

We the People Public Charter High School

Parent/Student Handbook 2021-2022



Envision, Design, Create a Better World

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www.wethepeopleps.org

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WELCOME

Dear Parents and Students,

Welcome to We the People High School! We the People High School is rooted in the core belief that public education is for and by the people. Today, at the dawn of a new decade, young people around the world have organized to fight for environmental justice, racial and gender equality, safe and inclusive schools, and a better world for us all. These students are using all the levers available to them to catalyze change: non-violent protest, social media, legal channels, and the power of economic boycott. Outside of school, this generation demonstrates every day that they care about their communities, their environment, and their world. Every day they demand that their ideas and their voices be strengthened and heard. We the People High School is a response to this demand.

We the People High School is an action civics school where projects and curriculum are aligned to the United Nations' [Sustainable Development Goals](#). Our mission is to equip this generation with the knowledge, practice and tools to radically change the world for the better. We do this through interdisciplinary project-based work, a focus on place-based education ("all politics is local"), and Democracy in Action projects where students focus on a single issue in collaboration with local government, business, and non-profits. At We the People, local, national and global issues become the substance of learning where students are apprenticed by expert teachers and community members to engage, investigate, and act to solve some of the most pressing issues of our time. Students will embrace challenges, take risks, and become courageous change-makers who can shape the future of our democracy because they've practiced doing so in high school.

We the People High School opened its doors to our first class of 9th grade in the fall of 2020 during a global pandemic. This is YOUR school – we built it for you. Here are the community agreements that will make our school come to life:

1. Together we are smarter and more powerful than we are alone.
2. We are all learning. We will all make mistakes. We assume everyone has the best intentions, and we are forgiving.
3. Come prepared – bring your ideas to the table. Take ownership of your education.
4. Be flexible! Be open to change as needed and open to others' input and ideas.
5. Be bold, take chances.

We are so thrilled you are joining us for your high school career!

Sincerely,

Anita Ravi
Principal, Executive Director

MISSION AND VISION

SCHOOL MISSION

The mission of We the People High School (“WTP,” “We the People,”) is to empower the next generation of American and world leaders with the knowledge, practice, and tools to radically change the world for the better.

VISION STATEMENT

The vision of WTP is to foster an academic environment that leverages our diversity and our city to apprentice students in global citizenship. At WTP, local, national and global issues become the substance of learning where students are apprenticed by expert teachers and community members to engage, investigate, and act to solve some of the most pressing issues of our time. Students embrace challenges, take risks, and become courageous change-makers who can shape the future of our democracy.

Our educational model enables students to explore and solve local, national and global challenges that speak to students’ interests and passions. WTP is a democracy-building school, where students engage in deliberation, argument, and individual expression as core practice. Using the United Nations’ Global Goals for Sustainable Development as our roadmap within and across subject areas, We the People High School will teach students to apply core subject matter knowledge to investigating big questions. Through projects with and apprenticeships in the non-profit, government, and business sectors, students will graduate from high school having proposed solutions to some of our most pressing challenges. We the People High School will provide students in the City of Long Beach with another quality school option and complement the efforts of the District.

SCHOOL MOTTO

The motto of We the People is envision, design, create a better world. Our motto describes a set of skills and attitudes central to democracy building:

- **Envision:** identify and frame problems, propose solutions while exhibiting empathy.
- **Design:** seek out diverse perspectives while working collaboratively, critically appraise information, use new media, data and technology adeptly, understand historical context.
- **Create a Better World:** enlist others in your solution, communicate with emotional intelligence, amplify your message in ways that lift and liberate.

Our students need and deserve an education that prepares them to act and think locally and globally, and to collaborate capably. They also need opportunities to work across academic disciplines and across borders in order to develop skills to forge a successful future.

How We the People is Different than Other High Schools

At We the People, students practice active citizenship, gaining agency through work on contemporary problems and issues they are passionate about. As part of their course of study, students will:

- Drive change initiatives through community and political action;
- Petition a governing body at the local, state, or federal level for change;
- Create a program or organization that educates citizens about a local, national, or global issue;
- Debate global and national issues through model UN, mock trial, and/or mock U.S. Senate;
- Work on regional and global projects from a “project pool” generated in collaboration with industry, government, and the arts community;
- Complete three multi-week learning excursions or internships

MEET THE STAFF

Anita Ravi, M.A., M.Ed., Founding Executive Director & Principal: anitaravi@wethepeopleps.org

Patricia Reyes, Office Manager: patriciareyes@wethepeopleps.org

Lauren Barragan, Special Education Teacher: lbarragan@wethepeopleps.org

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* Visit our website www.wethepeopleps.org for teacher and staff bios

ACADEMIC PROGRAM

We the People offers an A through G *Plus* course of study that is inquiry-base and revolves around big ideas and issues in our communities, our nation, and our world. WTP also offers Democracy in Action workshops and internships where students collaborate with each other and local organizations to solve local, national and global problems. Teachers customize and deepen instruction for individual students as they progress through projects and coursework, intervening to skill-build where needed, and pushing for greater depth of understanding.

At We the People High School, you will be known, be heard, and become powerful.

Be Known:

Through small class sizes, advisory, individualized counseling, and student-centered projects, WTP students will be known deeply by their teachers, school leaders, and counselors. WTP also embeds office hours and flex time into every week of the school schedule so students can get the support they need to excel.

Be Heard:

Students have choice and a voice in what they learn, and how we govern our school. Through project-based learning in each class, students apply what they are learning to real-world situations. We embed the use of media in all classes and provide students with filmmaking and multimedia courses throughout their four years so they may learn how to use various mediums to amplify their voices.

Be Powerful:

Our students are part of a global youth movement to save our planet and end systemic inequality. By aligning our projects and coursework to the United Nation's Sustainable Development Goals, We the People students are apprenticed to translate learning into action in ways that enable them to solve some of the most pressing challenges of our time.



Our school is called We the People High School precisely because we intend to create an environment where every individual can develop into their best self because the good of the whole

depends upon it. What this means in practice at We the People High School is that we focus on the three “A”s: Advocacy, Apprenticeship, and Activism.

- **Advocacy** - for self, for others, for community. Through coursework, DIAs, and advisory, we focus on developing students’ knowledge of themselves, of others, and of their place in the world, teaching them how to advocate for themselves, for their ideas, and for their communities.
- **Apprenticeship**: Instruction apprentices students in learning, which means teachers and advisors act as coaches and guides, assisting students to develop the habits, dispositions, and skills articulated in the global citizenship standards.
- **Activism**: Our school model positions students to take action on issues they care about, and that matter most to them and to their communities.

The three As are meant to foster an environment that values each individual’s worth and grows each student’s capabilities for the good of the whole. Feeling valued and heard in a democracy manifests in taking action to inform and teach, to lead, and to make change. It is through collective action that we create a school and a world where young people are heard and valued.

