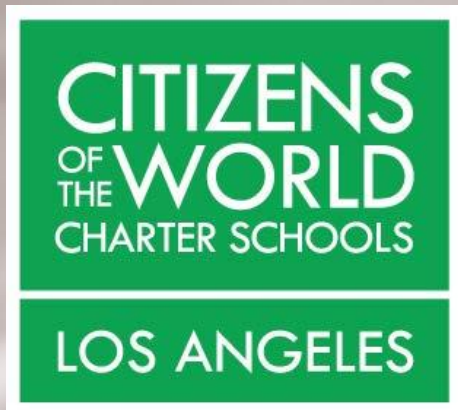


2020-21 FAMILY HANDBOOK



Citizens of the World Charter Schools Los Angeles
5371 Wilshire Boulevard, Suite 200
Los Angeles, CA 90036
www.cwclosangeles.org

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Approved by CWC Los Angeles Board of Directors on August XX, 2020.

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Dear CWC LA Families,

Due to Coronavirus (COVID-19), some of the policies included in the Family Handbook may be modified to comply with current mandated and recommended health and safety protocols by the Department of Public Health or local health authorities. Citizens of the World Charter Schools Los Angeles reserves the right to modify its policies or implement additional measures for the protection of its school community.

For information regarding CWC LA's policies and procedures in place during CWC LA's distance learning program, please see CWC LA's Distance Learning Policy, which is available at the Main Office or accessible at www.cwclosangeles.org.

SECTION 1: CWC LA'S MISSION AND VISION

HISTORY

Citizens of the World Charter Schools Los Angeles ("CWC LA"), was founded by a broad coalition of parents, educators, community members and philanthropists. Beginning with Citizens of the World Charter School Hollywood in September 2010, the Los Angeles region of CWC schools soon expanded to include Citizens of the World Charter School Silver Lake, Citizens of the Charter School World Mar Vista, and Citizens of the World Charter School West Valley. This fall, approximately 2,100 students will walk through the doors of Citizens of the World Los Angeles in the neighborhoods of Hollywood, Silver Lake, Mar Vista, and West Valley.

OUR PARTNERS: CITIZENS OF THE WORLD CHARTER SCHOOLS

Citizens of the World Charter Schools ("CWC Schools") is a nonprofit organization that provides individual CWC schools access to national resources, and knowledge to supplement their good work, and ensures that while nearly all decisions affecting students are made at the local CWC school-level, all schools adhere to fundamental CWC values: all students performing at high levels, children of all backgrounds learning together, and community building.

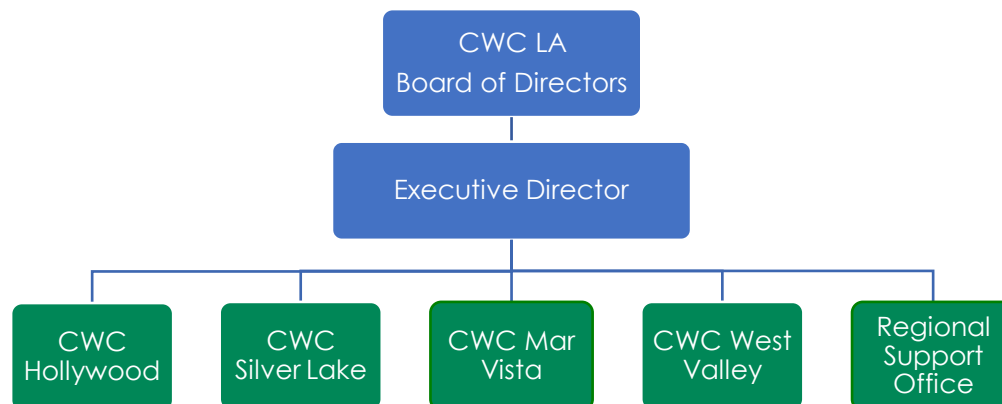
The CWC network facilitates collaboration between Citizens of the World schools in Los Angeles and Kansas City. Significant decision-making occurs at the school level, like curriculum, staffing, budgeting, school and classroom materials, and professional development. As a result, each Citizens of the World school may look different because it reflects the values of its communities, parents, students and teachers.

CWC LA'S ORGANIZATIONAL STRUCTURE

CWC LA Principals report to the CWC LA Executive Director ("ED"), and the ED reports to the regional Board of Directors. CWC schools are accountable to the regional Board. The Board of Directors of CWC LA is responsible for the financial health and academic achievement of each school within the region.

The schools, regions and national network all remain directly accountable to the public through the charter authorizing process.

Below is a picture of CWC LA's organizational structure:



CWC LA MISSION

The mission of CWC LA is to provide a socio-economically, culturally and racially diverse community of students in the heart of Los Angeles with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live.

COMMUNITY OF LEARNERS: FOUR CORNERSTONES

The following four cornerstones of our operation work collaboratively to embody a true "community of learners" in which we all learn from and with one another.

STUDENTS

Through our rigorous constructivist, project-based learning environment, students progress through active learning processes that develop conceptual understanding and self-knowledge. CWC LA embraces the diversity of individual student's skills, learning styles, and arrays of multiple intelligences, ensuring that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education, and character development. Our standards-based curriculum is continuously tailored to individual needs utilizing data-driven assessments, ensuring that each student and each subgroup meets and exceeds state performance standards and the academic performance of neighboring schools as we help each child develop a true lifelong passion for learning.

TEACHERS

Our collaborative professional community supports CWC LA's teachers with ample planning time, training, resources, and autonomy. Teachers are able to continually develop their pedagogical skills, collaborate with one another, and create, evaluate, and refine curriculum that best fits their students utilizing a variety of formative and summative assessments.

FAMILIES

CWC LA emphasizes the school/home partnership and open communication as integral to the success of our students. All CWC LA families are urged to participate actively in the school community as volunteers, valued stakeholders, and participants in regular family education workshops and school community activities.

COMMUNITY

As Citizens of the World, we cultivate leadership, independence, self-knowledge, appreciation for different perspectives, and respect, both within and beyond school walls. Just as we ask the community to support our school so, too, will the school support the community.

CWC LA'S VISION

Our vision is to establish a dynamic, welcoming, high-performing learning environment in some of the most diverse neighborhoods in urban Los Angeles. We seek to ensure that all of the diverse

components of these remarkably unique neighborhoods are welcome and actively participating in our school, creating a hub for community activity that truly reflects and embraces the ethnic, racial, linguistic, and socio-economic diversity of the neighborhood. Our activities on campus will focus on our role as contributing citizens of the neighboring community and larger world in which we live.

CWC LA has great expectations for all members of our school community: students, teachers, parents, and community members alike will be asked to work hard to ensure that all of our students meet the challenges of a rigorous academic program. CWC LA's emphasis on the Multiple Intelligence theory will expand on the concept of diversity and perspective, as we recognize differences in the ways individuals learn and the unique combination of intelligences that each child may possess. As we work to incorporate and further develop best practices in constructivist pedagogy, project-based curriculum, and community building in this uniquely diverse educational setting, we will share our model with schools throughout Los Angeles and the larger world of education.

Well beyond academic success, we also will work diligently to ensure that our students develop self-confidence, a sense of belonging, and motivation to succeed within and beyond school walls. As members of our community of learners come together, we will learn from one another's perspective and experiences, ensuring that we all become caring and contributing citizens of the world and members of the community.

"If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good."

- Howard Gardner, 2006

EDUCATIONAL PHILOSOPHY

We believe an educated person in the 21st century strives to grow in all possible ways. An educated person can work independently, cooperatively as a member of a group, or at other times as a leader. An educated person thinks creatively and critically and is respectful of this nation's – and our city's – remarkable cultural and democratic society. Cognizant of our ties as human beings on the planet, and as individuals in an increasingly digital, fast-paced world, an educated person seeks to be a productive, caring, and responsible citizen of the world.

Our school emphasizes **Howard Gardner's Multiple Intelligence Theory**, embracing the notion that an educated person in the 21st Century is one who has developed a broad range of skills and interests across each of Gardner's eight areas of intelligence. As Gardner explains: "I believe the human cognitive competence is better described in terms of a set of abilities, talents or mental skills, which I call Intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination...Intelligences always work in concert, and any sophisticated adult role will involve a melding of several of them." (Gardner, Multiple Intelligences: New Horizons, 2006)

Gardner has identified eight areas of intelligence:

1. **Linguistic** Intelligence involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express one's self persuasively or poetically.
2. **Logical-Mathematical Intelligence** is most often associated with scientific and mathematical thinking; the ability to detect patterns, reason deductively, and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations, and cosmic questions.
3. **Musical Intelligence** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate, and apply the various aspects of music (pitch, rhythm, timber, and mood), both separately and holistically.

4. **Bodily-Kinesthetic Intelligence** involves the ability to use one's body in highly differentiated and skilled ways, for both goal-oriented and expressive purposes; the capacity to exercise fine and gross motor control of one's body.
5. **Spatial Intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate, and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.
6. **Interpersonal Intelligence** relates to the ability to work cooperatively and to communicate, verbally and non-verbally, with other people; the insight to understand others' intentions, motivations, and desires; and the judgment to recognize the biases underlying sources of information.
7. **Intrapersonal Intelligence** involves the ability to understand oneself; the motivation and focus to study independently; the wisdom to reflect. "The first, and the most important, ability you can develop in a flat world is the ability to 'learn how to learn' – to constantly absorb, and teach yourself..." (T. Friedman).
8. **Naturalist Intelligence** involves the ability to recognize, collect, analyze, and classify plants, minerals, animals, flora, fauna, and even cultural objects such as cars and sneakers. Those who excel in Natural Intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

"[Multiple Intelligence] Theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society."

- Komhaber, 2009

At CWC LA, we start with the simple premise that "education should be child-centered; we should begin planning the lesson by looking at where the child is developmentally." (Dewey, 1902)

More specifically, we believe:

Learning Best Occurs When Students Are Treated As Individuals, With Lessons Tailored to Their Differences and Taught in Several Ways. We believe that all children can learn, and that one child's potential is not simply higher or lower than another's, but rather expressed on different dimensions in different ways. "People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum." (Gardner, 2009)

Many schools continue to emphasize a "one-size-fits-all" approach to teaching. Every experienced teacher can cite examples of students who do not "test" well, yet clearly are bright – even gifted – in certain disciplines. Through constructivist (hands-on), project-based curriculum, we can allow children to demonstrate their learning and understanding consistent with their individual intelligences, rather than limiting their success to standardized pencil and paper tests.

Learning Best Occurs When Students Construct Their Own Meaning. We believe that learning should not consist of one person (a teacher) imparting knowledge onto another (a student), but rather that people should work with one another in constructing knowledge. We believe that learning best occurs when students are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to construct their own meaning. We believe that learning occurs when existing beliefs, theories, and perceptions are challenged through conversation, hands-on activities, or experiences. Learning occurs when learners initiate activities based on self-generated goals, work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they've done. Therefore, the more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills. We learn by being active, not passive, learners.

Learning Best Occurs When Children Are Motivated to Seek Understanding Through Dynamic Investigation and Exploration in the Context of “Real World” Scenarios and Projects. We believe that learning best occurs when children are self-motivated and inspired to answer questions across disciplines that have meaning and relevance for them. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them.

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put their best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation. Perhaps most important, projects offer a proper venue in which to demonstrate the kinds of understanding that the student has (or has not) achieved in the course of the regular school curriculum. (Gardner, 2006)

Learning Best Occurs When Students Have Clear – and High – Expectations, Receive Appropriate Guidelines and Enthusiastic Support. We believe that learning best occurs when students are expected to learn and when they are supported in their learning. We believe an effective educational program must begin with explicitly stated, expected outcomes, such as the Common Core State Standards, the California State Standards, areas identified by Gardner’s Multiple Intelligences, and values of global citizenship. We believe that children want to be challenged, and given high expectation for their futures. They must then be given appropriate, individualized support to achieve the stated goals, and meaningful opportunities to demonstrate their accomplishments and successes. Constant communication between students, faculty, and families must occur to facilitate ongoing analysis of each student’s learning in the context of these stated objectives.

Learning Occurs Best When Teachers Are Given Ample Resources – Including Time and Training – to Develop Their Skills and Talents, Supported by Top Experts in the Field. We believe it is imperative that teachers study and understand the best thinking in education. We believe teachers should be provided ample time, resources, and support to continuously develop their understanding, pedagogy, and skills, to collaborate with faculty both within our school and other schools, and to consistently be learners themselves in the context of our school community.

Learning Occurs Best When Standardized Tests Provide Only a Small Part of the Picture in Determining Student Achievements. We believe that assessment is not the only end result for students, but rather an opportunity to identify weaknesses in our program and students’ progress, validate strengths, and improve our curriculum, teaching, and student learning. We believe that assessments should be ongoing and holistic and that effective data systems can help educators continually assess and refine their curriculum’s impact on individual children throughout the school year. We believe that undue emphasis on paper and pencil tests of linguistic and mathematical skills only provide a small sampling of the talents, skills, and intelligences of each student.

“Many schools identify themselves as ‘child-centered’...yet few adapt their curriculum and assessment model to reflect each child’s uniqueness and perspective of the world. Instead, children are given a general curriculum to follow and must adapt their skills accordingly. Assessment is often a default to logical-mathematical and linguistic intelligences when schools generalize about ‘intelligence.’”

- Rizzo, 2009

We believe that children must be evaluated on and educated well beyond the “core” or “scholastic” intelligences of how well they read, write, and compute. We believe that art, music,

dance, physical education, character education, and more have an important place in our schools and the development of our children today.

"Make no mistake: It is important that students do well in traditional academic areas, but an understanding and appreciation of [Multiple Intelligences] makes it clear that the scholastic intelligences do not encompass all of the ways in which children can and should grow...Embracing the [Multiple Intelligences] model elevates the role of art, music, and movement in education."

- Hoerr, 2009

Learning Best Occurs When Students Know How to Collaborate, Cooperate and Negotiate With Diverse People and Understand Others' Perspectives. We believe that students should not be educated in classrooms with other students whose experiences are largely similar to their own: culturally, economically, and linguistically. In our rapidly developing technologically-driven world, we believe it is more imperative now than ever that people be open to the perspectives, values, and meanings of different cultures. Thus we strive to create classrooms that reflect the diversity of the communities we serve. We believe that the remarkable diversity of our neighborhoods offers an incredible opportunity that, to date, has not been fully realized in Los Angeles public education.

Learning Occurs Best When Students – Even the Youngest – Are Given Opportunities To Make a Difference in Their World and See the Power of Their Own Actions in Effecting Change. We believe that children must be given opportunities to learn, demonstrate and display their work, and beyond that, to contribute to their community in a culturally valued way. As children engage in their community, and plan to apply their intelligences in a meaningful way, they are empowered by seeing the impact of their actions on those around them and their ability to create a better future for themselves, their families and community.

Most Importantly, We Believe Learning Occurs Best When Children Have Confidence and Believe They Can Succeed. We believe that when children are given the opportunity to express their skills, talents, and intelligences across a variety of contexts, they are able to realize more success, and thus develop more confidence.

