ("Compliance Officer") to receive and investigate complaints is:

**Robert Thrash, Director of Pupil Services**

**ISANA**

**3850 Wilshire Blvd. Suite 1130 Los Angeles, CA 90010**

**Phone: 323-291-1211 Fax: 323-402-1683**

Charter School will ensure that the Compliance Officer and other employees who may be assigned to investigate complaints are knowledgeable about the laws and programs at issue in the complaints for which they are responsible.

Complaints will be investigated and an Investigation Report (final written decision) will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with Charter School's UCP policies and procedures.

The complainant has a right to appeal Charter School's decision concerning complaints regarding specific programs and activities subject to the UCP to the California Department of Education (CDE) by filing a written appeal within 30 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of the Investigation Report.

### **3. Responsibilities of Charter School**

Charter School advises complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the CDE.

Charter School advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. A complainant may pursue available civil law remedies outside of Charter School's complaint procedures.

Charter School shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district.

Copies of the UCP procedures shall be available free of charge.

All Charter School students have a right to a free public education, regardless of immigration status or religious beliefs. For more information about this issue, we recommend families review the "Know Your Rights" immigration enforcement established by the California Attorney General and available on the California Attorney General website here: <https://oag.ca.gov/immigrant/rights>. Charter School shall inform students who are victims of hate crimes of their right to report such crimes.



## INNOVATIVE, SOCIALLY AWARE, NETWORK OF ACHIEVERS

*ISANA Academies - A Network of Tuition-Free Public Charter Schools*

### FAMILY AGREEMENT 2021-2022

I/We, \_\_\_\_\_ and \_\_\_\_\_ agree to the following terms  
Parent/Legal Guardian's Name Parent/Legal Guardian's Name  
of the ISANA community:

**The parents/guardians will:**

Provide Home Academic Support by:

- Ensuring that my child is Ready to Learn;
- Assisting and monitoring homework assignments;
- Following through with school recommended actions; and
- Reviewing this agreement with student.

Provide School Support by:

- Affirming the Attendance Policy by ensuring that my child regularly attends and arrives to school on time;
- Supporting and adhering to the School's Discipline Policy; and
- Adhering to the School's Dress Code.

Participate by:

- Attending and participating at Parent Meetings; and
- I/We understand the School recommends families volunteer a suggested minimum of three (3) hours per month and one (1) additional hour per month for each additional child enrolled at the School. (Volunteering is encouraged but not required; a parent's decision not to volunteer or inability to volunteer does not impact the student's admission, enrollment, or receipt of any credit or privileges related to educational activities.)

My/Our signature below represents my/our understanding and full commitment to the above conditions for the school year. I/We have also discussed the Family Agreement with my/our child.

\_\_\_\_\_  
Parent/Legal Guardian's Signature

\_\_\_\_\_  
Parent/Legal Guardian's Signature

**The student agrees to do the following:**

Demonstrate Academic Effort by:

Coming to school ready to learn;  
Completing all class and homework assignments; and  
Following through with school recommendations as appropriate.

Demonstrate School Support by:

Affirming the Attendance Policy by attending and arriving to school/classes on time;  
Adhering to the School's Discipline Policy;  
Adhering to the School's Dress Code; and  
Following all School rules and policies.

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Family Agreement, Page 2**

**2021-2022**

**The School will:**

Provide Home Academic Support by:

- Providing trainings and workshops for parents on student academic achievement and parenting topics;
- Inform parents of homework policies and assign appropriate homework;
- Providing extended academic support opportunities to students; and
- Reviewing this agreement with students.

Provide school support by:

- Developing and implementing programs and policies that support academic student achievement;
- Enforce the school's Discipline Policy to ensure a safe and nurturing learning environment;
- Inform and enforce school policies, including the dress code;
- Provide proper notification regarding School policies and student behavior;
- Recognition program of achievement for students and their families;
- Facilitating the participation of parents in the classroom; and
- Distributing annually updated parent/student handbook.

Encourage and support parent participation by:

- Developing meaningful parent meeting agendas focused on student achievement;
- Provide flexible volunteer opportunities for parents;
- Recognizing student successes in a variety of settings; and
- Use technology to bridge connection between school and home.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date