A. Grade 9: Apprenticeship in the Local Context

We welcome our 9th grade students to We the People High School with a focus on our local community, our city, and building an understanding of who we are, our shared and unique histories, and how we can work together to solve problems we face today. Students will focus on the following overarching questions for their 9th grade year: Who are the citizens of Long Beach? Where did we come from and how did we get here? How does my personal story connect to the stories of others? What problems and issues are we facing here in Long Beach? How do we go about solving them?

Within specific content area courses, students learn to use the tools of the discipline to explore these questions in more depth. Students engage in an interdisciplinary project that combines the learning of two courses to answer big, driving questions for the year.

<i>Course</i>	<i>Overarching Questions & Approach</i>
Civics: Be the Change	Who are the citizens of Long Beach and where did they come from? How are we working to improve life in Long Beach today? Introduction to the disciplines of civics, economics, geography and history. Students learn how government functions, and how people and institutions make change in the past and present.
English Language Arts	English Language Arts 9 focuses on the themes of identity, perspective, and the power of language. Students develop their reading, writing, speaking, and listening skills as they develop their reading, writing, and civic identities. Through analysis of mentor texts, students build knowledge of authors' purposes and techniques, and they use this to inform their own narrative, argumentative, and creative writing. This course emphasizes new works of literature that

	explore a diversity of experiences and perspectives; texts include novels, memoirs, plays, essays, and poetry, and they guide students in the journey from self to world, moving from the personal to the political.
Integrated Science 1: Environment, Biology, Chemistry	In Year 1 of this three-year sequence, students learn science through real-world STEM stories that connect to them personally, locally and globally. Through rigorous hands-on laboratory and engineering design opportunities, students learn how to apply biology, chemistry, physics and environmental science concepts to important environmental, technological, sustainability and health challenges. Students learn to read and interpret a variety of STEM texts, visuals and models. This year focuses on two main themes: <i>Environmental Dynamics</i> and <i>Genetic Unity & Diversity</i> . In <i>Environmental Dynamics</i> , Students explore issues of water quality, water access and water conservation. In <i>Genetic Unity & Diversity</i> , students learn about the basic building blocks of life – cells, genes – and explore issues of extinction and evolution.
Integrated Mathematics 1	Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The purpose of the course is to formalize and extend the mathematics that students learned in the middle grades. This course covers Algebraic topics including linear equations/function and inequalities, exponential functions, as well as arithmetic and geometric sequences. Geometric topics covered begin with reviewing rigid transformations and extend to using rigid motions to develop proofs of congruence and other geometric properties. Also included in Integrated Math 1 are statistical topics in which students' model 2-variable data in order to summarize and interpret various types of data
Introduction to Film and Media Studies	In Year 1 of this two-year sequence, students will learn the basic principles of graphic design and how those become foundational in content creation. Students will also write and produce their own short film, learning all aspects of the filmmaking process from story structure and filming, to directing, producing and marketing. Year 1 of this sequence also introduces students to Digital Intelligence (DQ), the Global Standards on Digital Literacy, Digital Skills, and Digital Readiness.
Physical Education:	Students will set personal fitness goals and explore individual fitness, team sports, and games. Students also learn about healthy relationships through a state-approved sex education unit of study.

Spanish 1/2	Spanish 1 introduces students to the basics of Spanish through comprehensible input heavily relying on listening and reading skills. As students progress through the course, they will become more comfortable speaking and writing in Spanish. The basis of this course is engaging with cultural story units which includes telling stories and examining culture through comprehensible texts and novels. Students acquire vocabulary and grammar in context by listening to understand, reading, writing, and speaking in Spanish. Students explore and compare customs, celebrations, and other elements of Spanish culture by engaging with more intensive authentic texts and real-life situations. Cultural topics that students will engage with include: the Running of the Bulls, Bullfights, Castells de Tarragona, Latin American food, and more.
Advisory	Advisory will meet once per week. The goal of 9 th grade advisory is to support the skills and habits of a successful high school student. Students will also undertake small research projects of interest to gain practice in research, presentation, and public speaking.

B. Grade 10: Apprenticeship in Global Thinking and Action

In grade 10, students shift their focus from the local to the global using this question to guide them: how can I use my ideas, my skills, and my voice to impact the world? Students learn how to think about major turning points in Big History by investigating problems and questions that span hundreds, thousands, and millions of years. Integrated Science introduces students to issues around water access and quality across the globe, and the effects of climate change on biodiversity. In English and Spanish, students continue to hone their skills in text analysis and argument, working on discussion throughout the year. In PE, a focus on health and wellness mirrors the content of Advisory. And in the second year of Film and Media studies, students apply their filmmaking techniques to documentary filmmaking and journalism.

GRADE 10 OVERVIEW

<i>Course</i>	<i>Overarching Questions & Approach</i>
Big History	Big History is the study of change over time from the Big Bang to the future. The course is built around essential historical and scientific questions and major turning points in planetary and human history, such as: <i>where did we come from? What causes change? Where are we heading?</i> Students analyze and synthesize a wide range of progressively complex historical and scientific texts. Students use primary and secondary sources, graphs, charts, data, and maps to write evidence-based narratives, explanations, and arguments. Through an

	examination of the historical roots of current world challenges, students develop an understanding of patterns across time and place and debate solutions to contemporary global problems.
English Language Arts: World Literature and Social Change	English Language Arts 10 consists of two in-depth studies of themes that cross cultures, borders, and time: human migration and climate change. Students improve their reading comprehension through the close study of short stories, novels, essays, articles, and poetry, while also exploring how authors use genre and craft for different purposes. These texts become models for developing their own narrative and argumentative writing, pushing them to further hone their writing techniques and conventions. Additionally, students will work towards greater mastery in academic discussions and presentations, increasing their ability to integrate knowledge at a deeper level, so that they can effectively teach and communicate complex ideas to an audience.
Film and Media Studies 2	In Year 2 of this two-year sequence, students use their filmmaking skills to explore non-fiction storytelling, focusing on the following forms: documentary, news reporting, podcasting, and television broadcasting. Students develop the skills of time management, showrunning, and content creation. They will also explore the legality of creating content for a global community. Stories and content will be drawn from what students are studying in their other courses and from issues that are important to them and their communities.
Integrated Science 2	In Year 2 of this three-year sequence, students deepen their understanding of our natural world and human impacts like climate change. Students learn more advanced investigation and design skills, explore authentic STEM databases and studies, and expand their communication & collaboration skills for science. Students continue to connect all STEM disciplines to prepare them for active participation as citizens and caregivers, and in pursuit of their chosen career. This year focuses on three main themes: <i>Food, Nutrition & Fitness, The Quest for Energy, and Health, Drugs & Disease.</i>
Integrated Mathematics 2	Integrated Math 2 is the second of a sequence of three courses: Integrated Math 1, 2, and 3. This course covers algebraic topics, including quadratic expressions, equations, and functions, including complex numbers. Geometric topics covered include similarity, right-triangle trigonometry, angle pair relationships and proofs, as well as topics on circles, polygons, and solids. For statistics, the link between probability and data is explored as

	students learn to use and evaluate data to make real world predictions and solve problems like homelessness, income inequality, and cost of living.
Physical Education: The Science of Movement	Year 2 of Physical Education at WTP will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self esteem, and the motivation to pursue lifelong physical activity. Students will gain an understanding of the components of health-related fitness, training principles, and the benefits of being physically active. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness.
Spanish 2/3	Spanish 2 continues the process of developing speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar. Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably speaking the target language.
Advisory	Advisory will meet once per week. 10 th grade Advisory expands on the work done in 9 th grade on community and identity, focusing on the science and pursuit of happiness. Students will also undertake small research projects of interest to gain practice in research, presentation, and public speaking.