SECTION 2: ENROLLMENT & ADMISSIONS PROCESS

ADMISSIONS AND ENROLLMENT POLICY

CWC LA schools are public charter schools open to all applicants in the state of California. If the number of applicants exceeds the number of available spots, admission is determined through a random public lottery. The lottery also determines the waitlist, which will stay in effect through the duration of that school year (applicants must reapply annually for admission). Enrollment to CWC LA, after our lottery, is confirmed once a completed enrollment packet has been submitted to the CWC LA Main Office, with all of the necessary paperwork/documentation. Per our charters, priority is given to siblings of currently enrolled students, a small number of children of founding parents (no more than 10% of total enrollment), children who qualify for free and reduced lunch, students residing within the attendance boundaries of LAUSD, for some schools (currently Silver Lake, Mar Vista) students currently enrolled in or children residing in the attendance boundary of the local elementary school (Nora Sterry Elementary School for Mar Vista, Lake Street Elementary School and Rosemont Elementary School for Silver Lake, and for all schools children of school staff or Board members. All current families who have siblings who are applying must complete and submit an application prior to the lottery due date as well as all new families who are interested in enrolling at a CWC LA school.

Pupils of CWC LA do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a CWC LA school, except to the extent that such a right is extended by the school district. A pupil who

chooses not to attend CWC LA may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. Alternatively, the pupil may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter.

NON-DISCRIMINATION IN ADMISSIONS POLICY

CWC LA affirms that each school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. CWC LA shall not charge tuition. CWC LA shall not discriminate against any person on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, political affiliation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). CWC LA may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in its charter.

CWC LA shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians. For more detailed information regarding educational rights, you may refer to the appendix document titled "Know Your Educational Rights," or obtain a copy of the document in the Main Office.

GENTLE BEGINNINGS FOR KINDERGARTENERS

For those new pupils who are entering CWC LA as Kindergarteners, it is important to know about our Gentle Beginnings process - a hallmark and distinct feature of how CWC LA gets to know and places students who are new to our school. Prior to the first day, your child will NOT be assigned to a classroom teacher/specific classroom yet. Instead, pupils will be assigned to a grade-level group (i.e. all students will be in one of three or four groups) that the pupils will stay in for the first three or four days of school. During those first three or four days, students will spend time in their group, rotating amongst the different classrooms and Lead Teachers at their grade level. Throughout the course of these three or four days, students will be participating in a number of rich community-building and start-of-school-year activities, all of which will provide a calm and thoughtful orientation for children at the start of the school year. During those first three or four days, the school team of educators will be getting to know students better, working with them closely, doing a first round of observations, and administering initial assessments. This is a crucial part of our educational model. Getting to know your child individually, and understanding developmentally how to best meet their needs and support them as learners will be, in large part, how we approach teaching and learning at CWC LA. We will use all of the information we gather in the first three or four days, as well as input you have supplied on the Class Placement Input Form, to create balanced class groups. Students will be assigned to a specific Lead Teacher and Teaching Associate (where applicable) for the year. This is not a mechanism for us to create leveled classroom groups (i.e. high, medium, low), but a way to make sure each class group is as balanced as possible. This process will help to further ensure that your child is in an optimal learning environment and has a successful and happy first year at CWC LA.

ATTENDANCE POLICY

At CWC LA, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance from all of our students. A student's attendance becomes a pattern and missing school regularly is not only detrimental to a child's learning, but can create poor learning habits. A child is considered absent when he/she is not in school.

CWC LA receives the majority of its state funding based on our school's attendance. In short, if we have stellar attendance school wide, our state funding will be maximized. The school loses funding for every absence – even if the absence is excused by a medical note. For these reasons, it is imperative that families take attendance seriously and not plan vacations and such while school is in session.

Please note that attendance is compulsory in California for students age six (6) and older. In accordance with State law, a child is considered truant if the student is absent from school without a valid excuse for three (3) or more school days in one school year, or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee.

After ten (10) or more absences, excused or unexcused, a family may be referred to the Student Success Team (SST) and the School Attendance Review Team (SART), where an action plan and other various methods will be created and utilized in an effort to resolve the student's attendance issues. The action plan will also be noted in the student's progress report. If action plan goals are not met, the student can be reported as truant to the State through a referral to the District attorney. Additionally, in accordance with the CWC LA Attendance Policy, a student who is absent for ten (10) or more consecutive school days without a valid excuse and if CWC LA has been unable to reach or have any communication with the student's parent(s)/guardian(s) after making reasonable attempts to do so, that student will be considered to have voluntarily disenrolled from the relevant CWC LA school.

ABSENCES

Absences must be reported to the State as "Excused" or "Unexcused." in accordance with the CWC LA Attendance Policy. A student's absence will be excused for:

1. Personal illness
2. Quarantine under the direction of a county or city health officer;
3. A medical, legal, dental, optometrical, or chiropractic appointment;
4. Attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one (1) day if conducted in California and not more than three (3) days if conducted outside of California;
 - a. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son, daughter, brother, sister or any relative living in the student's immediate household;
5. Participation in religious instruction or exercises in accordance with CWC LA policy; or as otherwise provided in the CWC LA Attendance Policy.
6. Attendance at the pupil's naturalization ceremony to become a United States Citizen.
7. Take Your Child to Work Day

All absences require appropriate documentation, i.e., a note from a parent or guardian, a note from a doctor or medical facility, court documents, Take Your Child to Work Day Verification Form, etc., in order to be considered excused. If appropriate documentation is not provided the absence will be considered unexcused. These documents should be provided to the Main Office upon the student's return to school.

In accordance with our policy, traffic congestion or parking delays will not be considered a valid excuse for absences.

A parent/guardian or adult caregiver must provide the school with a satisfactory explanation verifying the reason for the student's absence on the day of the absence by telephone, email or in person. Parents must also be advised that students absent for more than five (5) consecutive days must provide a doctor's note upon return to school in order to be considered excused. If the student does not report to school the next day with a note, the absence will be considered unexcused.

Please contact your school office regarding any questions.

TARDY PROCEDURE

If your child arrives after the start of school, they will be considered tardy. Tardiness may be excused for the same reasons stated above for excused student absences or as otherwise stated in the CWC LA Attendance Policy. Additionally, a student's tardy may be excused depending on the facts and circumstances at the sole discretion of CWC LA administration. All tardies require appropriate documentation, as set forth above, in order to be considered excused. Traffic congestion or parking delays will not be considered a valid excuse for tardiness.

For more detailed information regarding student attendance, please obtain a copy of the complete CWC LA Attendance Policy, which is available in the Main Office.

SICKNESS POLICY

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: COVID-19, fever over 100 degrees, vomiting, diarrhea, colored mucus (dark green/yellow), conjunctivitis (pink eye), skin infections (impetigo), strep throat, chickenpox, scabies, head lice, scarlet fever, mono, and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the condition and its communicability.

Readmission to school is based on condition and appropriate treatment.

When a child has a fever or symptoms of illness or has a communicable illness, it is best for the child to stay at home to rest and recover, and to not return to school until 24 hours after the symptoms have subsided. Additional COVID-19 safety protocols and policies will be implemented to ensure everyone's safety.

An effort will be made to notify parents/guardians about school exposure to communicable diseases that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school staff. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants.

A student returning to school with sutures, casts, crutches, leg brace(s), or a wheelchair must have a health care provider'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, including psychiatric, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity. See CWC LA's Independent Study Policy for information on medical absences.

DISENROLLMENT PROCESS

To disenroll your child, please stop by the Main Office to request a disenrollment form. Once this form has been completed, your child's spot will officially be offered to someone on the waitlist. Families will be able to select whether the disenrollment is to be effective immediately or if the disenrollment will be effective for the coming school year. Please be advised that students absent for ten (10) consecutive days without a doctor's note or any communication with the school will be considered to have voluntarily disenrolled, as set forth above and in the CWC LA Attendance Policy. Additionally, in accordance with the CWC LA Attendance Policy, a student who is absent for the first five (5) days of school without a valid excuse and if CWC LA has been unable to reach or have any communication with the student's parent(s)/guardian(s) after making reasonable attempts to do so, that student will be disenrolled from the school roster and relevant CWC LA school.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

SECTION 3: ORGANIZATIONAL STRUCTURE & DECISION MAKING

BOARD OF DIRECTORS OF CITIZENS OF THE WORLD LOS ANGELES

CWC LA is governed by the Board of Directors of Citizens of the World Los Angeles, which provides accountability, oversight, and leadership. The Board is responsible for ensuring organizational alignment to CWC LA's mission, developing the strategic plan, approving and monitoring budgets and expenses, fundraising, overseeing the school's annual audit, hiring and overseeing the Executive Director, and overseeing other significant personnel decisions as needed.

Additionally, the Board oversees each school's overall academic progress, and student performance while also addressing significant student discipline issues and the resolution of disputes that are not resolved by staff or that are brought forth by the Executive Director and/or Principal.

SCHOOL LEADERS

CWC LA's Executive Director, Principals, and Assistant Principals (if applicable) manage the day-to-day operations and regulatory compliance of the region and the schools.

The Principals and Assistant Principals manage the school-based instructional program, on-site staff and school-based operations.

The Executive Director oversees all of the schools and is primarily responsible for articulating the vision and current priorities of the organization; managing the business operations of the region; real estate planning; financial planning, management and reporting; fundraising; and working with Board of Directors on long-term strategic planning and goal setting.

STAFF STRUCTURE

Beyond the school's leadership, CWC LA has a number of staff. This can include, but is not limited to, the Office Team, Morning Care and After School Program staff, and other support staff. CWC LA's instructional staff may be comprised of Lead Teachers, Teaching Associates, Specialist Teachers, and Student Support staff. CWC LA may also contract with outside agencies and organizations to provide additional support to students in areas such as enrichment programming, occupational therapy and speech/language therapy.

PRINCIPAL'S COUNCIL

The Principal's Council ("PC") is an advisory body that helps to support the decision making of the Principal, ensuring that representatives of different stakeholder groups have input in regards to site-based decision-making. Led by the Principal, the Principal's Council is comprised of different representatives. These may include:

- Teacher Representative(s)
- Non-Teaching Staff Representative(s)
- Parent representative(s) and/or chair(s) of different committees

- Principal or designee

The Principal may invite other stakeholders to participate in the PC at his/her discretion. The PC will meet regularly throughout the year. The Executive Director will not participate in PC meetings or activities unless expressly asked to do so.

OTHER OPPORTUNITIES FOR ENGAGEMENT

Many opportunities exist for parents/guardians to engage with the school. These may include, but are not limited to:

- Family Council meetings
- Principal's Council meetings
- Town Hall meetings
- Parent/Guardian workshops
- Back to School night
- Curriculum Workshops
- Committee meetings

Meetings will provide language support and translation as needed, and childcare will be provided whenever possible. Each charter defines stakeholder engagement opportunities for families. More information can be found in the charters.

SECTION 4: INSTRUCTIONAL PRACTICES AND POLICIES

Literacy Instruction

- At CWC LA, classroom experiences and instruction integrate reading, writing, speaking and listening to support literacy development. Teachers draw on a variety of methods to model and demonstrate skills, strategies, and knowledge that promote word recognition, reading fluency, literary analysis, and phonemic awareness.
- CWC LA ascribes to a Balanced Literacy approach, which is an instructional model that balances the whole language and phonics methods to teaching reading, writing, speaking and listening. This balanced approach gives students natural opportunities to embrace reading/writing in the real world while also giving them foundational building blocks and concrete tools to become fluent readers and writers.
- Reading and writing instruction and learning occur in stand-alone blocks during the day and are also integrated within the interdisciplinary units.
- Using the workshop model, students learn to read and write in highly individualized Readers' and Writers' Workshops where students learn how to read and write at their independent developmental level while working in small groups. This allows us to differentiate our curriculum and to ensure that all students are sufficiently challenged.

Mathematics Instruction

CWC LA offers a comprehensive mathematics curriculum with an emphasis on in-depth mathematical thinking and problem solving rather than on rote memorization of facts and algorithms.

- Throughout the year, students explore major mathematical concepts like number sense, data collection and analysis, geometry, algebra, and measurement.
- Students develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions and a repertoire of ways to communicate their mathematical thinking.
- We pull from several different math curricular resources to build our math curriculum.
- Like literacy instruction, math is taught using the workshop model, where students are often working on math concepts through the playing of games or in small groups that are both student and teacher-run.

Project-Based Learning and Thematic Instruction of Science and Social Studies

- Students at CWC LA engage in thematic project-based units at each grade level. Grade level teams carefully design thought-provoking and creative units that deeply engage students in a specific topic or theme. Often all units that students experience in a given year will be tied to a bigger theme or “through-line” that connects all science/social-studies learning in a given year.
- Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding independently.
- These units require students to engage in higher order thinking about important content matters across disciplines simultaneously.
- State and national content standards are embedded within these project-based units.
- Specialist teachers in areas such as art or music integrate some of their own teaching and curriculum into the project-based themes and units being taught at any given point.
- In grades 6-8, project-based learning takes place in all core academic classes. Teachers collaborate across disciplines to develop projects that incorporate a variety of subject areas and skills.

STUDENT ASSESSMENT

Students are regularly assessed at CWC LA. Multiple measures are used at the beginning of the year and at the end of each trimester to determine a student's progress. Teachers utilize the results of assessments so that instruction can be individualized and differentiated to meet each child's needs. Ongoing assessment is a crucial aspect of an effective workshop-based classroom. CWC LA values different forms of assessment: performance-based/rubric driven assessment, individualized assessment (1:1 interviews), whole group assessment as well as more formal tests. Aligned to our educational philosophy, assessment should not only be comprised of “paper and pencil” traditional tests, but also should encompass opportunities for students to exhibit what they know in different creative manners as well.

PROGRESS REPORTS AND PARENT CONFERENCES

Progress reports will be distributed twice each year in grades TK-5. In grades 6-8, progress reports will be distributed approximately every 2-3 weeks. Additionally, parent/teacher conferences will be held in grades TK-5, and in grades 6-8, student-led conferences will be held with the student, parent(s)/ guardian(s), and his/her advisor twice each year.

STATE STANDARDIZED TESTS AND USE OF RESULTS

CWC LA believes that standardized tests provide only part of the picture in assessing student achievement. While the school's educational strategy does not focus on testing, our students will take all standardized tests required by the State, including the Common Core aligned Smarter Balanced assessments testing starting in Grade 3. CWC LA considers standardized test scores to provide a small, but important, window into the achievement levels of students. CWC LA intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. Please note that the descriptions below are subject to change based on changes to state requirements.

Smarter Balance Assessment (Common Core): In 2014, CWC LA, began its implementation of the Smarter Balanced Assessment, as part of the California Assessment of Student Performance and Progress (“CAASPP”), the mandated standardized assessment in the state of California. Smarter Balanced is aligned to the Common Core standards and is an online adaptive test that students take on either computers or tablets. This yearly assessment (which takes place each spring) begins for students in grades 3 and up. Scores for this assessment will ultimately provide CWC LA with further evidence of students' mastery of the Common Core State Standards.