C. Grade 11: United States in the World – Connecting the Global and the Local

By grade 11, students are ready to use the skills and knowledge from the previous two years to engage in using their learning to generate and shape big questions and projects within subject matter and across multiple subjects and in multiple languages. Coursework will still be designed to be integrative in nature, apprenticing students in making connections thematically and factually. Students are supported to take critical stances in the disciplines to explain change over time, human/environment interaction, and use various tools and resources to educate and generate new ideas. Democracy in Action workshops will shift to interning outside of school in organizations working to fulfill the Global Goals.

GRADE 11 OVERVIEW

Course	Overarching Questions & Approach
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U.S. History or AP U.S. History (Reconstruction to the Present)	What are the major arcs of the past 150 years of U.S. history? How have Americans engaged in social, political, and economic change over time? What are the different viewpoints on creating a “more perfect union”? How does our relationship to the rest of the world shift and change over time? What role should Americans play in the world going forward?
English Language Arts: American Literature and Social Change	How have American and immigrant authors shaped and defined American culture over time? How do authors use literature and non-fiction throughout the 20 th and 21 st centuries to motivate social change? How can we use the genres we’ve learned about to motivate change, to describe culture?
Art and Social Change: Film and Theater Studies Broadcast Journalism	How have filmmakers and playwrights shaped and defined American culture over time? How do I use the tools and techniques of modern filmmakers and playwrights to construct my own short film/play? Broadcast journalism will enable students to learn and practice all of the elements that go into creating and producing a news broadcast.
Integrated Science 3	In Year 3 of this three-year sequence, students face more complex experimental and problem-solving tasks over longer periods of time. They become more autonomous and engage in authentic peer review that helps prepare them to author their own scientific or technical paper. Students apply their learning from the 5 themes in Years 1-2 to probe local and global issues such as air quality and pollution, food systems, soils and land use, coral reef restoration, ocean acidification and satellite pollution. Students who complete the entire Integrated Science sequence meet UC Regents requirements for college-preparatory laboratory science.
Integrated Mathematics 3	Integrated mathematics allows students to develop expertise in multiple strands of math. It lends itself to active use of mathematics in the service of other disciplines (science, statistical modeling, demographic research).
Spanish language or literature	Students who are ready may take AP Spanish language or literature. Other Spanish course offerings will depend on student need.
Advisory	Advisory will meet once per week. The focus of 11th grade advisory will be on exploring options and plans for college, with an emphasis on involving parents and guardians in the process.

D. Grade 12: Me in the World – Forging the Path for My Future

In the final year of high school, students will exercise more choice and decision-making both within and outside of school as they look ahead to college and a career. Students will have the opportunity to choose courses in the sciences and the humanities that mimic the work of college-level courses, either by delving deeply into a specific area of study or discipline or by taking AP courses in areas that they may be interested in pursuing in college. They will use their time in advisory to work on college applications. Students will choose the issues they want to work on and the organizations they want to work with.

GRADE 12 OVERVIEW

<i>Course</i>	<i>Overarching Questions & Approach</i>
Social Science In- Depth Study AND AP Government	Students will have the option to take two in-depth history courses, each a semester long. Criteria for course design will reflect the theory of action of the Charter School and provide opportunities for students to complete hands-on projects in each course while learning to “do” the work of the discipline. These courses could include: <ul style="list-style-type: none">• Women’s Studies• Facing History and Ourselves• Economics• Contemporary World Issues• Anthropology All students will take AP Government in their senior year. All students will be provided access to the AP Government exam.
Language, Literature, and Identity	How have authors explored transitions to adulthood over time? What does education mean in different cultures and time periods? How is identity formed inside and outside of schooling? Explore fiction and non-fiction authors.
Science In-Depth Study	Students will also have the opportunity to choose a science course of interest. Course offerings will meet the same criteria as social science offerings. These options could include: <ul style="list-style-type: none">• AP Environmental Science• Physics• AP Biology• Introduction to Engineering

Math In-Depth Study	<p>As with science and social science, students will be provided with options for continuing their study of mathematics. These options could include:</p> <ul style="list-style-type: none"> • Statistics (or AP Statistics) • Introduction to Computer Science • Calculus
Advisory	<p>In the final year of high school, advisory will meet twice a week to allow more time for students to work on college applications with their college counselor and their teachers/advisors. We the People High School believes that the college admissions process should not rest on the shoulders of families. Rather, school staff is responsible for spearheading the college application process with students.</p>
Art and/or Physical Education	<p>Students will be given options for courses in physical education or continued study in art. Options could include:</p> <ul style="list-style-type: none"> • Art-making courses in particular genres (e.g., mural design, music production). • AP Art history
Spanish Language or Literature	<p>Students who are ready may take AP Spanish Language or Literature. Other Spanish course offerings will depend on student need.</p>

Additional Innovative Elements of the School Model

Advisory. Throughout their four years, students will also participate in advisory once or twice per week. Advisory is a place for students to develop meaningful relationships with each other and with an adult, providing a safe space for the development of empathy, understanding, and emotional maturity. Advisory will be communications-based, developing students' capacity to speak and advocate for themselves and to practice deliberation and debate. Advisory provides an additional vehicle for personalization, enabling students to explore content and topics that are of interest to them.

Democracy In Action. Each DIA will consist of an immersive learning experience inside or outside of school. DIAs may be taught by field-based experts and/or We the People High School faculty. Each DIA culminates in a product that contributes to democracy building and aligns with one or more of the Global Goals. Students will attend their DIA during regular school hours. In 11th and 12th grade, students may be placed in two or three-week long internships that are reflective of their individual or collective DIA work and interests. We the People High School will partner with non-profits, government, and businesses to provide students with work experience in fields and organizations that are working toward the Global Goals. DIAs enable students to experience immersive, specialized learning experiences in different disciplines, including disciplines not traditionally included in high school curricula, such as community organizing,

advocacy, and using big data and social media effectively. This practice mirrors what many elite private schools offer, as well as many colleges and universities throughout the country.

Exhibitions of Learning. Twice a year at the end of each semester, We the People High School becomes a place where the community comes to learn from students about their work, their projects, and the work of active citizenship. Exhibitions of learning enable students to tie together all that they've learned in ways that teach, communicate, and amplify their voices. Teachers and partner organizations will work with students to curate this culmination of learning. Exhibitions will happen outside of regular school hours so that families and community members can attend.

SCHOOL SCHEDULE

Regular School Days*

The following is the student school day schedule:

- Monday, Tuesday, Wednesday, Thursday: **8:45 a.m. – 3:40 p.m.**
- Fridays: **8:45 a.m. – 2:00 p.m.**

School Office Hours*

We the People's school office is open from 8:00 a.m. – 4:30 p.m. throughout the school year, except for school holidays. Our school will be closed for one week during Thanksgiving break, and two weeks during winter break. The school's summer hours will vary.

School Calendar*

We the People High School will provide families with a school calendar at the beginning of each school year. The school calendar is also available on We the People's website at www.wethepeopleps.org.

Family trips should be planned only during the schools' scheduled vacation periods. See the Attendance Policy section. The school calendar may be subject to change, and we will notify you if any changes are made.

Minimum Day Schedule*

All students will be dismissed at 12:30 p.m. on Shortened Day Schedule days. Shortened days are rarely scheduled.

*** This information may be subject to change.**

Regular Day: Monday - Thursday		Inst. Mins.
8:45 – 10:20	Period 1	95 min
10:25 – 12:00	Period 2	95 min
12:00–12:25	Lunch	25 min
12:25 – 2:00	Period 3	95 min
2:05 – 3:40	Period 4	95 min

Early Dismissal: Fridays		Inst. Mins.
8:45 – 10:20	Period 1	95 min
10:25 – 12:00	Period 2	95 min
12:00 –12:25	Lunch	25 min
12:25 – 2:00	Period 3	95 min
2:00	Dismissal for Students / Professional Development for Staff	

ATTENDANCE POLICY

The Board of Directors of We the People High School has adopted this policy in recognition of the following:

- Attendance patterns often have a direct link with student achievement.
- Frequent absences hurt academic performance.
- California State Law mandates that unless students have an excused absence as described below, they must be in school on time every day.

Why Attendance Is Important

We believe that all parents/guardians want their children to do well in life, and in order to do well in life, your child needs to do well in school. Therefore, it is important that your child attend school every day for the entire school day, and not arrive to school late or leave school early. Students who are absent from school or who miss even a portion of the school day miss important instruction and assignments. Academic progress is dependent on regular attendance that is expected of all We the People High School students.

Every student is expected to attend school for a full day on a daily basis, unless there is valid justification for the absence (Education Code Section 48200). **The goal for all students is to have 96% attendance or higher, which means no more than seven absences all year long.** Absences, excused and unexcused, impact a student's academic achievement. Please send your child to school daily unless absence is truly unavoidable.

Punctuality

Students must arrive at least 10 minutes before the start of each school day. Tardiness is disruptive to the class and places a burden on the student who has to enter class after morning activities have begun. General supervision begins at 8:00 a.m. It is recommended that students do not arrive before this time. Students should wake up in time to do the necessary preparation in the morning to get to school on time. When students arrive later than 30 minutes after the start of school, the State of California requires that the school records that as truancy on the school's record.

Reporting Absences

Please call Ms. Reyes at 562-533-4862 **by 9:00 a.m.** to report an absence. Please send a note – handwritten or emailed – to patriciareyes@wethepeopleps.org to excuse your child's absence. Absences of three days or more for illness require a doctor's note (see Excused Absences).

Excused Absences

Excused absences shall be limited to the following:

1. Student illness (a note from a healthcare professional is required after 3 consecutive days of absence due to illness and may be required after 3 or more non-consecutive days of absence due to illness throughout the school year in order to be considered an excused absence; see Policy on Student Illness)
2. Due to quarantine under the direction of a county or city health officer.
3. Student medical appointment (including medical, dental, optometrical, or chiropractic services).
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California. Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the student or of the spouse of the student, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the student, or any relative living in the immediate

household of the student.

5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. Attendance at religious retreats shall not exceed four hours per semester.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Chief Executive Officer.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

Unexcused Absences

Any absence for reasons other than those listed as EXCUSED ABSENCES is unexcused. The School is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences within ten (10) days. The student may be classified as truant (refer to Truancy section) and this could be grounds for referral to the School Attendance Review Board (SARB).

Examples of UNEXCUSED absences include:

- Babysitting
- Running errands for family
- Transportation problems
- Vacations or trips
- Weather conditions

A student risks being classified as truant per CA education code, when that student has accumulated three or more unexcused absences, early leaves and/or tardiness of 30 minutes or more. Every attempt will be made by the school to contact the student and their parent/guardian to ensure the health and safety of that student. Please see Appendix A for further information about truancy policies and procedures.

All other absences shall be considered unexcused including absences for family vacations and/or trips.

Long-Term Excused Absences

Learning works best when students are at school interacting with the teacher and their peers. Occasionally circumstances may require that a student be absent for an extended period of time. Parents/guardians of a student who is absent for an extended period due to an excused reason (see Excused Absences) should contact the School as soon as possible to inform us of the circumstances and the amount of time the student will be absent. Independent study may be available in certain circumstances. Class participation is an important part of the learning process and there may be some concepts and skills that the student will not be able to master without the guidance of a teacher. Upon the student's return, the school will determine what steps will be necessary to get the student back on track.

Make-Up Assignments

A student who is absent from school due to one of the excused reasons (see Excused Absences) shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. If the absences are unexcused, it is up to the discretion of the teacher whether he/she will allow the student to make-up any missed assignments or tests. At the high school level, if the student has 10 or more unexcused absences in one semester, see Policy on Student Truancy.

A student who knows in advance that he/she will be absent for three or more consecutive days may get his/her work by contacting the Office directly or by asking a fellow student who shares his/her schedule to bring work home. When asking for assignments, please bear in mind that it will take time for the teachers to get the assignments together. Therefore, when your son/daughter misses one day and it seems likely that he/she will be absent for additional days, contact the school immediately. If it is after school hours, please leave a message. Always have the following information ready:

- x The name and grade of your child.
- x The name of your child's first period teacher.
- x The number of days the child will miss.

Please arrange with the school for when to pick up your child's assignments.

Appointments

Our experience has shown that the students who have perfect attendance and do not miss school often do better academically than students who miss school. Therefore, since we know that you want your child to be successful in school, we would appreciate your support in scheduling any dental, medical, or other appointments after school, on the weekends, or during school holidays and vacation time.

If you must schedule an appointment during the school day, then please try to either bring your child to school first and only take your child out of school at the time of the appointment, or if your appointment is in the morning, then please bring your child to school after the appointment so that your child does not miss the entire school day.

If you must pick your child up early for an appointment during the day, please let the Office know in the morning. When picking up students early, the parent/guardian or authorized adult must sign the student out in the Office. A staff member will arrange for your child to be brought to the Office. Parents/Guardians may not enter a classroom without approval from the Office.

Policy on Student Truancy

"Truancy" is defined as follows:

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse on three occasions or tardy for more than 30 minutes in a school day on three occasions in one school year is a truant and will be reported to a school administrator, or designee.