Notwithstanding any other provision of law, a parent's or guardian's written request to the Principal to excuse his or her child from any or all parts of this state assessment shall be granted.

California Standards Test (“CST”): The CST in science is given to students in 5th grade.

California Modified Assessment (“CMA”): Students with an individualized education plan (IEP) who meet the state board of education-adopted eligibility criteria will take the CMA for ELA in grades three through eight, CMA for mathematics in grades three through seven, and CMA for sciences in grades five and eight instead of the corresponding grade-level and content-area exam.

California English Language Development Test (“CELDT”): The CELDT will be administered to all enrolled students whose primary language is not English within 30 calendar days after they are enrolled in a California public schools for the first time, and then once each year to English learners in grade K-8 until they are reclassified. This test includes a reading and writing section, which is administered in a whole class setting, as well as a listening and speaking section, which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

Since the school focuses on providing quality English Language Development instruction to all English Learners at the school at their proficiency level, CWC LA teachers will examine the results from the CELDT test alongside other assessments. The CELDT is one of the measures used to determine whether students re-designate from English learners to fluent English proficiency students. Re-designation will be one the of the school's primary goals and measures of success.

Physical Fitness Test: California's state testing in physical fitness (Grades 5 and 7) will be scheduled and adopted as a measurement of physical fitness for CWC LA students.

HOMEWORK POLICY

We believe the purpose of homework is to help children deepen their understanding of concepts learned in class and/or sharpen skills which require repeated practice in order to master. The amount and type of homework given will vary based on a number of factors: age, learning needs, content, and skill. At times, we will assign homework that requires some help from a parent or guardian. Although parents or guardians may monitor or assist with homework, it is the student who must assume responsibility for attempting and completing each assignment. Parents and/or guardians are expected to ensure that their child assumes responsibility for his or her homework and may request the support of his or her child's teacher if needed. Teachers will provide parents information regarding the expectations of the implementation, assessment and collection of homework.

CLASSROOM MEDIA GUIDELINES

CWC LA supports the strategic use of media to enhance our core instructional program. We acknowledge that there is value in the use of meaningfully selected technology and media that adds to the quality of the learning experience for children and also recognize that we need to monitor the content and duration of time students are engaging in activities that expose them to technology and media.

CWC LA utilizes the movie and television ratings set forth by the Classification and Rating Administration (CARA) and the TV Parental Guidelines Monitoring Board. More information can be found at <https://filmratings.com/RatingsGuide> and <http://www.tvguidelines.org/>.

INDEPENDENT STUDY POLICY

Independent study is a voluntary optional alternative in which no pupil may be required to participate; a classroom option will always be available to the child. “Independent study” includes all non-classroom-based instruction, including video conferencing, online education, and homeschooling. Independent study may be utilized for students to ensure that students continue their academic progress while absent under limited circumstances. Independent study is available for students who miss more than three (3) consecutive days due to health-related concerns, parent travel due to work, or other unforeseen circumstances (i.e., family health emergency). Independent study is not available to students who miss school due to vacation.

Please contact the Main Office if you would like to request independent study for your child and/or receive more information about CWC LA's Independent Study Policy.

DISTANCE LEARNING

To learn more about our policies during distance learning, please contact the Main Office or visit www.cwclosangeles.org.

FIELD TRIPS AND CHAPERONING

Field Trips are an important component of the CWC LA academic program and connect students' learning to authentic experiences. Parent/guardian signed permission slips will be required for all Field Trips. If vehicle transportation is required for a field trip or excursion, all students will be transported by a state certified and licensed transportation operator or provider contracted by the school. CWC LA teachers, staff, employees, and volunteers are not permitted to provide transportation for any field trip or excursion and shall not transport students in any way.

For each field trip scheduled, the teacher leading the field trip will send home a note requesting parental permission and providing specific information pertaining to the trip. As part of the enrollment packet, parents will sign off on basic walking field trips for shorter, more informal excursions within the neighborhood. Usually a limited number of parents will accompany each class and will be chosen by the teacher(s) as chaperones. If you're interested in chaperoning please refer to the CWC LA Volunteer Handbook for more information.

CWC LA requests that parents not take it upon themselves to appear at a field trip destination unless previously arranged by the teacher.

Please contact the Main Office for more information regarding Field Trips and volunteering as a chaperone. A complete copy of the Field Trips and Excursions Policy is available in the Main Office.

YEARLY CLASSROOM AND TEACHER ASSIGNMENTS FOR ALL CWC LA STUDENTS

As a staff, our aim is to create well-balanced classroom communities (academically, socially, emotionally, learning styles, and behaviorally). In order to make this decision, we will consider the educational, emotional, and social needs of each child. All decisions about classroom assignments are made at the discretion of the staff and administration of CWC LA schools. Throughout a student's time at a CWC LA school, they will have the ability to be placed with different permutations and groupings of students within their grade level. We believe this is a healthy process for a CWC LA student and nurtures their abilities to work with a wide range of peers.

STUDY OF ANIMALS

The study of animals in the classroom has been a significant educational component to the sciences. This activity provides opportunities for pupils to develop firsthand understanding of the biology of various types of animal life. At CWC LA, the decision to use preserved animal specimens in science instructions is carefully evaluated. While we look for alternate ways to teach the biology and/or life cycles of animals, students may be provided with the opportunity to participate in animal dissection.

Students have the right to refrain from participating in activities that they feel would constitute "harmful and destructive use of animals," pursuant to EC Section 32255. In the event that the curriculum requires students to participate in animal dissection, CWC LA will notify students and parents in advance to provide them with the opportunity to opt-out of the assignment via an opt-out form. The teacher will develop an alternative educational project of comparable time and effort to ensure the student receives the content for the day. Alternative studies may include: 1) studies of anatomy, using illustrated dissection manuals, study sheets, transparencies, videos,

slides, films, or filmstrips; 2) computer simulations; 3) observations of live organisms; 4) library research, and 5) art activities with models or charts.

ENGLISH LANGUAGE LEARNERS

A core part of CWC LA's mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. CWC LA will comply with federal, state, and district mandates regarding ELL education, re-designation of ELL students, and equal access to the curriculum for English language learners.

Within thirty (30) days of the beginning of the school year (or when a new student enters mid-year), the school staff will administer the state-required home language survey to identify students' levels of English fluency. School staff will then use this information along with appropriate assessments to determine the level of support necessary for the students' development. CWC LA staff will continue to monitor and track the students' progress throughout their time at CWC LA.

MEETING THE NEEDS OF ADVANCED STUDENTS

Some students need support to meet grade-level standards, while other students need challenges in class to continue to grow academically. This is particularly true for students who are high-achieving or designated as advanced. Although advanced students present a need for instructional strategies that challenge them, a separate, segregated classroom experience is not necessary. As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. Similarly, we do not believe that students who excel should automatically transfer to the next grade level. Therefore, we offer differentiated instruction for all students who excel, not just those identified as advanced, including some of the following approaches:

- Dynamic grouping, flexible pacing of instruction, project-based work, student-directed learning, and hands-on investigations are some of the specific techniques employed in our classrooms.
- We strive to meet our advanced students through the rigorous, varied and flexible aspects that are built into our model – including project-based learning and differentiated instruction.
- Through the workshop structure, students receive grade-level Common Core instruction, participate in small groups, and complete individualized work, all of which aim to challenge advanced students at their “just right” level.
- In several points of their week or school day, students work in homogenous just right level groups.
- When students are working in heterogeneous groups, advanced students have an opportunity to synthesize and apply their knowledge by working with and helping other students (in addition to benefitting from the gifts and strengths that those students bring as well).
- Our project-based curriculum, with an emphasis on Gardner's multiple intelligences, is designed to allow all students to pursue their learning in an in-depth way and at a challenging pace.
- A variety of curriculum resources and programs are used to respond to the unique needs of every student. Resources include, but are not limited to, adaptive math software and individualized instruction for students. In these programs, pacing and level of difficulty are tailored to the student's needs.
- Students are asked to use and apply their higher level and “just right” thinking skills when immersed in open-ended project-based units. Whether that's writing a research essay on an animal of their choice, or creating their own “never before seen dinosaur” or simple machine invention, students can apply and stretch their thinking about concepts and ideas at their own level. Projects embed specific standards but are open enough that students can, and are encouraged to, take projects to different more challenging levels.
- We use a variety of assessments to measure student's progress and allow students to demonstrate mastery in many ways.

- We will work to ensure that potentially high-achieving students are not simply given additional work, but, are effectively engaged and supported in their learning at an appropriate level.
- Diversity exists within the population of students who are considered Advanced, demonstrated by the range of relative strengths and weaknesses, interests, work output, and personality traits. Staff will use a variety of teaching styles in order to encourage all students to reach his or her potential.

GIFTED AND TALENTED DESIGNATION POLICY

High achieving students will be identified via teacher observation, superlative performance on our multiple assessments and standardized tests, and through our Student Success Team process, when appropriate.

CWC LA recognizes that all students bring unique gifts and talents. Our model is designed to differentiate and meet the needs of a wide variety of learners. As our charter stipulates, we do not have separate gifted and talented classes or programming. Identifying students who are considered advanced involves the interaction of three sets of characteristics: above-average intellectual ability, creativity and task commitment (Renzulli, 1986).

For identification of gifted or talented: At 3rd grade or above, students may be identified as "gifted" or "talented" (based on LAUSD's definitions of such) when a student has consistently performed at Advanced levels across subject areas. CWC LA does not conduct formal testing to identify "gifted" students. Instead CWC LA administrators will identify students as gifted after a student has demonstrated exemplary test scores on two years of standardized tests. This is in keeping with LAUSD's policy for such an identification process. Upon request, and if a student meets necessary criteria, CWC LA schools will also complete application forms required for student application to gifted magnet schools within LAUSD.

For identification of highly gifted: At 3rd grade or above, students may be identified as highly gifted based on the District's definitions of such. We conduct testing only in the rare instances where both standardized test scores and internal assessments indicate a child may be "highly gifted" because he/she is consistently performing in the 98th percentile or higher across all subject area assessments.

If a CWC LA family requests that a student be evaluated for possible gifted or highly gifted designation, CWC LA will enact the above processes. Additionally, if due to the introduction of Common Core Standards and new standardized assessments (i.e., SBCC), if LAUSD changes criteria and practices around identifying students as gifted or highly gifted according to these new standards, CWC LA will evaluate our policies to determine if any changes to the above should be made.

STUDENTS WITH DISABILITIES

CWC LA strives to meet the needs of all students, including those with disabilities, including but not limited to those with an Individualized Education Plan ("IEP"). CWC LA is open to all students and will not discriminate on the basis of disability. CWC LA's approach to educational support services is one of inclusion for a full spectrum of distinct learners. We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society.

CWC LA provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District. These services are available for special education students enrolled at CWC LA schools. Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and shall receive special education services according to a written IEP. We offer high quality educational programs and services for all our

students in accordance with the assessed needs of each student. CWC LA collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

SECTION 504

CWC LA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CWC LA. Any student who has an objectively identified disability, which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by CWC LA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal.

If you have a belief that your student may have a disability, he or she may be eligible under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities In Education Act. Please see the Principal or someone in the Main Office for more information about eligibility, assessment, IEP/Section 504 Plan development and implementation, and monitoring. A copy of the complete CWC LA Section 504 Policy is available at the Main Office.

Student Support Team (SST)

For students identified as needing additional support, a Student Success Team ("SST") meeting will be held. Before an SST meeting takes place, the teacher will complete a document describing the concern raised for the student. If a parent or teacher has a concern, a special meeting to discuss can be held, which can also lead to an SST. The SST will typically include the Principal, Assistant Principal and other relevant staff members. The 1-2 teachers who are familiar with the student will be included, and the student's parent/guardian may attend. The SST works with parents/guardians, teachers and the students themselves, to identify their learning needs and together they develop a plan for academic and social success. It is this plan that determines when, how often and for how long the team will meet. This decision is made separately for each individual situation, and team continues to meet until the child has achieved success or meets the goals set. During the meeting, the team records all pertinent information for the student. Goals are established and interventions are put in place to support the child. Responses might include instructional modifications, new behavioral strategies in the classroom, greater follow-up strategies implemented in the home, or a new approach to differentiation of instruction. This practice is an effective problem-solving strategy to address issues as they arise, and to monitor student progress.

PROMOTION AND RETENTION POLICY

CWC LA uses two formats to report student progress. The school may use a rubric report card for each trimester of attendance, which also contains a narrative component where teachers further discuss student progress toward meeting grade-level standards and goals. Alternatively, a letter grading system is used on report cards, with grades A through F.

CWC LA is dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level.

The standards for promotion apply to students with disabilities unless the IEP team establishes individualized differentiated promotion criteria in the Individualized Education Plan ("IEP") document.

However, there are cases when students do not achieve the desired level of proficiency (academically, socially and/or emotionally) and should be retained at the same grade level. In such instances, on or before April 1 of each school year, the parent or guardian will receive written notice of the school's concerns and the possibility the student may be retained, inviting the parent or guardian to a conference with the school principal and teacher(s). The school Principal will schedule the conference in early spring to present information on the student's progress/proficiency in all areas and reasoning behind a possible recommendation for retention.

On or before May 31, the school Principal shall send written notification of the final decision to retain a student. While family input is an important part of the decision process, the school Principal will make the determination on student retention.

If a parent or guardian wishes to appeal the school Principal's decision for promotion or retention, a family may bring their appeal to the CWC LA Executive Director who will make a final determination. The parent or guardian must file an appeal within ten (10) school days of the date on the written notice of retention.

A complete copy of the Promotion and Retention Policy is available in the Main Office.

WHOLE GRADE ACCELERATION

Our staffing structure allows for a variety of small group instructional methods by offering small group instruction by the teacher while a Teaching Associate monitors independent work, partner games, and activities throughout the classroom. All of this results in a rigorous workshop-based model that has a high level of small group instruction, differentiation and individualization to meet the needs of each child. Our schools have worked hard to refine the mechanisms and content of such workshop-based instruction to ensure our small group work is continually getting more targeted and purposeful. Further, our staffing structure includes support staff to meet the needs of every child. Therefore, CWC LA does not accommodate whole grade acceleration (skipping grades).

SECTION 5: SOCIAL EMOTIONAL DEVELOPMENT & STUDENT DISCIPLINE POLICY

Citizens of the World Los Angeles is committed to the building of a safe and nurturing environment for every child. It is the development of this mutually respectful and caring community that we know to be the crucial foundation for developing connected, capable, and courageous people who believe they really count. We do this work not only cultivate students who can succeed academically, but to create a new generation of world citizens that have invaluable leadership, problem-solving, and peacemaking skills.

With our focus on the social emotional aspects of learning, CWC LA encourages students to become aware of their role as essential members of our learning community. As part of this, CWC LA's approach to social-emotional learning, and our discipline framework and policies, as outlined below, are crucial ingredients to the development of our positive culture. The following aims to describe all of the ways in which we proactively build this culture and engage students as well as how CWC LA approaches misbehavior, discipline, and consequences.