A student shall be identified as a truant when he/she:

1. Is absent without a valid excuse for three (3) or more school days (consecutive or non-

- consecutive) in one school year; or
- 2. Is tardy on three (3) or more occasions in one school year (A “tardy” for purposes of this policy is defined as being absent for more than any 30-minute period during the school day without a valid excuse); or
- 3. Any combination of the above.

We the People High School will adhere to the following protocols for handling trancies:

1. Each of the first two (2) unexcused absences and/or tardies will result in a call home to the parent/guardian by the Office staff.
2. Upon reaching three (3) unexcused absences and/or tardies in a school year:
 - a. The parent/guardian shall receive a “Truancy Notification #1” letter by U.S. Mail or electronic mail, if provided, and in the home language indicated on the student’s records, which shall provide specific information related to the student’s unexcused absences and/or tardies, and the possible penalties for parents/guardians of habitually truant students.
 - b. The Truancy Notification letter must be signed by the parent/guardian and returned to the school. If the parent/guardian refuses or fails to sign and return the letter, the parent/guardian and student may be required to attend a WTP Attendance and Review Team (SART) meeting as described under 3bx below.
3. Upon reaching five (5) unexcused daily absences or tardies in a school year, the school staff will conduct a home visit and/or schedule an in-school meeting with the parent/guardian and student. At the meeting, the school staff shall inform the parent/guardian of the following:
 - a. Upon any additional unexcused absences and/or tardies, the school Director/Principal or designee shall have the authority to order one or more of the following consequences:
 - i. Parent/guardian to attend school with the child for one day.
 - ii. Student retention.
 - iii. After school make-up program.
 - iv. Required school counseling.
 - v. Loss of field trip privileges.
 - vi. Required remediation plan as set by the school administration.
 - vii. Notification to the District Attorney pursuant to Education Code Section 48260.6.
 - viii. Referral to a Student Success Team (“SST”) formed to consider alternative intervention strategies related to attendance.
 - b. The parent/guardian shall be required to sign a form acknowledging the above.
4. Upon reaching six (6) or more unexcused daily absences and tardies in a school year, the school may repeat steps 1-3, including conducting a home visit and/or scheduling an in-school meeting with the parent/guardian and student. During this time, Truancy Notification #2 will be sent home and parents/guardians will be required to contact the school to schedule a meeting.
5. At the high school level, promotion to the next grade level depends on credits earned. If your child does not attend school regularly, his/her earning of the necessary credits to be advanced to the next grade level may be adversely affected. Therefore, at We the People High School, ten (10) or more unexcused absences in one semester may result in a student losing credit for his/her classes. Students who have ten (10) or more days of unexcused absences will have to petition for course credit. To petition for course credit, the student will have to submit a completed petition form to the SST explaining why he/she should receive credit for the course.

The SST will be made up of at least three (3) members of the following: the students' teachers, counselors, Directors/Principals. The SST will convene and hold a meeting with the student present. A final decision will be made within ten (10) school days after the meeting.

6. After your child has been absent for five (5) days in a row, if there is not a legitimate reason for the absences and the office has not been able to get a hold of you to confirm the reason for the absences, the school will assume that you have voluntarily disenrolled your child from the school, which means that your child may lose his/her space at We the People High School at the end of the fifth day. If your child is voluntarily disenrolled from We the People, there is no guarantee that your child will be able to return to the school. In order to return to We the People, you must submit a new application, your child will be placed on the wait list for his/her grade, if applicable, and your child will be re-enrolled depending on the availability of space and the number of students ahead of your child on the wait list based on a public random lottery. Therefore, it is imperative that you keep your contact information current and that you immediately notify the school of the absence and reason your child cannot attend. Note, upon disenrollment from We the People, the school has a legal obligation to notify the child's school district of residence.
7. The school will use the contact information provided by the parent/guardian in the student's registration packet and/or emergency card to contact the parent/guardian.

Policy on Student Illness

Repeated absences due to student illness are of great concern to the school. We the People is concerned for the child's health and welfare, the child's risk of falling behind in school, and the significant loss of state funding because of the child's absence from school. The School wants to make sure that genuinely sick children get medical care when warranted.

We the People High School's policy for student illness is as follows:

1. All student illnesses for 1-3 consecutive days are counted as unexcused absences **unless** the school receives a phone call from the student's parent/guardian verifying the illness, an email message from the student's parent/guardian verifying the illness, or a signed note from the student's parent/guardian verifying the illness (students 18 or older can issue his/her own note, email, or phone call).
2. All student illnesses for more than 3 consecutive days are counted as unexcused absences **unless** the school receives a signed note from a healthcare professional verifying the illness.
3. A signed note from a healthcare professional verifying illness may be required after 3 or more non-consecutive days of absence due to illness throughout the school year in order to be considered an excused absence
4. Any illness which results in a student missing more than three (3) consecutive school days shall be verified by a healthcare professional. Excessive patterns of non-consecutive absences due to illness throughout the school year may also be required to be verified by a healthcare professional. **Pursuant to this policy, if a child is absent for five (5) or more consecutive days for illness or for excessive patterns of absences due to illness throughout the school year without documented proof of attention from a healthcare professional, We the People High School may alert the local Child Protective Services to a case of possible neglect of medical needs.**

STUDENT DROP-OFF AND PICK-UP PROCEDURES

In order to be a good neighbor and have minimal impact on surrounding streets and businesses, we ask for parent cooperation with our drop-off and pick-up procedures.

Arrival

Parents are to drop off students in the designated drop off area on Long Beach Blvd. in front of the school. Parents are to stay in their vehicles to keep the drop off process moving. Parents are asked not to use cell phones while dropping off.

We the People's campus is scheduled to open at 8:00 a.m. on in-person school days. A staff member will be in the drop off and pick up area on Long Beach Blvd. 15 minutes before school starts, and 15 minutes after school ends to oversee the transition. Drop off and pick up outside of these times must be done through the We the People Front Office.

If you are dropping your student off in a car, cars should approach the school's entrance going southbound on Long Beach Blvd. Make sure your children exit from the right side of your car onto the sidewalk in front of the school. For the safety of all students, and in order to keep traffic moving, the only person who should exit your vehicle is the student.

Safe Driving Procedures & Parking

Parking is only available in the surrounding residential neighborhood. There is 2-hour parking available in front of the school. All day parking can be found on Long Beach Blvd. between 15th and 16th streets.

Please park your car in a legal parking space on the street and walk onto your student's school campus if you need to speak with a staff member either before or after school.

Please do not drop off students on the opposite side of the street nor allow them to cross the street unsupervised.

Dismissal

Students will be dismissed at 3:35 p.m. Monday through Thursday, and at 2:00 p.m. on Fridays. Parents are asked to please pick up their student in the same area on Long Beach Blvd. Cars should approach the school going southbound on Long Beach Blvd.

Emergencies

In case of an emergency during the school day, your child will only be released into the custody of those people who are identified on the emergency form (proof of identity may be required):

Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a handwritten and signed note to the school to the satisfaction of the school notifying the school of this person's identity and proof of identification is provided. We the People reserves the right to contact the parent for confirmation of his/her consent to the third-party pick-up.