With workshop-based classrooms and a positive approach to discipline, our goal is to encourage students to take charge of their lives and manage their own learning. As part of this, we expect that all students behave in a respectful way toward their teachers, all adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care. With a great focus on community, it is our goal that every student possesses a clear understanding of how their actions affect others. When a child acts in a thoughtless or harmful way, the entire community suffers. While our larger goal is to discourage misbehavior preemptively, when misbehavior does occur, we use missteps as opportunities for learning and reflection. Our philosophy towards social-emotional education and discipline will focus on responses to misbehavior that are educational and logical while always maintaining the emotional and physical safety for our whole community. Each CWC LA school utilizes site selected tools and curricula to support social emotional development. Some of these include; Peacemaking, Mindfulness, Connected and Respected, Cool Tools, the Responsive Classroom approach, Mosaic Project, and Positive Discipline programs. School and classroom practices may include Class Meetings, Morning Meetings, Peace Talks, the Junior Coach Program, and All School Meetings.

SOCIAL EMOTIONAL DEVELOPMENT AND SCHOOL CULTURE

Because of the above beliefs and philosophies, explicit time within our weekly schedule will be devoted to cultivating our school-wide social emotional development skills and positive culture by teaching curriculum that develops these skills and qualities of character within our students. At CWC LA schools, students will be explicitly taught peacemaking, conflict resolution skills/strategies, and anti-bullying tools. Time will be devoted to social emotional development for each student. Through a mixture of scaffolded activities, role-playing, direct instruction, and other authentic experiences, students will be given the opportunity to use and practice conflict resolution skills and strategies as they build community in their classroom and in the school.

Students are encouraged to request assistance in resolving conflicts when needed. All CWC LA staff will receive professional development related to conflict resolution, social emotional development, community-building, and classroom management. Additionally, all families will have the opportunity to learn and develop skills related to conflict resolution, via a number of parent engagement meetings or workshops. Just as we ask students to deal with conflict in respectful ways, we ask the same of all community members as well.

PUBLIC DISPLAYS OF AFFECTION

CWC LA knows that healthy friendships between students are helpful to the health of our schools as a whole. We encourage relationships between students that are supportive of their overall moral and intellectual growth. CWC LA will work to instill values and practices in our students that will contribute to their success in the real world, including a professional work environment. Students are expected to show good taste and respect for others. Being overly affectionate in school and at school-sponsored events is not professional and not appropriate; furthermore, it creates an environment that is not conducive to concentration and learning. Lewd and inappropriate affection such as kissing, holding hands, excessive touching, or any other type of sexual activity are not appropriate forms of affection at school, and are not allowed. This type of behavior will lead to the notification of parents and disciplinary action. Students are expected to act within boundaries of good taste and conduct themselves respectfully at all times.

BEHAVIOR EXPECTATIONS/CODE OF CONDUCT

CWC LA's Student Discipline Guidelines are based upon a philosophy of respect, which encompasses:

- Respect for the Earth and all living things
- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors

When appropriate, CWC LA attempts to provide learning opportunities for misbehavior rather than immediately suspending or expelling a student. If a student violates school policies enumerated in the Family Handbook that are not specified as grounds for mandatory suspension or expulsion, and the student is not threat to safety of him/herself or others, CWC LA first considers the interventions listed below as positive behavior supports, including but not limited to:

- Positive behavior support plan with tiered interventions that occur during the school day, on campus
- Positive reinforcement
- Goal oriented behavior action plans and charts
- Working with a peer buddy to establish supportive partnerships
- Intensive roleplay with explicit social and emotional instruction embedded
- Time in a buddy classroom
- Development of a community repair plan (student redirected to do accomplish a service project or goal at school that better our community)
- Engaging the Student Success Team (SST) process

If necessary, the school's progressive discipline plan will move to implement the following responses to student behavior:

- Warning
- Loss of Privileges
- Notices to parents by phone/letter
- Referral to the Principal
- Request for Parent Conference
- SST Process

If these interventions are not appropriate given the nature of the offense or are unsuccessful, CWC LA will consider:

- Suspension
- Expulsion

The Principal will bear primary responsibility for overseeing all student discipline.

RESPONSES TO MISBEHAVIOR AND STUDENT DISCIPLINE POLICY

CWC LA's ultimate priority is to maintain the safety of all members of our community, both emotionally and physically. This goes for when inside classrooms, around our school building, outside on the play yard or at any school event. As stated above, teachers take a proactive approach: teaching conflict resolution skills, setting clear expectations, reinforcing positive behavior and redirecting misbehavior. In response to any sort of misbehavior that infringes on the safety of our community, we aim to have a discipline system that is focused on being rehabilitative rather than solely punitive.

As first-line approaches to misbehavior, all CWC LA staff will employ natural and logical consequences. Natural consequences are the automatic and "natural" results of an action while logical consequences are actions that can be engineered by teachers/staff and parents. They are logically connected to an initial action or misbehavior. In essence, they should make sense based on the misbehavior (i.e., "If you break it, you fix it"). They should not be too strong or too weak and should be enforceable with consistent follow-through from those who originally determined the consequence. When a student misbehaves or makes an unsafe choice, we determine which consequence or action is appropriate. As part of that, maintaining all students' dignity rather than shaming or blaming them is central to CWC LA's approach to discipline.

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

We believe that students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe, cared for, and respected. In order to maintain a positive learning community and embrace our school mission of developing good global citizens, CWC LA will develop and maintain a comprehensive set of student discipline policies for actions by students that would violate California Education Code Section 48900. CWC LA will follow the procedures as outlined herein rather than using the procedures in Education Code 48900, et seq, except where specifically indicated in this section. These policies meet the intent and purpose of the Education Code and provide ample due process and clarity of procedure.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: 1) while on Charter School grounds; 2) while going to or coming from Charter School; 3) during the lunch period, whether on or off the Charter School; or 4) during, going to, or coming from a Charter School-sponsored activity.

Discretionary Expulsion/Suspension Offenses

In addition to the Mandatory Suspension/Expulsion Offenses (included below), the Principal or designee may immediately suspend and/or recommend for expulsion a student at a CWC LA school upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause, or threatening to cause serious physical injury to another person, except in self-defense
- Committing or attempting to commit robbery or extortion
- Causing, attempting to cause, threatening to cause, or participating 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 12, inclusive
- Unlawfully possessing, using, selling or otherwise furnishing, or being under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or other intoxicant of any kind
- Unlawfully offering, arranging, or negotiating to sell any controlled substance as defined in Health and Safety Code 11053-11058, any alcoholic beverage, or any other intoxicant of any kind, and then selling, delivering or otherwise furnishing to any person a liquid substance or material and representing same as a controlled substance, alcoholic beverage or intoxicant
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
- Possessing or using 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 a pupil from using his/her own lawfully prescribed products
- Harassing, threatening, or intimidating 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
- Possessing 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 responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence
- Causing or attempting to cause damage to school property or private property
- Stealing or attempting to steal school property or private property
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Knowingly receiving stolen school property or private property
- Engaging in, or attempting 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
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person
- Committing 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 12, inclusive
- Intentionally harassing, threatening, or intimidating a student or group of students or staff members or volunteers to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student/staff/volunteer rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
- Making terrorist threats against school officials and/or school property. For purposes of this section, "terrorist 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 district property, or the personal property of the person threatened or his or her immediate family

- Possessing, selling, or otherwise furnishing any knife or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma
- Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel. Consistent with CWC's Title IX/Bullying Policy, bullying includes:

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- I. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
- II. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
- III. Causing a reasonable student to experience substantial interference with his or her academic performance
- IV. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CWC LA

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- I. A message, text, sound, video, or image
- II. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a 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
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile

- of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile
- III. An act of "Cyber sexual bullying" including, but not limited to:
- (a) The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- IV. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Mandatory Expulsion/Suspension

It is a federal mandate that a school expel, for a period of not less than one year, any student who is determined to have brought a firearm to school. The Principal must immediately suspend and recommend expulsion of any student at CWC LA for:

- Possessing, selling, or otherwise furnishing a firearm or explosive device
- Brandishing a knife
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault, as defined in subdivision (n) of Section 48900 or committing a sexual battery, as defined in subdivision (n) of Section 48900
- Possession of an explosive

In-School Suspension

CWC LA offers in-school suspension as a means of reducing time missed from learning for behavioral issues. The same procedures for out-of-school suspension (written notice, parent conference, days of suspension, suspension appeals), which are described in this policy will apply to in-school suspension. At CWC LA, in-school suspension is supervised by an aide or a credentialed teacher. This supervisor is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students will be given an alternative assignment. The supervisor remains in the room so he/she can monitor on-task behavior and provide assistance when needed. If a student with an IEP participates in the in-school suspension program, CWC LA will provide any required special education instruction or related services as required under the student's IEP.

Suspension Rules and Procedures

The Principal shall have the authority to suspend a student, according to the following procedures:

- **Conference:** Suspension shall be preceded by a conference by the Principal, School Counselor or administrative designee with the student and, if necessary, the teacher, supervisor or school employee who witnessed the behavior(s) leading to suspension. 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. In such cases, the conference shall

be held within two (2) days, unless the pupil is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. 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. 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.

- **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such request without delay. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to respond to such requests.

Maximum Days

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension and no more than twenty (20) school days within one school year.

Access to Education

Arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Suspension Pending Expulsion

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 Administrative Designee based on whether:

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.

In-School and Out-of-School Suspension Appeal Process

If a parent or guardian disagrees with a suspension, he/she must file a written objection to the suspension with the Executive Director within five (5) school days, explaining the reason for the disagreement. The Executive Director or designee will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director will have authority to determine whether to:

- a. Uphold the suspension in all respects
- b. Modify the suspension imposed (e.g., reduce suspension duration, if possible)
- c. Overturn the suspension and expunge the suspension from the student's records

The Executive Director or designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

Expulsion Rules and Procedures

As set forth above, students must be recommended for expulsion for all mandatory offenses. For non-mandatory offenses, it is within the Principal or designee's discretion to recommend expulsion. The Principal or designee may make a recommendation for expulsion when (1) other means of correction are not feasible or have not been effective in the past and/or (2) the student's presence causes a continuing danger to the safety of the student or others.

A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student will be suspended during the expulsion process.

The hearing shall be held in a timely manner, not to exceed thirty (30) school days after the Principal or Principal's designee recommended expulsion because one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

The hearing shall be held in closed session unless the parent/guardian makes a written request for a public hearing three (3) days prior to the hearing. Reasonable accommodations and language support will be available as required by law.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by a recommendation from the Principal or designee. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. CWC LA's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to CWC LA's Board, which will make the final determination.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) days before the date of the hearing. The notice shall include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of CWC LA's discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
- The right to request at least one postponement of the expulsion hearing for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Principal or designee;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses; and
- 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.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely on as connected to the matters being discussed. The decision to expel must be supported by substantial evidence that the student committed any of the acts that might warrant expulsion. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

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

Written Notice to Expel

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

The Principal or Principal's Designee shall send written notice of the decision to expel to the student and his or her family. This notice shall include the following:

- The specific offense committed by the student that warranted expulsion;
- The term of the expulsion, including the possible readmission date;
- A rehabilitation plan; and
- Notice of the student or parent/guardian's obligation to inform any new district/school in which the student seeks to enroll of the student's status with CWC LA upon dis-enrolling.

Appeal of Expulsion Decision

The pupil shall have the right to appeal an expulsion decision of the Administrative Panel to the CWC LA Board. The appeal must be submitted in writing within ten (10) school days of the date of the written decision to expel. The CWC LA Board will consider the appeal within ten (10) school days of receipt of the written appeal. CWC LA Board's decision shall be final.

Disciplinary Records

CWC LA shall maintain records of all student suspensions and expulsions within the Main Office. Such records shall be made available to the District upon request.

Assurances Regarding List of Offenses

In preparing the list of mandatory and discretionary expulsion and suspension offenses, CWC LA has consulted a variety of sources in addition to applicable laws to ensure that our policies comply with "best practices" at similar schools, including non-charter schools within LAUSD. Our primary purpose, of course, is to ensure the health and safety of our students, staff and community. Beyond that however, we also aim to ensure that students understand clear standards for conduct and are treated at all times in a respectful manner by their peers, teachers, administrators and other members of our community.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

- 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.
- CWC LA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, CWC LA must present evidence that the witness's presence is both desired by the witness and will be helpful to CWC LA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.
- Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing 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.

Rehabilitation, Reinstatement and Readmission

Pupils who are expelled from CWC LA shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan may include, but is not limited to, improved behavior, attendance and academic performance and shall include

a date not later than one (1) year from the date of expulsion when the pupil may reapply to CWC LA for readmission.

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

The readmission process will include a meeting with the Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal or designee shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. CWC LA is responsible for reinstating the student upon the conclusion of the expulsion period. The pupil's readmission is also contingent upon CWC LA's capacity at the time the student seeks readmission.

Special Education and Discipline

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 plan, CWC LA will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and CWC LA, an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the district's policies and procedures manual. Prior to recommending expulsion for a student with a 504 plan, CWC LA's administrator will convene a link determination meeting to ask the following two questions:

- A) was the misconduct caused by, or directly and substantially related to the student's disability?
- B) was the misconduct a direct result of CWC LA's failure to implement 504?

Outcome data

Charter schools shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the district upon request.

Annual Review of Discipline Policies: CWC LA's Principals and Executive Director will assume responsibility for considering recommended changes in its discipline policies (to the extent permitted by law).

FOUNDATIONAL CLASSROOM MANAGEMENT

The CWC LA community has developed behavior expectations, procedures, and policies that are consistent with the Positive Discipline Model in which we use both kindness and firmness to co-create relationships that include both care and accountability.

Each teacher is responsible for the discipline in his/her classroom and for implementing class agreements that build off of the school-wide agreements.

THE ROLE AND RESPONSIBILITY OF CWC LA FAMILIES

At CWC LA, we believe that families play a crucial role in partnering with us to support the skills and qualities of character that we work to cultivate within our students. This is intended to promote partnership and help us carry out the rules and guidelines for student behavior, ensuring uniformity in understanding, interpretation, and implementation of the system. We believe that the social emotional learning (SEL) skills we work on at school will be best internalized when such behavior management, SEL and conflict resolution strategies are also used at home. Minimally, we ask that all families support the school-based SEL work that all staff work hard to cultivate, and, when a conflict does arise, we ask all parents to use the same guidelines when communicating about a problem:

1. Always calm down before beginning
2. Treat yourself and the other person with respect
3. Listen to one another and do not interrupt
4. Aim for solutions and improvements, not blame
5. Remember that mistakes are opportunities for learning

Additionally, when more serious behavior has occurred, parents will be asked to participate in conferences with teachers and the Principal as well as do their part to implement the home components of any behavior management chart or contract that is developed to remediate misbehavior. With severe behavior, as outlined above, families may be asked to come to school immediately for a conference or to take their child home from school when needed. Additionally, when necessary, families might be asked to participate and/or support the implementation of a certain consequence or facilitation of an in-home suspension.

NONDISCRIMINATION

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

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

CWC LA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title IV, VI, VII of the Civil Rights Act of 1964 (race, color, or national origin), The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). CWC LA shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with CWC LA alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. CWC LA shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

TITLE IX, HARRASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, CWC LA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, CWC LA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CWC LA school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Moreover, CWC LA will not condone or tolerate discrimination, sexual harassment, harassment, intimidation, or bullying of any type by any employee, job applicants, volunteers, vendors, or independent contractors by another employee, supervisor, vendor or independent contractor, student, student parent or family member, or any third party with which CWC LA does business or any other individual. CWC LA will promptly and thoroughly investigate any complaint of such harassment and take appropriate corrective action, if warranted.

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Sexual Harassment Under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by CWC LA.

CWC LA is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee, and disciplinary action up to and including suspension and/or expulsion for students.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

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

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

*"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of her or her age, or for a person of her or her age with his or her exceptional needs.

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

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a 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
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting: All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy (unlawful discrimination, intimidation, harassment or bullying), to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such

misconduct to the Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

David Tassone
Director of Talent and Human Resources
dtassone@cwcclosangeles.org
323-315-0235, extension 132

Complaints against the Coordinator should be made to the Executive Director. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

All other members of the school community, including students, parents/guardians, volunteers and visitors, are encouraged to report any act that may be a violation of this policy to the Principal, Executive Director or administrative designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of discrimination, intimidation, harassment, and bullying or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, the Coordinator a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

CWC LA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator, Principal, Executive Director or administrative designee on a case-by-case basis.

CWC LA prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation: Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent, volunteer, visitor or affiliate of CWC LA, the Coordinator, Executive Director, Principal or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, Executive Director, Principal or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator, Executive Director, Principal or administrative designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the

Coordinator or administrative designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will be maintained in a secure location.

3. Consequences: Students who engage in discrimination, harassment, intimidation, or bullying will be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Suspension and Expulsion Policy outlined in this Handbook

4. Uniform Complaint Procedures: When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the CWC LA Family Handbook and the CWC LA Uniform Complaint Policy and Procedures.

5. Right of Appeal: Should the reporting individual find the Coordinator, Executive Director, Principal or administrative designee's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a UCP complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

A copy of the Title IX, Harassment, Intimidation, Discrimination & Bullying Policy and Complaint Form is available at the Main Office.

SECTION 6: OUR SCHOOL YEAR AND GENERAL OPERATIONS

YEARLY CALENDAR AND WEEKLY SCHEDULE

Detailed yearly calendars for each school year will be distributed prior to the start of a school year. Basic dates for a school year (start, end and vacation dates) will be communicated to families earlier in the prior school year. For a copy of this year's school year calendar, refer to Appendix A: School Year Calendar. Further information pertaining to your child's classroom and weekly schedule will be distributed at events such as Back to School Night.

LEAVING CWC LA'S CAMPUS DURING THE SCHOOL DAY

No child is permitted to leave a CWC LA campus at any time during the school day without permission from the office and accompaniment by an authorized adult. Students will only be released to parents and others who have been designated on the official authorization release form.

Outside of there being a family emergency, we strongly discourage families from having to pick up their child early on a regular basis or at all for things like doctor appointments and the like. If the occasion does occur where you need to pick up your child early, please go directly to the Main Office. Do not pick up your child at their classroom. If a child is picked up due to a doctor appointment, please be sure to bring proof. The Main Office will have you sign your child out early and will call your child down to the office for pick up.

PLAYDATES AND GOING HOME WITH OTHER STUDENTS

Permission will be granted to go home with another parent or caretaker provided the office has received a signed and dated note from both parties (an email is sufficient). Playdates cannot be arranged at school amongst the students themselves. Any arrangements, including last-minute arrangements need to be communicated to the main office so that a note can be sent to the teacher prior to pick-up. It is best for the school when all arrangements are made and communicated prior to a school day. In an effort to maintain efficiency, CWC LA requests that

the name of any adult who may regularly pick up a student be added to the child's Emergency Card.

VISITORS ON SCHOOL CAMPUS

CWC LA welcomes parent volunteers and other designated visitors to our campus. To minimize disruption to our school activities, we ask that you comply with the following rules regarding visitation. All school visitors including school volunteers must have the consent and approval of the Principal/Admin Designee prior to visiting the school. Parents wishing to speak with teachers must arrange appointments ahead of time. Visits during school hours should first be arranged with the teacher and principal or designee, at least three (3) days in advance. Parents seeking to visit a classroom during school hours must first obtain written approval from the classroom teacher and the principal or designee. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Principal has been obtained. Visitors may not interfere, disrupt, or cause substantial disorder in any classroom or school activity.

All Visitors Must:

- Check in at the front office; no drop-in classroom or playground visits
- Visitors must follow the specific school's office practice and procedure for signing in and signing out. This is crucial in the case of an emergency on campus during anyone's school visit
- Retrieve a visitor's sticker/badge upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation, as this will interrupt instruction
- Not interfere with any school activity
- Pre-schedule and receive approval from the teacher and/or principal prior to your classroom visit
- We kindly ask that you limit your visit to 30 minutes or less. If you would like a longer visit, please be sure to arrange this with the teacher and/or principal
- Return the visitor's badge to the point of origin and sign out on the visitor log before leaving the campus

Per the California Education Code, any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. CWC LA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from CWC LA, consistent with the law. The CWC LA Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

For purposes of school safety and security, the School Principal or designee may design a visible means of identification for visitors while on school premises. A complete copy of the CWC LA Conditions for classroom and School Visitation, Communication, and Removal Policy is available at the main office.

All visitors should use Adult Restrooms. Visitors and parents/guardians should not enter a Student Restroom under ANY circumstances. Young children who need assistance from an adult should use the Adult Restroom for this purpose.

STUDENTS ON CAMPUS DURING AFTER HOURS

No students are allowed to be on campus after school without the direct supervision of a school site member, after school program teacher, or their parent/guardian. Students may not return to campus after they have left campus grounds for the day.

COMPUTER/INTERNET USE AT SCHOOL

Computers will be available to students throughout each CWC LA school campus for specific projects and classroom instruction. The educational tools CWC LA provides supports a high-quality academic program and students' ability to use them is both a privilege and a responsibility. Use of CWC LA equipment and access to the Internet via CWC LA equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in the manner specified in the Student Use of Technology Policy and Acceptable Use Agreement. Use that is inconsistent with an educational purpose or that is in clear violation of the Student Use of Technology Policy and Acceptable Use Agreement will be deemed inappropriate and subject to consequences and discipline in accordance with CWC LA policies and rules.

The Internet is a powerful tool and provides an excellent means for learning, researching, and communicating. However, the Internet must be used for educational purposes only and will be closely monitored by CWC LA as further detailed in the CWC LA Student Use of Technology Policy and Acceptable Use Agreement. Moreover, all families will be required to sign the Student Use of Technology Policy and Acceptable Use Agreement and/or this Family Handbook, and students in grades 6 – 8 are expected to sign and return Student Use of Technology Policy and Acceptable Use Agreement and/or Family Handbook specifying user obligations and responsibilities before a student may be authorized to access and use the Internet and/or CWC LA computers and technology.

A complete copy of the Student Use of Technology Policy and Acceptable Use Agreement is available at the Main Office.

DRESS CODE

Students should come to school clothed for exploration and activity. Although every effort will be made to shield clothing from messiness, please send your child to school in clothes that can get dirty or wet. Our policy is non-gender based and applies to all students.

Students are also required to wear closed-toed and closed-heeled shoes for optimal safety during play at recess and physical education. For this reason, "Crocs", flip-flops and other summer wear are dangerous at school for children and adults. If a short skirt or dress is worn to school, shorts should be worn underneath. Under garments should never visible. Change of clothing will be requested for emergencies after the start of the school year.

All kindergarten students and any other students who might have accidents should bring a complete change of clothes labeled with their name and a zip lock bag. Such emergency clothes can be kept for individual students in their cubby.

Make-up may not be worn or brought to school under any circumstances for students in grades kindergarten through 5th grade. Middle school students may wear and or bring make-up to school.

Middle school students must be covered from thigh to top of chest. If clothing restricts movement or participation (ex. not raising hand because shirt is too short or not picking up a basketball

because shorts are too short or pants may fall down) it is not allowed at school. See-through clothing is prohibited. All clothing, jewelry, and outerwear such as backpacks, shoulder bags, hats, jackets, and coats shall not have writing, pictures, or any other insignia which are crude, vulgar, profane, or be sexually suggestive have alcohol or drug references or which advocate racial, ethnic, sexual identity, gender and religious prejudice. Students who are not dressed appropriately for school will be asked to change their clothes.

Students may not use cell phones, smart watches, pagers, or any other electronic devices during school hours and all electronics must remain off and in backpacks/lockers during school hours. Therefore, cell phones may not be worn or carried around school during instructional hours. If used during school hours, they will be confiscated and returned only to parents. See the Cell Phone Policy below for further details.

Our end-of-year ceremonies provide opportunities for students to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation and/or step up ceremonies. CWC LA reserves the right to limit items that would create a substantial disruption of, or material interference with, the graduation ceremony.

PERSONAL BELONGINGS ON CAMPUS

All personal belongings should be clearly labeled with your child's name. Toys/personal items should not be brought to school unless requested by the teacher. Toys, electronic gaming devices, trading cards/collectible cards, iPods, etc. are not allowed at school unless there is specific permission granted. Any toys brought to school will be confiscated, and returned only to the guardian or caregiver.

For lost and found items, see the Lost and Found racks and boxes located at the school site. Unmarked articles and unclaimed items will be donated at the end of each month and/or at the end of the school year.

SCHOOL SUPPLIES

CWC LA shall provide all students with the school supplies necessary to successfully complete class assignments and participate in classroom activities. Parents may not purchase or provide school supplies for their student's personal use while at school, unless such supplies are necessary for the student and are previously approved by the Principal based on the specific needs of the student. CWC LA believes such a requirement is necessary to prevent inequitable circumstances among students who may not have the ability to purchase additional supplies from those provided by CWC LA.

Additionally, grade level teams distribute a list of requested supplies at the start of each year and perhaps occasionally throughout the year as basic items need to be restocked. Any donated supplies families are able to provide throughout and at the beginning of the year are greatly appreciated but not required. Please donate whatever you feel financially comfortable with providing. When buying cleaning supplies for any classroom, please check with the Main Office to confirm that the supplies meet our criteria to be "eco-friendly" and safe for use.

Please note that all classroom supplies (whether obtained through school funds or donations), will be shared amongst your child's entire class. CWC LA emphasizes shared community supplies rather than asking students to have and keep track of individual supplies.

Middle school students are expected to carry their supplies from class to class in their backpacks.

Supplies will be provided to children who are unable to bring their own.

FREE AND REDUCED LUNCH

CWC LA participates in the National School Lunch Program and shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

Families who qualify for reduced price lunch will pay a discounted rate and families who qualify for free lunch will not be charged. For more information and to obtain the necessary application, please contact the Main Office. All families are encouraged to complete the application form.

LUNCHES AND SNACKS

While we cannot guarantee a nut free school, we strive to keep our campuses nut free. For health reasons, such as allergic conditions, children may not share lunches or snacks. CWC LA prohibits carbonated drinks such as soda, sport drinks, candy or gum at school for any reason and encourages that parents limit packing foods high in sugar (juices and sweet treats included). All children need to bring a healthy snack to school each day, such as proteins, fruits and vegetables. We encourage students to bring their own water containers.

Students have the option of bringing their own lunch to school or participating in our school nutrition program. Our school lunch will be prepared by an outside food vendor for a reasonably low cost. For this program, each student who does not bring lunch from home, will be offered a meal that day. All parents/guardians are encouraged to submit a lunch application each year to determine if the household is eligible for free or reduced meals. Lunch applications are available in the main office.

Lunches brought from home should be clearly marked with the child's name, prepared ready-to-eat and so that a student is able to eat without assistance (slice or peel fruit before packing, no cans or plastic containers they cannot open, tricky packaging, etc). Staff members will not prepare or heat food for students in microwaves or toaster ovens.

BIRTHDAY CELEBRATIONS

For all birthday celebrations, teachers will share on Back to School Night their own routines and traditions associated with celebrating birthdays throughout the year. Some teachers celebrate all birthdays in a month together and some do so individually. Either way, please adhere to your child's teacher routine for celebrating birthdays. Often birthday celebrations take place on Fridays, during the last 15-20 minutes of the school day. Teachers will also determine when best to collectively celebrate the birthdays of children who were born over the summer or other vacations. In any case, all birthday celebration arrangements must be pre-arranged with your child's teacher.

At the middle school level, birthdays are not celebrated during class time. Please do not send students to school with birthday treats to be distributed during academic class time. Individual advisors may choose to celebrate birthdays with their advisory students. If you are interested in celebrating your student's birthday with his/her advisory, please reach out to his/her advisor for the best way to do that, while still maintaining advisory programming. We highly encourage parent(s)/guardian(s) to donate your child's favorite book to the school library in celebration of birthdays.

Birthdays can be a sensitive time for students, particularly at the middle school level. Receiving or not receiving an invitation to a birthday party can be a big deal that has social repercussions for a student throughout the school day or week. With that in mind, please ensure that students are not distributing birthday party or other social gathering invitations at school if they are not planning to include the entire grade level. In order to make birthday parties and playdates more easily arranged we are providing a student directory this year in compliance with the CWC LA Family Handbook around the release of student and family information. Please feel free to arrange more selective parties and playdates privately via phone or email. Students should be sensitive during the school day when discussing these gatherings.

We recognize that parent(s)/guardian(s) do sometimes want to contribute a snack or treat for a celebratory event or holiday, but we ask that families bring in something that adheres to our CWC LA School Wellness Policy. We also ask that parent(s)/guardian(s) be considerate of students who have food allergies and/or other dietary restrictions and abide by any prohibitions indicated by the school.

PETS ON CAMPUS

Pets and emotional support dogs are not allowed on campus, unless the animal is a service animal and accompanying the individual for whom service is needed. Certain pets can trigger an allergic reaction for some students as well as pose a threat to student safety. Additionally, LAUSD does not allow dogs on any campus.

CELL PHONE POLICY

We recognize that cell phones and smart watches have become a common tool for communication. However, cell phones and smart watches have also become a major distraction to the learning environment and are vulnerable to theft. We ask that students only carry a cell phone to school if it is absolutely necessary.

Students are allowed to carry cell phones and smart watches to school. However, phones and smart watches must be turned off and stored out of sight during school hours in cubbies/backpacks. Phones, smart watches, and other electronic devices may not be used to talk, take pictures, play games, record or text during school hours, including recesses and lunch period. Parent permission to carry a phone or smart watch must be on file in the school office. Please use CWC LA's Cell Phone Permission Form to authorize that a phone may be kept on campus.