Please note that We the People High School has developed a comprehensive safety plan, which can be reviewed upon request at the main office.

Keep Emergency Forms Updated

It is important for us to be able to reach you in case of illness or an emergency. At the beginning of each school year or at the time of enrollment, each family must fill out a new emergency form for each student. Emergency forms should be turned into the main office. Please update your emergency cards immediately at any time of the year if any of the following information changes:
Home address

- Home telephone number Work phone number Cell phone number Doctor's phone number
- People who are authorized to be contacted in case of an emergency Telephone numbers of people to be contacted in case of an emergency People authorized to pick up your child from school

MEAL PROGRAM

School Breakfast and Lunch Program

We the People High School participates in the National School Lunch Program that provides nutritionally adequate meals for children based on the family's income.

We the People offers a breakfast and lunch program. Every family enrolled at We the People must fill out and turn in to the office of your child's school at the beginning of each school year either a National School Lunch Program application or Alternative Income Form. After We the People processes the form, parents will be informed if their child is eligible for free, reduced-priced, or regular-priced lunch.

Additional information about online ordering and monthly meal calendars can be found on our website at www.wethepeopleps.org.

Families need to make the school aware of any food allergies that your child has.

Without permission from the administration, students are not allowed to order food from outside restaurants or other food establishments to be delivered to the school such as McDonald's, pizza, etc.

Snacks

Students are welcome to bring a nutritious snack to school to eat during break or at lunch. We the People encourages nutrition as well as fitness and asks that you send healthy snacks only – e.g., fruit, nuts, granola bars, yogurt, carrots, celery sticks, and plain, unflavored water.

DRESS CODE

We the People High School's dress code was developed in collaboration with our founding students. We discussed the purpose of dress code, analyzed various examples of dress codes, and students decided to align our dress code policy with that of [Alameda Unified School District](#). Below are the guidelines.

We the People High School's dress code is based on three key principles:

- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day.

- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.

Students *must* wear:

- Bottoms
- Tops
- Shoes
- Clothing that covers genitals, buttocks, and areolae/nipples with opaque material
- Cloth face masks (when required by the School and/or the L.A. County Public Health Department). Face masks must be clean each day, and worn over the nose and mouth. Please see Appendix A for our Face Covering Policy.

During field trips outside of the school building, students may be asked to wear a We the People High School t-shirt, or other specific dress depending on the venue. Any field trip or assignment-specific dress should not focus on covering students' bodies or promoting culturally specific attire. Teachers can require shoes for certain activities (such as physical education).

Students *may still* wear:

- Hats, including religious headwear
- Hoodie sweatshirts (over head is allowed)
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Sweatpants, shorts, skirts, dresses, pants
- Tank tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the guidelines in the 'CANNOT Wear' section below.
- Sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5)
- Pajamas *only* during exams, or designated pajama days

Students *cannot* wear clothing with:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same
- Hate speech, profanity, pornography
- Images and/or language that create a hostile or intimidating environment based on any protected class
- Visible underwear or bathing suits of similar design – visible waistbands or straps on undergarments worn under other clothing are not a violation
- Helmets, hoods, or other headgear that obscures the face (except as religious observance, and/or face masks during a pandemic as mandated by city, county, or state public health guidelines)

Enforcement of Dress Code

Students cannot be removed from class for violating the policy unless it's a violation of the "cannot" or "must" sections. Even then:

- The loss of class time should be kept to a minimum.
- Students cannot be forced to wear clothing that is not theirs.
- Parents/ guardians shouldn't be called during the day to bring alternative clothing unless by student request.
- Discipline shouldn't be given disproportionately based on gender, race, body size, body maturity.
- Students shouldn't be shamed or measured in front of the class for what they are wearing.

Support for Families to Meet the Dress Code

All students are provided with one We the People High School spirit wear t-shirt at the beginning of the year. If at any time a family has difficulty supplying the above clothing for their child, please speak to the Principal or the student's Advisor so that we can help problem solve to acquire appropriate clothing.

When students violate the dress code, the student's parent/family will be notified. If students repeatedly do not follow the dress code guidelines, they will be asked to reflect on their daily choices and come up with a plan to adhere to guidelines. If students continue to violate the policies, consequences may follow.

PLEASE LABEL ALL ITEMS OF CLOTHING WITH YOUR CHILD'S NAME SO THAT THEY CAN BE RETURNED IF LOST. A Lost and Found area can be found in your child's school office. Please check with the school office as soon as your child loses an item. Unclaimed items left in the Lost and Found area may be donated or discarded.

ACADEMIC INFORMATION

We the People High School intends to graduate all students college- and career-ready. An important part of this goal is ensuring that all students complete the California State University ("CSU") and University of California ("UC") A-G requirements. We the People will ensure that all offered courses, including category F and category G electives, will be A-G-approved classes. Further, all offered courses will be transferable to other public schools, per accreditation with the Western Association of Schools and Colleges ("WASC").

Our graduation requirements will exceed the A-G requirements that make students eligible to apply to the state university system in California. Specifically, at We the People High School students will take 4 years of social science, three years of lab science, and three years of world language. In addition to the credits and courses needed to qualify for entrance into a university, We the People High School students will have three Democracy In Action courses per year, well beyond what is typically offered at a traditional high school. The Democracy In Action intensives and internships (two to three per year) and annual exhibitions of learning will help our students stand out in the college admissions process and in the job market through the projects they produce and the experiences they are able to convey.

We the People High School Graduation Requirements & Course Sequence**

Subject Requirement	WTP Graduation Requirement	UC and CSU Admission Requirement
History/Social Sciences – A*	4 years – 40 credits	2 years
	Civics: Be the Change Big History U.S. History/ AP U.S. History AP Government Economics, and other choice electives	1 year World History 1 year U.S. History or one-half year U.S. History and one-half year of Government
English – B*	4 years – 40 credits	4 years
	English 9 English 10 English 11/ AP Language & Composition English 12/ AP Literature & Composition	English 1 English 2 English 3 English 4
Mathematics – C*	3 years – 30 credits	3 years (4 recommended)
	Integrated Math 1 Integrated Math 2 Integrated Math 3 Integrated Math 4/ Calculus/ AP Calculus AP Statistics	Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra, and two and three-dimensional geometry
Science – D*	3 years - 30 credits	2 years (3 recommended)
	Environmental Science Integrated Science 1 Integrated Science 2 Integrated Science 3 Physics AP Environmental Science & other science electives	1 Life 1 Physical
Language other than English - E*	2 years – 20 credits	2 years (3 recommended)
	Spanish 1 Spanish 2 Spanish 3 AP Spanish Language	2 years of the same language other than English
Visual & Performing Arts – F*	2 years– 20 credits	1 year
	Film & Media Studies 1 Film & Media Studies 2 Art and Social Change Broadcast Journalism	

College Prep Elective – G*	2 years – 20 credits	1 year (must fall within A-F)
	Elective courses taken in grades 10, 11, and/or 12	
Physical Education and Health	2 years – 20 credits	0 years
	Physical Education 1 Physical Education 2	
Advisory	4 years – 10 credits	Not Required by UC or CSU.
Total Credits	230 credits	

*** Classes offered may change from year to year depending on student interest, teacher availability, and Master Scheduling. Core courses are marked with an asterisk (*); everything else is not core.*

Course Descriptions

Courses offered by We the People High School are described in the School's charter petition, which is posted on the School's website and available for review in the Office.