- 1st infraction - students will have their cell phone/smart watch taken away and returned at the end of the day
- 2nd infraction - students will have their cell phone/smart watch taken and locked up in the office until a parent can come to school to retrieve it
- 3rd infraction - students will no longer be allowed to bring a cell phone/smart watch to school until a parent conference with the Principal is held; further disciplinary actions may be taken if continued cell phone usage policy is not followed

The school and CWC LA will not be responsible for any lost, stolen, damaged, or confiscated: phones, smart watches, electronic devices, or for usage fees resulting from such confiscation.

STUDENT RECORDS FOR SCHEDULED COURT HEARINGS

We recognize the possible need for families to reach out and request student records for scheduled court dates. CWC LA is able to provide a copy of student: attendance records, progress reports, enrollment verification, and any record that may be part of the student file. We request that parents make this request at least five (5) days prior to the scheduled court hearing to ensure we are able to fulfill this request by the desired date. CWC LA and its staff is not allowed to provide customized court letters on behalf of parents. In addition, staff are not allowed to testify in court cases as requested by parents.

GENERAL COMMUNICATION PROTOCOLS AND GUIDELINES

We value the partnership between CWC LA and our families and believe in clear communication in order to sustain the relationship. We are also mindful of respecting the time of all parties. If you have a quick and simple inquiry, please call the main office.

Email Correspondence

The purpose of email correspondence between parents and our school is to provide direct and efficient communication for the sharing of information. If you would like to discuss something in greater depth, please make an appointment for an in-person meeting.

Our staff strives to respond to all email correspondence received Monday – Friday (dismissal) within 48 hours. Emails sent on Saturday and Sunday will be responded to within 48 hours, upon returning to school on Monday.

Procedure to Address Student Concerns

If you have a concern or question about your child, please contact your child's teacher first. If you would like to further discuss your concern/question after addressing it with the teacher, you may contact a member of the administration.

Courteous Communication and Relationship with Our Host School and Administration

For CWC LA schools located on a LAUSD campus, we must uphold all of the same policies and procedures that are required of any LAUSD campus. Additionally, as a Prop 39 school we work incredibly hard to maintain a positive relationship with our host school, it is imperative that CWC LA families treat and communicate with all host school staff and administration with respect and attention. If a host school administrator or staff member engages with you regarding any activity on campus, please courteously listen and follow their directions. Ignoring directions, signs, policies or requests of the host school, CWC LA school, and staff is completely prohibited. In particular, please follow all protocols related to parking (no use of the host school parking lots) and pets (no dogs or other animals on campus). Additionally, if coming to campus after hours, please sign into the host school main office in addition to the CWC LA school main office as this is necessary to ensure everyone's safety. If you have questions about anything you have been approached about regarding these or other campus rules, please follow up directly with the main office after the fact. We appreciate all families' help in contributing towards CWC LA maintaining its positive relationship with the host school.

SOCIAL MEDIA AND ONLINE COMMUNICATION

CWC LA recognizes that access to technology in school gives students, parents and teachers greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills. To that end, please read through the Student Use of Technology Policy and Acceptable Use Agreement outlined in the Family Handbook. That policy and the Family Handbook lay out the guidelines and behaviors that all CWC LA community members are expected to follow when using school technology or when using personally owned devices on the school campus.

Social networking/media (Twitter, Facebook, etc.) can be a valuable way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are important guidelines to follow, especially within each CWC LA school community Facebook group. We have created these social networking/media guidelines for you to follow when representing the school in the virtual world or engaging with other members of the CWC LA community.

The purpose of CWC LA's member group is to promote a sense of community. More specifically, the page's intended use is for:

- Notifications and reminders of school and CWC LA activities, fundraisers, and events
- Calls for volunteers
- Serving as a parent forum that promotes support and understanding of your experience at CWC LA (clarifying questions, sharing of school-related resources, etc.).

The CWC LA Facebook member group, monitored by administration and staff, is not intended for non-school related items and simply for the purposes of socializing between parents and/or staff. The page's content is intended to be professional in nature. Membership will be set as a "Group" for the purposes of privacy. Membership to the group is meant for families of students currently

attending CWC LA and for the family of alumni. Given the minimum age guidelines for children to have their own social media accounts, we ask that children do not request membership or participate in any CWC LA Facebook group.

Most importantly, we ask that all members of our Facebook group be kind and courteous in their posts. Just as with in-person or email communication, be respectful and always treat others in a positive and considerate manner.

This page is not appropriate for complaints or serious school matters. Please refer these matters to your child's teacher and/or Principal. Do not publish, post or release information that is considered confidential or not public. Avoid talking about any specific and personal situation or conflict. Nothing should be posted to the site that is not intended to be common knowledge, and safe and appropriate for general public consumption. Last, please do not post spam/advertisements, promote particular political organizations or campaigns, infringe on copyrights or trademarks, advocate illegal activity or violate any school or CWC LA policies.

COMMUNICATION REGARDING ACADEMIC PROGRESS

First and foremost, we hope that each family will support their child's learning by keeping abreast of the progress their child is making in school and helping to support that academic and social/emotional growth at home.

Schools regularly communicate academic, social and emotional progress of your child throughout the year; this includes, but is not limited to the advisory program, progress reports, and parent-teacher conferences. We incorporate a firm understanding of each grade level's end of year expected Common Core standards and child development to set benchmarks regarding each child's performance in all areas.

PERSONAL EDUCATION SERVICES

Under no circumstances may a CWC LA teacher or CWC LA staff member provide academic support, educational services, or tutoring to any CWC LA student at any CWC LA school in exchange for payment or any other form of compensation while on or off school campus during or after regular school hours.

BIKES, SKATEBOARDS, AND SCOOTERS ON CAMPUS

CWC LA believes that biking to school can be a fun, healthy, and environmentally friendly way to get to school each day. The safety of the bike rider and the people around him/her are very important and should never be compromised. CWC LA encourages safe bike riding to and from school by its staff, students, and families.

All students who ride their bikes, skateboards or scooters to school must wear the appropriate safety protection including, but not limited to a helmet. Family members who are riding with the students to school are also encouraged to wear safety equipment. When arriving at the school, all bike riders should dismount and walk their bikes/skateboards/scooters the rest of the way. Skateboards/scooters are not to be ridden on the sidewalks and pathways of CWC LA's campus nor in any of the parking lots. Bicycles may not be ridden on the school campus at any time. All bicycles kept at school during the day must be secured with a sturdy lock on bike racks or on exterior gates. CWC LA is not responsible for the theft or damage to bicycles, skateboards or scooters on campus.

OTHER ITEMS NOT ALLOWED ON CAMPUS

Other items not allowed on campus include bandanas, hot liquids of any kind (Ramen noodles, coffee, etc.), slime, and permanent markers. If found, we will remove the item and ask the parent to pick it up. Please note that this list is not exhaustive and as need arises, we may have to add items to the list.

SECTION 7: HEALTH, SAFETY, AND EMERGENCY PREPAREDNESS

CWC LA will work to ensure the safety of its children and staff members and to be prepared for any sort of emergency. On shared co-located campuses, CWC LA will work in partnership with the District school to implement and be integrated into the campus' Site Safety and Disaster Plan.

If the Emergency is a fire, classroom teachers will escort their students to the Emergency Evacuation Area (blacktop or field). In case of an earthquake, teachers will instruct students to drop/cover until the shaking stops, before evacuating students to the Emergency Evacuation Area. Teachers or assigned staff will join each class and continue with emergency procedures. Staff without an assigned class will report to the Evacuation Area as well.

If the Emergency is a lockdown, teachers will lock doors, close blinds, and move everyone away from windows. Teachers will remain indoors with students until an all-clear announcement is made.

If students are in a specialist class such as music or art, students will follow appropriate emergency procedures for that location and emergency (i.e., for fire, earthquake, lockdown, etc.). When it is safe to evacuate, and it is appropriate to do so, the teacher will lead students to the Emergency Evacuation Area. If an emergency occurs during recess or lunch, students should line up at the designated spot and proceed to the Emergency Evacuation Area.

If students are on the yard during recess or lunch, teachers and staff will meet students on the yard. If a lockdown occurs, teachers will escort students back to classrooms to secure doors as quickly as possible.

In the case that a school building is not safe enough to return to, students will remain at the Emergency Evacuation Area until told otherwise. If the school is evacuated for an extended period, parents may pick up their children at this Evacuation Area. Release of a child to a family member or designated adult will require proof of identification.

For more information regarding CWC LA's emergency procedures, please review the CWC LA Health and Safety Policies, which are available in the Main Office.

SAFE EDUCATIONAL ENVIRONMENT

CWC LA believes that all students, regardless of their demographics or background, will learn and achieve if given the right opportunities and support, and refuses to accept anything less than an excellent education for its students.

CWC LA further believes that to provide a public education, regardless of a child's or family's immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, CWC LA shall abide by the following conduct:

- CWC LA personnel shall treat all students equitably in the receipt of all school services, including but not limited to the free and reduced lunch program and educational instruction and shall keep information contained in applications for such services confidential as required by law, including not sharing the information with government agencies such as the federal Department of Homeland Security, the Social Security Administration, or the federal Immigration and Naturalization Service;
- CWC LA personnel shall not inquire about a student's immigration status or a family member's immigration status, at any time, including requiring documentation of a student's legal status at enrollment or any time thereafter; and
- That CWC LA personnel shall not engage in any activity that could lead to the unreasonable or unnecessary collection or exposure of a student's or family member's immigration status.

For more information, refer to the CWC LA Safe Zone for All Students Policy located at the Main Office.

SAFETY DRILLS

A variety of safety drills are carried out frequently. Some of these drills will be in concert with our co-locating school, while others may be independent of them. For more information, refer to the CWC LA Safe School Plan.

METAL DETECTION SEARCHES

A variety of metal detection searches are conducted by LAUSD throughout the school year on co-located sites in grades 6-12. Students may be subject to random searches prior to entering the school site premises. The purpose of these searches is to deter weapons such as guns, knives, or any other item which might cause harm or injury from being brought to schools.

A student or person to be searched shall be directed to remove all metal objects from their pockets, including coins. The student is to give their personal belongings, as described above, to a search team member or place them on a table or desk in plain view. The belongings shall then be physically searched only to the degree necessary to affirm that no weapons are concealed therein. The student shall then be scanned using a wand. Staff operating the device must use an identical scanning technique/pattern for each student. The staff member will scan the entire student, including socks, legs, front and back pockets, waist, and chest.

STUDENT EMERGENCY CARDS

Each child must have all enrollment forms and an emergency card on file in the office. This card identifies other adults, authorized by the parent, who may take your child from school. This includes normal pick-up days, or in the case of any family emergency illness or disaster situation. Students are not permitted to leave school with anyone other than a parent or legal guardian, unless his or her parent has listed them on the Emergency Card. This release may be changed and updated by a legal guardian at any time during the school year. If there are changes during the year, please immediately fill out a correction form (which can be found in the Main Office). Cards must be filled out in their entirety and office personnel must be able to contact at least one (1) adult on the emergency form at any time of the day.

EMERGENCY KITS

All classrooms will be equipped with emergency supplies and stocked with first-aid equipment and water. In addition, there is a central store of equipment and water to be used by the whole school in the case of an emergency. Each school year, families are encouraged to create a personal emergency kit for his/her child. Instructions and a checklist of what to include in the emergency kit will be distributed to families each year. These kits are important in case of an emergency at the campus. Families are **not required to purchase or provide the emergency kit**; doing so is entirely voluntary. Families that would like assistance from CWC LA to create an emergency kit and/or more information regarding emergency kits are encouraged to contact the Main Office. Emergency kits are returned back to parents when they need to be refreshed over the summer before being returned back the next fall.

ILLNESS POLICY

CWC LA wishes to keep all children as healthy as possible. Please help us keep your child healthy by encouraging a full night's sleep and a healthy diet. Please keep your child at home if he/she shows any signs of illness (see above Sickness Policy). The school will send a student home when it appears necessary.

IMMUNIZATIONS

CWC LA will adhere to all guidelines related to legally required immunizations for entering students pursuant to health and safety code sections 12035-120375, and Title 17, California Code of Regulations Sections 6000-6075.

To ensure a safe learning environment for all students, CWC LA follows and abides by the health standards set forth by the state of California. Students will not attend school until all require

immunization records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. CWC LA requires written verification from a doctor or immunization clinic of the following immunizations for each student depending on age and grade level of the student:

1. Measles
2. Mumps - except for children who have already reached the age of 7 years old
3. Rubella
4. Poliomyelitis (Polio: OPV or IPV)
5. Diphtheria
6. Pertussis (Whooping Cough) – except for children who have reached the age of 7 years. Beginning July 1, 2012, all rising 7th grade students must be immunized with a Pertussis Vaccine Booster called Tetanus Toxoid, Reduced Diphtheria Toxoid and Acellular Pertussis (Tdap).
7. Tetanus
 - a. Diphtheria, Tetanus, and Pertussis require DTap, DTP, DT, Tdap, or Td depending on grade level and age.
8. Hepatitis B
9. Varicella (Chickenpox) – children already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school.

Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation or a long stay in any country considered by the Center for Disease Control and Prevention to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB screening upon return.

For children who qualify for a medical exemption, the following is required for admissions on or after July 1, 2019:

A parent or guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:

- The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
- Each specific required vaccine that is being exempted.
- Whether the medical exemption is permanent or temporary.
- If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

To meet the chickenpox requirement for TK/K-12 admission or for advancement into 7th grade, schools may not accept an immunization record that indicates a "history of chickenpox disease." Medical exemption documentation may be used for a child who had chickenpox disease that was documented by a physician.

Please note that a licensed physician may provide a medical exemption, but is not required to do so. Parents or guardians seeking medical exemptions should check with physicians in advance to clarify their policies on medical exemptions.

For more information, you may visit: www.shotsforschool.org

TYPE-2 DIABETES

CWC LA will provide an information sheet regarding type-2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes
4. A description of treatments and prevention of methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

Refer to Appendix C: Type-2 Diabetes Information Sheet.

ORAL HEALTH ASSESSMENT

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the Main Office if you have questions or would like additional information about this requirement.

FEMININE HYGIENE PRODUCTS

CWC LA shall stock at least 50% of its restrooms with feminine hygiene products in grades 6-8, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

ACCESS TO MENTAL HEALTH SERVICES

Students enrolled at CWC LA may access mental health services by contacting the Los Angeles County Department of Mental Health by visiting their website at <https://dmh.lacounty.gov/>, calling 1-800-854-7771 or by texting "LA" to 741741. For additional support, connect with the school's Community Coordinator.

CALIFORNIA HEALTHY YOUTH ACT

The **California Healthy Youth Act** is a state law that requires students in grades seven through 12 to receive instruction covering human growth and development, including comprehensive sexual **health** education as well as HIV prevention education.

CWC LA will provide notification at least 14 days prior to instruction with the opportunity for parents to opt-out for parents who do not wish for their children to participate in all or part of the comprehensive sexual health education program. An alternate educational activity shall be made available to pupils whose parents do not wish them to participate.