Academic Grades

We the People High School graduation requirements are aligned with the A-G undergraduate admissions requirements. In order to satisfy the A-G requirements, students must pass their A-G classes with a letter grade of a "C" or better. Students who do not earn a passing grade are required to retake the course to earn credit.

Incomplete Grades

Incomplete grades may be assigned by the teacher to allow the student more time to complete the required coursework only if the student was out of school due to an excused absence (see Attendance Policy), or due to other special circumstances that are approved by the Director/Principal or designee. Students who are assigned an Incomplete ("I") will be granted a specified deadline, depending on the circumstances, to make up the assigned work. At the completion of the specified deadline, the teacher will submit a grade change form to officially change the grade from an Incomplete to a letter grade. If at the end of the specified deadline, the student does not complete the make-up work, the Incomplete will be officially changed to a failing grade.

POLICY ON GRADUATION REQUIREMENTS

The Board of Directors ("Board") of We the People High School desires to prepare all students to obtain a high school diploma (Diploma of Graduation) to enable them to take advantage of opportunities for postsecondary education and/or employment. The Board hereby adopts the following graduation policy for We the People High School ("WTP").

Course Requirements

To obtain a high school diploma from WTP, students are generally required to meet the course and grade units established in the WTP Charter Petition. At a minimum, WTP students will

complete 230 credits in order to graduate.

Generally, to obtain a diploma, students will be required to satisfy A-G requirements, as set forth in the Charter Petition. A-G requirements set forth the minimum standards for admission to California State University and University of California colleges. Because the prescribed course of study may not accommodate the needs of some students, WTP shall provide alternative means for the completion of prescribed courses in accordance with State and federal law and this Policy.

Certificates of Completion

It is the desire of the Board that all students enrolled in programs operated by WTP follow a rigorous course of study culminating in a Diploma of Graduation. However, a student may be awarded a Certificate of Completion instead of a high school diploma if the student meets the following requirement

1. Satisfactorily meets any of the criteria for Certificates of Completion for Students with Disabilities, as set forth in this Policy.

The WTP Executive Director/Principal or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students. A Certificate of Completion is not equivalent to a Diploma of Graduation.

Alternatives to Diplomas

The Board desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, WTP encourages completion of an alternative program outside of WTP that allows him/her to obtain an equivalent certificate. Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, such as via the GED (General Educational Development) test. This certificate is different from a Certificate of Completion.

Students may also be referred to Adult School to obtain their diploma based on the adult school's graduation requirements.

For students who wish to remain enrolled in WTP beyond their fourth year to earn a diploma, the Executive Director/Principal or designee will determine whether the student is making satisfactory progress toward earning a diploma, consistent with State law.

For students qualified for special education under the IDEA, nothing in the Policy should be construed to limit an IEP team's decision-making authority permitting a student to remain enrolled at WTP and receive services in accordance with the IEP until age 22.

The Executive Director/Principal or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

Transfer Students

To determine whether students transferring into WTP have met course requirements, the Executive Director/Principal or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

WTP shall accept for credit full or partial coursework satisfactorily completed by students while

attending a public school, a juvenile court school, a private school, or nonpublic nonsectarian school or agency.

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

The Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to WTP's regular courses may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations and/or modifications necessary for measuring the academic achievement and functional performance of the student on State and WTP assessments.

Certificate of Completion for Students with Disabilities

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one or more of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Board.
2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services.
4. Satisfactorily met any of the above criteria and reached maximum age of attendance in accordance with his/her IEP.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate, consistent with the rules set forth in this Policy and the Parent/Student Handbook.

Students on a Certificate track will only be able to obtain one Certificate of Completion. However, students qualified for special education under the IDEA may remain enrolled at WTP and receive services in accordance with their IEPs until age twenty two. So, once a student with special needs obtains a Certificate of Completion, he/she can return to WTP to receive services, but he/she will not continue to receive additional Certificates.

Whether a student receives a Certificate or a Diploma is CONFIDENTIAL. We do not inform other students about whether their peers are receiving a Certificate or a Diploma.

Nothing in this Policy should be construed to limit an IEP team's decision-making authority to modify course work and provide accommodations so that a student can access his or her

educational program and receive a regular high school diploma, in accordance with State and Federal law.

PROGRESS REPORTS AND REPORT CARDS

Official progress reports and/or report cards are generated four times a year. Teachers and counselors may send out interim progress reports as are needed to let you know how your child is doing in school.

Each year, the school calendar will indicate when you can expect to receive the following reports:

- 1st Progress Report
- **1st Semester Report Card**
- 2nd Progress Report
- **2nd Semester Report Card** – Final Report Card will be mailed home

HOMEWORK POLICY

All homework assigned at We the People is meant to assist students to develop specific skills and habits in each of their classes. As a project-based school, We the People may assign homework that involves gathering information, analyzing information, writing, reading, and problem-solving. Parent supervision and encouragement are important in making sure your child completes his/her homework every day. Starting good work habits now will empower your child to excel academically through to college and beyond.

Ways to Assist and Monitor Homework:

- Establish a regular quiet place and time for homework to help your child develop good study habits.
- Ask your child to tell you about the work as he/she shows you his/her school papers. Ask your child to point out his/her favorite kinds of schoolwork.
- Communicate with the teacher if your child is having difficulty understanding the assignments. Encourage your child to communicate with the teacher.
- Encourage your child to work independently on assignments and provide assistance as needed, allowing your child every opportunity to do his/her own work.
- Going over schoolwork with your child demonstrates that you think school is important and that you value your child's efforts at school.

Parents are more than welcome to check books out at school that their student is reading and read along with them. Please contact your child's English teacher to make arrangements.

Missing Homework:

Missing homework assignments are noted in the teacher's grade book. Each teacher has his/her own policy for whether they will accept late homework and if so, how much late homework will count for students' grades. If the homework is missing due to an excused absence, see the Attendance Policy for more information. This information may be subject to change, and we will notify you if any changes are made.

GRADING GUIDELINES

The School has established grading guidelines so that students understand what the expectations are in each class, and how they will be assessed and graded on their work. Teachers have discretion as to how much to weight each category in their grade book since each academic area has different requirements. Below are the categories and ranges for grades:

Category 1: Class Work/ Notebook or Lab book / Class Participation (40 - 50%)

This is the work that students do in class to learn and practice skills with guidance and independently. These are your daily work routines in class and your formative assessments.

This category can include:

- Notebooks: quick writes, daily warm-ups and writing, sample problems
- Cooperative group work
- Joint work on problems, text annotation
- Discussions with the whole class
- Oral reports and project presentations (can be used as classwork or assessment)
- Quizzes (can be used as classwork or assessment)

Teachers may choose to create a sub category for notebooks within this Category.