As stated in Education Code 51932(b), the opt-out provision of the California Healthy Youth Act does not apply to instruction or materials outside the context of sex education, including those that may reference gender, gender identity, sexual orientation, discrimination, bullying, relationships or family. For example, the opt-out rule associated with sex education would not apply to a social studies lesson on the U.S. Supreme Court's 2015 ruling in favor of same-sex marriage.

SCHOOL WELLNESS POLICY

CWC LA believes that a positive, safe and health-promoting learning environment with good nutrition and physical activity will provide students with the best opportunity to achieve personal, academic, developmental and social success. In addition, CWC LA is required to follow strict federal and state compliance requirements about what food can be served on campus. As such, along with input from parents, students, school food authority members, health professionals, and teachers, CWC LA has developed a Wellness Policy that outlines CWC LA's approach to creating

environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day, while minimizing commercial distractions. Through the Wellness Policy, CWC LA strives to (1) increase students' knowledge regarding healthy eating choices to enable them to adopt healthy eating behaviors; and (2) promote physical activity to increase students' knowledge and skills to enable them to adopt a physically active and healthful lifestyle. The Regional Support Office Executive Director or designee, in collaboration with the school Principal, will have the authority and responsibility to ensure each school complies with the policy.

For more information, a complete copy of the CWC LA Wellness Policy is available in the Main Office.

INJURIES AND ACCIDENTS

If your child sustains any type of major injury (i.e. broken bone, severe gash), a note from your doctor upon return to school is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. All school staff must be apprised of any information or specific set of directions that will be helpful to us as we care for your child in the case of any more serious injury. If a child with an injury is not allowed to participate in physical-education activities and play at recess, alternative activities can be arranged.

Aside from the more low-level scrape or bruise that might take place at school, any more serious injuries or health incidents that occur at school will be communicated as soon as possible to families over the telephone and, in some cases, in writing as well. Whenever exposed to blood or other body fluids through injury or accident, students and staff will follow appropriate protocol for disinfecting. CWC LA staff are officially certified and trained in CPR/First Aid and bloodborne pathogens.

Additionally, if a student is involved in an accident or injury in which his or her clothing becomes soiled and unhygienic for the child to wear, CWC LA will provide the student with a clean set of clothing. In such cases, CWC LA will contact the parent or guardian immediately.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because CWC LA has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

CWC LA is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at any CWC LA School, must review the information sheet on sudden cardiac arrest via the link below and referenced in this handbook on Appendix B: What is Sudden Cardiac Arrest?: <https://www.cdc.gov/dhds/docs/cardiac-arrest-infographic.pdf>

AUTOMATED EXTERNAL DEFIBRILATOR (AED)

CWC LA offers interscholastic athletic program opportunities throughout the school year. To this end, schools participating in these athletic activities maintain and regularly test the AEDs available to athletic trainers, coaches and authorized persons at the athletic programs on campus activities or events.

For more information, refer to the CWC LA Emergency Response Plan (AED Policy).

SUICIDE PREVENTION AND INSTRUCTION

CWC LA's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in CWC LA's instructional curriculum, suicide prevention instruction shall be designed to help students.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with CWC LA and is characterized by caring staff and harmonious interrelationships among students. CWC LA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Principal or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, CWC LA's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or CWC LA and community resources that can help youth in crisis. More information and resources regarding suicide prevention may be found on the California Department of Education's website at:

<http://www.cde.ca.gov/ls/cg/mh/suicideprevres.asp>

Please contact the Main Office if you would like additional information or to obtain a complete copy of the CWC LA Suicide Prevention Policy.

HEAD LICE

Head lice pose no health risk, they are not known to spread disease and they are not a sign of poor hygiene. Children with active, adult, head lice are excluded from school and all school activities until all nits/eggs are removed and clearance is given by the school office for the child to return to class. If you suspect your child of having lice, please inform the Main Office so that the school can notify your child's classmates and take proactive measures to lessen a spreading of the problem. Your child's name will not be shared in any lice-related notifications sent out. Occasionally, more preventative routine screens will be administered. Additionally, before a child returns, someone from the office will do another screen to ensure that treatment has been effective. CWC LA works with all families to educate them about the various ways in which lice treatment can happen and has a Lice Prevention Guide that they offer families as an additional resource to help with prevention.

ADMINISTRATION OF MEDICATION AT SCHOOL

Any student required to take medication prescribed to him or her by a physician or surgeon, during the regular school day, must have a detailed doctor's note with proper written instructions. Designated staff (in the Main Office unless noted otherwise by a doctor) shall keep records of medication administered at school. CWC LA shall also return any surplus of medication upon completion of the regimen or prior to extended holidays/vacations. Families and staff shall establish emergency procedures for specific medical conditions that require an immediate response. An emergency supply of medication should also be stored in the Main Office.

If it is necessary for a student to take medications or to have medication (either prescription or non-prescription drugs) administered while at school, please be advised of the following legal requirements, which are further detailed in the School's medication authorization form and Administration of Medication Policy that are both available in the Main Office.

In order for a student to carry and to be assisted in administering medication while at school, the school must receive the following written statements to be completed on the school's medication authorization form:

1. Written statement from the physician detailing the name of the medication, amount, time schedules, and method by which medication is to be taken; and
2. Written statement from the student's parent(s) or guardian(s) indicating permission for the School to assist the pupil in matters set forth in the physician's statement.

Medicine must also be provided by the parent/guardian to the school in the original pharmaceutical container.

In order for students to carry and self-administer prescription auto-injectable epinephrine (EpiPen) or inhaled asthma medication while at school, CWC LA must receive a completed medication authorization form that is signed by the student's parent(s)/guardian(s) and physician, as necessary, and which contains the following written statements:

1. A written statement from the physician and surgeon or physician assistant detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer an EpiPen or inhaled asthma medication; and
2. A written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the designated School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing CWC LA and School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering an EpiPen or other specified medication.

CWC LA shall provide emergency epinephrine auto-injectors (EpiPen) to designated trained personnel who have volunteered to administer an EpiPen to provide emergency medical aid to a person suffering or reasonably believed to be suffering, from an anaphylactic reaction. In order for a student to carry and self-administer an EpiPen or other medication, the parent/guardian must provide the necessary written documentation described above and in compliance with the CWC LA Administration of Medication Policy. For more information regarding EpiPens and administration of medication, please obtain a copy of the CWC LA Administration of Medication Policy located in the Main Office.

COMMUNICABLE, CONTAGIOUS, OR INFECTIONS DISEASE PREVENTION

CWC LA recognizes its shared responsibility with the home and community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids. CWC LA desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty and staff. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students. Appropriate notices of any health risks will be shared with the community when necessary.

CWC LA shall meet State and Federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Employees having occupational exposure shall be trained in accordance with applicable State regulations.

HEALTH SCREENING

CWC LA shall occasionally provide for the immunization and health screening of its students, including, but not limited to, screening for vision, hearing, and scoliosis.

If you would like additional information, please request a copy of the CWC LA Health and Safety Policies from the Main Office.

SECTION 8: FAMILY INVOLVEMENT AND VOLUNTEERING

PARENT PARTICIPATION AT CWC LA

Parent volunteerism is key to the success of any school, and is an important part of our school philosophy and vision. CWC LA is very committed to equitably engaging all families and finding a multitude of ways in which a CWC LA family can plug into life at school. CWC LA firmly believes that parent volunteers not only strengthen our school, but have an invaluable positive impact on students as well. Participating in volunteer opportunities provides CWC LA parents a chance to connect with other members of our community.

CWC LA shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in CWC LA's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to CWC LA.

However, at CWC LA, we encourage all families to contribute 40 hours of volunteering per school year. We believe this is a fair and reasonable amount of time to ask of all families to ensure the healthiness of our school community. However, no student will be denied admission, disenrolled, prevented from participating in educational activities, receive a reduced grade or loss of educational benefit if his/her parent(s) choose not to volunteer. Volunteering is voluntary.

For additional information about volunteering, please refer to CWC LA's Volunteer Handbook, which can be located in the Main Office.

TITLE I, PART A SCHOOL-PARENT COMPACT

CWC LA distributes a school-parent compact ("Compact") to parents and family members of Title I, Part A students. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards, addresses the legally required items, as well as other items suggested by parents and family members of Title I, Part A students.

For more detailed information regarding parent and family engagement, please obtain a copy of the complete [Title I, Part A School-Parent Compact](#) and [Title I, Part A LEA Level Parent and Family Engagement Policy](#), which is available in the Main Office.

SECTION 9: COMMUNICATION GUIDELINES AND OUR DISPUTE RESOLUTION

BASIC SCHOOL TO HOME COMMUNICATION

CWC LA maintains a database of current information such as home address, telephone numbers, email and emergency contacts for each student. It is essential that this information be kept up to date so that the school can contact parents when there is a need. Each year, upon re-enrollment, parents receive a student data sheet for each child with the current information listed in the database. It is the parents' responsibility to update this form and to keep the school informed of any changes as they occur at the start of and within any school year. Please contact the office with updates or changes of address, phone number, email, emergency contacts or medical information.

CWC LA prides itself on clear and ongoing communication to all members of our community. Some of the tools for communication may include, but are not limited to newsletters, the school website, parent meetings, CWC LA board meetings, and parent-teacher conferences.

DISPUTE RESOLUTION PROCESS/FILING A FORMAL COMPLAINT

CWC LA is committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. CWC LA encourages complainants to first contact the person involved directly to give him or her an opportunity to respond and resolve the issue at more informal levels. In these instances, we believe that in-person communication is best, rather than using email or phone to resolve more serious concerns or sensitive issues. If an issue is not resolved, CWC LA offers the following procedures and a Complaint Form (which can be found in the Main Office) for all members of our community to use when filing a formal complaint. In all cases, CWC LA prohibits retaliation against complainants. CWC LA will attempt to keep information about complainants confidential, except where it is necessary or appropriate to disclose such information or in order to investigate a situation that has occurred. CWC LA has the discretion not to investigate anonymous complaints. If you believe you have a complaint that relates to sexual harassment, discrimination, or unlawful student fees, please go to the Main Office to receive a Uniform Complaint Procedure Form and the related policy and procedures. See below for a step-by-step process for how to address concerns regarding a person, group of people or specific matter.

Procedures for Addressing Concerns

1. If the complaint involves a person, please contact that staff member to set up a mutually agreeable time to discuss the complaint in a productive solution-oriented manner. We encourage in-person communication for sensitive issues, as intent and tone can get muddled within written communications like email. If it is a general concern, not involving a specific person, please address your concern to the Principal. If your complaint is about the Principal, you may direct the complaint in writing to the Executive Director to resolve.
2. If after discussing your concern with a staff member, it is still unresolved, please contact the Principal or designee to set up a mutually agreed upon time to discuss the issue. Complaints resolved at this level do not need to proceed further in the process. If your complaint is about the Principal, you may direct the complaint in writing to the Executive Director to resolve.
3. If, after speaking with the Principal or designee, your concern remains unresolved, please use the Complaint Form to detail your formal complaint in writing. For these written complaints, the Principal or designee shall consider all the facts and arrive at a resolution of the complaint.
4. If the complainant is dissatisfied with the resolution arrived at by the Principal or designee or if the complaint is with the Principal, the complainant may direct their complaint in writing to the Executive Director. For these written complaints, the Executive Director or designee shall consider all the facts and arrive at a resolution of the complaint. However, if your complaint is about the Executive Director, you may direct the complaint in writing to the Board President for the Board of Directors to resolve.
5. If the complainant is dissatisfied with the resolution arrived at by the Executive Director or designee, you can forward your complaint form to the Board President for the Board of Directors to resolve.
6. For complaints forwarded to the Board of Directors, the Board Chair or a designated Board

committee will make determinations about how to resolve the matter. If needed, the Board Chair or designated committee will meet with the complainant to discuss the facts and circumstances around which the complaint is based to help solve the problem. The determination of the CWC LA Board Chair or designated committee of the Board of Directors is final.

Nothing in this procedure is intended to prevent or prohibit complainants from making public comment during open session of Board meetings. Complainants have the right at any time to have their concerns heard by the CWC LA Governing Board.

SECTION 10: OTHER PROGRAMS AT CWC LA

CWC LA policy is to comply with applicable federal and state laws and regulations. CWC LA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status/citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any CWC Los Angeles program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, Every Student Succeeds Act / No Child Left Behind (2001) Programs (Titles I -VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Foster and Homeless Youth Services, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, pupils from military families, migratory pupils, after school education and safety programs, and accommodations for pregnant and parenting pupils..
- (3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hertzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. 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.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If CWC LA finds merit in a pupil fees complaint CWC LA shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by CWC LA to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If CWC LA finds merit in a complaint, or if the Superintendent finds merit in an appeal, CWC LA shall provide a remedy to the affected pupil.
- (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Executive Director finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
- (7) Complaints of noncompliance with the Charter School's School Safety Plan.

CWC LA acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation, or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. CWC LA cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CWC LA will attempt to do so as appropriate. CWC LA may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

CWC LA prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The CWC LA Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure CWC LA's compliance with law:

Mark Kleger-Heine

Executive Director
Regional Support Office
5371 Wilshire Blvd, Suite 200
Los Angeles, CA 90028

In the case where the complaint is against the Executive Director, the CWC LA Board of Directors designates the Chairman of the CWC LA Board of Directors to receive and investigate complaints and to ensure CWC LA's compliance with law:

Mikelle Willis, Chair of CWC LA's Board of Directors
Email: mwillis@cwclausangeles.org

The Executive Director, the Board of Directors, or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Notifications

The Executive Director or designee shall annually provide written notification of CWC LA's uniform complaint procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Regional Support Office or designee shall make available copies of CWC LA's uniform complaint procedures free of charge. The annual notice shall include the following:

- a) A statement that CWC LA is primarily responsible for compliance with federal and state laws and regulations.
- b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- d) A statement that the complainant has a right to appeal CWC LA's decision to the CDE by filing a written appeal within 15 days of receiving CWC LA's decision.
- e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that CWC LA has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by CWC LA.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.

Pupils fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CWC LA staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend CWC LA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide CWC LA's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

CWC LA's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of CWC LA's investigation and decision, as described in Step #5 below, within sixty (60) days of CWC LA's receipt of the complaint.

- **Step 5: Final Written Decision**

CWC LA's decision shall be in writing and sent to the complainant. CWC LA's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal CWC LA's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation, or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights at the following address:

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

9. For civil rights complaints related to nutrition services, CWC Los Angeles will send a copy of the complaint and resolution to the Nutrition Services Division and California Department of Education.
 - a. In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html,

and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of CWC LA's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with CWC LA's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving CWC LA's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of CWC LA's decision.

Appeals and accompanying documentation may be sent to the CDE at the following address:

California Department of Education
1430 N Street
Sacramento, CA 95814-5901

An appeal and accompanying documentation regarding pupil fees specifically may be sent to the CDE at the following address:

Categorical Programs Complaints Management Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Upon notification by the CDE that the complainant has appealed CWC LA's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by CWC LA, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of CWC LA's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by CWC LA when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which CWC LA has not taken action within sixty (60) days of the date the complaint was filed with CWC LA.

Civil Law Remedies

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

For more information, you may pick up a copy of the Uniform Complaint Policy and Procedures and Complaint Form from the Main Office.

SECTION 11: LOCAL, STATE, AND FEDERAL COMPLIANCE POLICIES

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's educational records. Under FERPA, Parents and eligible student have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by CWC LA to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that CWC LA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

Student Records

The administrative team at each CWC LA school maintains the educational records of each student. Student educational records maintained by CWC LA consist of any item of information directly related to an identifiable pupil, including but not limited to subjects taken, grades received, standardized test results, attendance record, and health record. Pupil records are maintained at each school where the pupil is attending. The school Principal or designee is responsible for maintaining each type of pupil record and the information contained therein. Additional records, such as psychological and special education reports, are maintained at those respective offices.

Review of Student Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, CWC LA shall comply with the request.

Except for directory information, pupil records are accessible only to parents or legal guardians, a pupil 16 years or older or having completed the 10th grade, the personnel, including

independent contractors, for CWC LA who have a legitimate educational interest in the pupil and other specified persons under certain circumstances prescribed by law.

When a student moves to a new school/school district, records will be forwarded upon request of the new district within ten (10) school days.

Copies of Education Records

CWC LA will provide copies of requested documents within five (5) business days of a written request for copies. CWC LA may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

Confidential Student Information

CWC LA must have a signed and dated written permission from the parent/guardian before releasing or disclosing an education record or any personally identifiable information ("PII") from a student's education record except to the extent that FERPA authorizes disclosure without consent.

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

In addition, the School may forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.

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

Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA and/or unless the PII is designated as "directory information" as further described below. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who CWC LA reasonably believes knows the identity of the student to whom the education record relates.

Directory Information

The FERPA, a Federal law, requires that CWC LA, with certain exceptions, obtain a parent/guardian written consent prior to the disclosure of personally identifiable information from your child's education records. However, the School may disclose appropriately designated

"directory information" without written consent, unless a parent/guardian has advised the School to the contrary in accordance with this policy.

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. "Outside organizations" include, but are not limited to, charter school organizations and companies that manufacture class rings or publish yearbooks.

The primary purpose of directory information is to allow CWC LA to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs, and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

CWC LA has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Participation in officially recognized activities and sports
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a pin, password, etc. (A student's SSN#, in whole or in part, cannot be used for this purpose.)

If you do not want CWC LA to disclose directory information from your child's education records without your prior written consent, you must provide written notice of the "directory information" that CWC LA may not disclose. The written notice must be provided to the school Principal within ten (10) school days after receipt of the CWC LA Family Handbook or within ten (10) school days of the student's initial enrollment or re-enrollment, whichever is later.

If parents/guardians and eligible students believe the School is not in compliance with federal regulations regarding privacy, they have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Principal to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;

- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy rights of the student.

CWC LA will respond within thirty (30) days of the receipt of the request to amend. CWC LA's response will be in writing and if the request for amendment is denied, CWC LA will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

Pupil Record Challenges

If CWC LA denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Principal, Executive Director or Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (1) The Principal of a public school other than the public school at which the record is on file;
- (2) A certificated employee; and
- (3) A parent appointed by the Principal, Executive Director or Governing Board, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by CWC LA to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Principal, his/her designee, of the designated hearing panel, none of which shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Principal, his/her designee, or the designated hearing panel, will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, CWC LA's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, CWC LA decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, CWC LA decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of CWC LA, or both. If CWC LA places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

For more information regarding student records and/or for a copy of the complete CWC LA Pupil Records Policy, please contact the Main Office. For a copy of the annual FERPA notification, refer to Appendix X: FERPA Notification.

CHARTER NATION

The California Charter Schools Association and the California Charter Schools Association Advocates is leading the effort to build a grassroots organization, advocating for our schools, the issues impacting our students and our community at large via Charter Nation network and Citizens of the World – Los Angeles is partnering with them to help us keep a pulse on the important issues and upcoming elections that impact our schools.

Households who do not wish their contact information to be shared with Charter Nation should fill out the Charter Nation Opt-Out Form before September 30th by clicking on the following link: <https://forms.gle/Zq4ZAeDF2Fu1Z8fn8>. A paper form may be obtained in the school's office. One entry and/or form should be filled out for each legal guardian in the household who wishes to opt-out.

TEACHER QUALIFICATION INFORMATION

Parent(s)/guardian(s) shall have the right to know the professional qualifications of their child's teacher(s) in core academic subject areas. If you would like more information concerning the professional qualifications of your student's teacher and/or paraprofessionals (e.g., Teaching Associates), please make a request to the Principal.

HOMELESS STUDENTS – THE MCKINNEY-VENTO ACT

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

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

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

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Citizens of the World Charter School Hollywood

Randy Romero, romero@cwclosangeles.org
1316 N. Bronson Avenue, Los Angeles, CA 90028
(323) 464-4292

Citizens of the World Charter School Silver Lake

Ricardo Carbajal, ricardo.carbajal@cwcsilverlake.org (TK-5)
110 N. Coronado Street, Los Angeles, CA 90026
(323) 462-2840

Daniela Perez-Acosta, daniela.perez-acosta@cwcsilverlake.org (6-8)
152 N. Vermont Avenue, Los Angeles, CA 90004
(213) 784-3519

Citizens of the World Charter School Mar Vista

Rosa Garcia, rosa.garcia@cwcmarvista.org
11561 Gateway Boulevard, Los Angeles, CA 90064
(424) 248-0544

Citizens of the World Charter School West Valley

Karla Duarte, kduarte@cwclosangeles.org
19452 Hart St, Reseda, CA 91335
(818) 330-3050

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

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at CWC LA.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CWC LA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, CWC LA charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at CWC LA, a copy of CWC LA's complete policy shall be provided at the time of enrollment and at least twice annually.

FOSTER YOUTH POLICIES

CWC LA ensures that foster youth are provided equal access to the same free, appropriate public education as provided to other youth. CWC LA shall immediately admit/enroll the student (subject to the relevant CWC LA school's capacity and pursuant to the enrollment procedures stated in the school's charter and CWC LA Board policy), even if the student lacks records normally required for enrollment. For additional information, please contact the Main Office or the Principal at your school site.

For any foster youth who enrolls at CWC LA, a copy of CWC LA's complete policy shall be provided at the time of enrollment.

MANDATED REPORTING

All CWC LA school officials and employees are mandated reporters. As mandated reporters, school officials and employees are required to immediately report suspected child abuse and/or neglect or maltreatment to the Los Angeles County Department of Children and Family Services (DCFS) for investigation. Such reports are confidential and all staff are prohibited from providing any specific information regarding a report to parents/guardians. All CWC LA employees receive mandated reporting training.

CWC LA also has an obligation to cooperate and participate in any process that is triggered by the Department of Children and Family Services, law enforcement agency or peace officer to assure the safety of children.

HUMAN TRAFFICKING

Senate Bill 1104 requires schools educating grades 6 to 12 to identify methods of informing parents and guardians of pupils in those grades of Human trafficking prevention resources.

Human trafficking is modern slavery. It involves exploiting a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both. Victims of human trafficking include men, women, boys, girls, and transgender individuals lured by the promise of a better life in the United States and adults and children who were born and raised in the United States.

For more information on this topic, please refer to Appendix D: Human Trafficking Resources.

FREEDOM OF SPEECH

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

For a complete copy of CWC LA's Freedom of Speech/Expression Policy, please contact the Main Office.

GUN-FREE SCHOOLS ACT

CWC LA shall comply with the Federal Gun-Free Schools Act.

TOBACCO-FREE SCHOOL

The use of tobacco products on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and visitors.

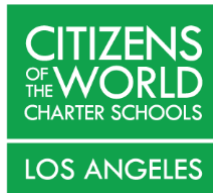
Smoking, using or possessing a tobacco or electronic smoking with or without tobacco product by students, employees, and visitors while on school facilities and grounds and while attending school-sponsored activities shall be prohibited.

For more information, obtain a copy of the Tobacco-Free School Policy at the Main Office.

LEGAL DISCLAIMERS

The information contained in this CWC LA Family Handbook is provided for informational purposes only. Information may be changed or updated without notice. This handbook is subject to all applicable laws and in all cases where there is a discrepancy between the handbook and the charter, the charter petition language supersedes the handbook.

CWC LA expressly disclaims all liability with respect to actions taken based on any content in this handbook or in any other communication (e.g., newsletter articles). CWC LA assumes no responsibility for errors or omissions in this Handbook or other documents that are referenced in this Handbook.



FAMILY AND SCHOOL AGREEMENT PAGE

Family and School Agreement Page

Please keep a copy for the family's records.

We ask each CWC LA Parent or Guardian discuss the Handbook (where appropriate) with their children upon reading through it themselves. Please sign and return to your child's teacher after you have signed this page.

Parent/Guardian Consent

My children and the adults in our family have read this Handbook and recognize the need to have a shared understanding of CWC LA's policies, rules and practices. By signing this agreement page, we support and will follow everything that is laid out in this Handbook and understand that it helps to make CWC LA a better place to learn and grow.

Specifically, by signing, I understand and agree to, and acknowledge that my child will adhere to each of the CWC LA policies and procedures identified and/or referenced within this Handbook.

Additionally, as a user of CWC LA computers, internet and other technologies, by signing, I acknowledge that I have read the Student Use of Technology Policy and hereby agree to comply with the Policy and the Acceptable Use Agreement referenced within this Family Handbook and attached hereto.

Parent/Guardian Name (Printed)

Parent/Guardian Name (Signature)

Date

Student(s) Name(s)

Student(s) Signature (s) (if in grades 6 – 8)

Date

Note: For any one adult signing this agreement page, you are consenting for your whole family

APPENDIX A: SCHOOL YEAR CALENDAR



Citizens of the World 2020-2021 Organizational Calendar

FINAL

DRAFT August 7, 2020

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Notes:

Legend:

	Instructional Days
	Instructional Days (Early Dismissal)
	Holidays (M-F only)*
	New Staff PD Days (No School)
	Staff PD Days (No School)
	Conference Days (No School)
	Last Day of Trimester (Last Day of Month)
	First and Last Days

Number of Instructional Days:

6	August
19	September
20	October
15	November
14	December
18	January
18	February
18	March
20	April
19	May
13	June

180 Total

63	Trimester 1
50	Trimester 2
67	Trimester 3

*A 12-month employee's work schedule includes all days when school is out of session, except for the following holidays available to all employees:

July 3, 2020	September 28, 2020	November 27, 2020	February 15, 2021	June 21, 2021
July 6, 2020	November 11, 2020	December 24, 2020 - January 1, 2021	March 26, 2021	
September 7, 2020	November 26, 2020	January 18, 2021	May 31, 2021	

Cardiac Arrest: An Important Public Health Issue



Cardiac arrest is a public health issue with **widespread incidence** and **severe impact** on human health and well-being. There are several recommended **strategies for prevention** and control.

Incidence



In 2015, approximately **357,000** people experienced out-of-hospital cardiac arrest (OHCA) in the United States.



Approximately **209,000** people are treated for in-hospital cardiac arrest (IHCA) each year.

Impact

Mortality:
70%–90%



Approximately 70%–90% of individuals with OHCA die before reaching the hospital.



Morbidity: Those who survive cardiac arrest are likely to suffer from injury to the brain and nervous system and other physical ailments. Additionally, nearly half of OHCA survivors suffer psychological distress such as anxiety, post traumatic stress disorder, and depression.

Economic Impact



Societal Cost: The estimated burden to society of death from cardiac arrest is 2 million years of life lost for men and 1.3 million years for women, greater than estimates for all individual cancers and most leading causes of death.

Prevention



Early intervention by CPR and defibrillation: Early, high-quality CPR, including compression only CPR, and use of automated external defibrillators (AEDs) immediately following cardiac arrest can reduce morbidity and save lives.



Clinical prevention: For patients at high risk, implantable cardioverter defibrillators and pharmacologic therapies can prevent cardiac arrest.



Other early interventions: Depending on the cause of the cardiac arrest, other interventions such as cold therapy and administering antidote to toxin-related cardiac arrest can reduce mortality and long-term side effects.



APPENDIX C: TYPE-2 DIABETES INFORMATION SHEET

TYPE 2 DIABETES INFORMATION SHEET

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease. Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type-2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References:

American Diabetes Association Clinical Journal
<http://clinical.diabetesjournals.org/content/23/4/181.full>

Helping Children with Diabetes Succeed: A Guide for School Personnel
http://www.ndep.nih.gov/media/Youth_NDEPSchoolGuide.pdf

KidsHealth.Org
<http://kidshealth.org/parent/medical/endocrine/type2.html>

The Mayo Clinic
<http://www.mayoclinic.com/health/type-2-diabetes-in-children/DS00946>

National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine
<http://www.nlm.nih.gov/medlineplus/ency/article/000313.htm>

US Centers for Disease Control and Prevention <http://www.cdc.gov/diabetes/projects/cda2.htm>

APPENDIX D: HUMAN TRAFFICKING RESOURCES

Resource	Resource Description
3 Strands Global Foundation https://www.3strandsglobalfoundation.org/human-trafficking-resources	Human trafficking directory and hotline information.
Frederick Douglass Family Initiatives http://www.fdfi.org/human-trafficking-education-curriculum.html	Access to human trafficking prevention education curriculum.
PROTECT Training: http://protectnow.org/human-trafficking-training-for-parents-by-schools/ Resources: http://protectnow.org/parent-resources/	Access to K-12 prevention education, training for staff and parents, and resources for parents.
National Human Trafficking Hotline, Live Chat, Email https://polarisproject.org/get-assistance/national-human-trafficking-hotline	Human trafficking directory and hotline information.
U.S. Department of Homeland Security Resources Blue Campaign https://www.dhs.gov/blue-campaign/share-resources	A collection of campaign materials, trainings, and videos from the Blue Campaign.
National Center for Missing & Exploited Children http://www.missingkids.com/home	Access to Code Adam Kit, Kid Smartz, NetSmartz, and CyberTipline.
H.E.A.T. Watch http://www.heatwatch.org/	Offers the ability for individuals to help raise community awareness, learn to identify victims of human trafficking and those at risk, take action to support victims, bring traffickers to justice, and ensure our laws protect vulnerable populations.

APPENDIX E: KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for education purposes, is already public, or is in response to a court order for subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

APPENDIX F: FERPA NOTIFICATION

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

1. The right to inspect and review the student's education records within 45 days after the day the Citizens of the World Charter School Hollywood ("School") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

Family Policy Compliance Office
U.S. Department of Education

See the list below of the disclosures that elementary and secondary schools may make without consent.

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§99.31(a)(3) and §99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under §99.37 are met. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when

such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. §1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. §1232g(b)(1)(K))