Category 2: Homework (10%)

Homework primarily consists of practicing skills and content students have learned already and/or getting ready for the next class by previewing, reading or researching. This category can include:

- Reading, writing, note-taking, problem-solving
- Gathering sources, researching, performing tasks practiced in class

Category 3: Culminating Assessments, Presentations, Exams (40-50%)

All of the work that students do culminates in an assessment and/ or performance of skills and content knowledge together. These culminating assessments should have accompanying rubrics and/ or guidelines so that expectations are clear to students. This category can include:

- Papers, Explanations, Arguments
- Unit Projects or Assessments
- Chapter and Unit Tests
- Presentations
- Formal discussions or debates
- Quizzes (can be used as assessments or classwork)

ASSESSMENTS

Classroom Teachers' Assessments

Teachers will evaluate their students in all content and skill areas on progress reports and report cards issued four (4) times a year. These reports will be based on informal and formal assessments, observations, class activities, writing assignments, homework quality and completion, and class participation outlined above. This information may be subject to change, and we will notify you if any changes are made.

NWEA-MAP Testing

We the People High School administers the Northwest Education Association Measures of Academic Progress test every year, grades 9 through 11. This test is meant to measure student

growth and thus is given 3 times per year in math, reading and writing. Students and teachers use this test data to analyze what the student needs to work on next, and how to set goals to ensure they are on track for college readiness and graduation.

Standardized Testing

We the People High School administers all standardized testing required by the State of California for public schools. The results of these tests help guide individual and school-wide instruction. It is important that your child does his/her best on these tests because your child's test scores will remain on his/her school records until he/she graduates from high school.

ELPAC

Each year, students who are new to the US, whose primary language is other than English, or whose parents speak a language other than English at home are given the English Language Proficiency Assessments for California (ELPAC) to determine the level of their English proficiency and their status as English Learners. This initial identification test is required by the State and enables WTP to provide appropriate English language instruction to students at all levels. The ELPAC test is given annually to all English Learners until they demonstrate the required level of proficiency in English. Your child's level of English proficiency (English Language Development or ELD Level) will be shared with you, if applicable.

CAASPP

11th grade students are given assessments each year under California's student assessment system known as the California Assessment of Student Performance and Progress (CAASPP). This assessment measures their mastery of California's Common Core State Standards (CCSS). These tests are given every spring over a two- to six-week period around April/May. Spanish-speaking students who have been in the United States less than 12 months also take the Standards-based Test in Spanish (STS). A 12th grade science test may also be available once our founding students reach 12th grade. A parent meeting will be scheduled to explain individual and school test scores and to give parents information regarding how We the People's test scores compare to neighboring schools, to LBUSD, and to the State. Notwithstanding any other provision of law, a parent's or guardian's written request to We the People High School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

Parent Conferences

We the People will hold parent conferences that take place two times during the school year. Parents must have their child present with them at the conferences. We the People believes it is important for your child to be present so that he/she can understand and discuss how he/she is doing academically and socially. This information may be subject to change, and we will notify you if any changes are made.

HONOR CODE & PLAGIARISM/CHEATING POLICY

All students are expected to support to and adhere to the Honor Code. The Honor Code exemplifies the commitment of all members of the WTP community to the following values:

Respect	<ul style="list-style-type: none">• Respect the beliefs, ideas, lifestyles, and opinions of others• Respect the property of the school and of others• Respond appropriately to adults in the community
Responsibility	<ul style="list-style-type: none">• Acknowledge personal misconduct and make amends• Learn from mistakes
Honesty and Trust	<ul style="list-style-type: none">• Practice and promote intellectual honesty• Communicate honestly and openly with others
Community	<ul style="list-style-type: none">• Learn from others• Promote the Honor Code at school, at home, and in the community
Caring	<ul style="list-style-type: none">• Help others in need• Always consider your personal safety and the safety of others

Plagiarism is the act of taking the work(s) of another person and using them as one's own. This includes copying work(s) from other sources without proper citation. If more than one student is involved, both the student who does the copying and the student who allows the copying are equally guilty. Doing any of the above will be considered cheating/plagiarism.

Cheating in any form is unacceptable behavior. Neither pressure for grades, inadequate time to complete an assignment, tests not adequately proctored, nor unrealistic parental expectations justify cheating. **The teacher's professional judgment determines whether cheating has occurred.**

We need the support of the entire school community — students, teachers, administrators, counselors, deans and especially parents — to ensure an honest academic environment at the school.

SHARED RESPONSIBILITY FOR ACADEMIC HONESTY

Teachers, parents and students must understand, accept, and share responsibilities if this policy is to be effective.

STUDENT RESPONSIBILITIES

The student will

- set aside sufficient time to study
- participate actively in class and attend regularly
- protect work--do not lend or borrow homework
- observe test time limits
- not look at another test or allow his or her test to be seen
- not talk during a test or about the test until all classes have had a chance to take it
- not represent as his own the work of a parent, brother, sister, or anyone else
- not change a test item in any way when the test is returned for review
- not allow one member of a team to do the whole task assigned to the team
- learn how to attribute work properly by citation, footnote, and bibliography

PARENTAL RESPONSIBILITIES

The parent will

- X refrain from placing undue pressure for high grades
- X encourage students to take advantage of tutoring hours offered at school
- X support the student's efforts, but not edit, type, or in any other way do the work
- X encourage wise use of time

TEACHER RESPONSIBILITIES

The teacher will

- make the classroom policy known to all students by including this policy in their class syllabus
- be specific as to whether work is to be cooperative or individual
- prepare students for tests and test on test days
- inform students if unannounced tests will be used in the course
- carefully proctor tests
- secure grade book and mark documents so that grades are private and safe

CONSEQUENCES

Each teacher will have his/her own policy on cheating and plagiarism for their class and this policy will be explained in the class syllabus. Students receive a syllabus for every class at the beginning of the school year and will be expected to adhere to the policies and procedures regarding cheating and plagiarism as outlined by that teacher.

Should the instance of cheating and/or plagiarizing be brought to the attention of Administration due to repeated offenses or because of the severity of the incident, the following consequences may result:

- A referral will be placed in the student's permanent file.
- The student will receive an "F" on the assignment or test.
- The semester mark will be lowered by one full letter grade.
- A conference will be scheduled with an administrator, parent, teacher, and student.
- Any college admissions offices will be notified of the incident.

STUDENT ACADEMIC AND BEHAVIORAL SUPPORT & INTERVENTION

Student Success Team

We the People establishes Student Success Team (SST) that meets with the parents of students with academic or behavioral concerns that are not resolved by initial interventions in the classroom. This team, which may be composed of the student's classroom teacher, an administrator, and/or the parent, explores the concerns as well as develops and implements an action plan that targets the specific needs of the student. A follow-up meeting may be scheduled to assess whether the interventions proposed by the team have been successful.

Flex Time and After School Intervention

All students in grades 9 and 10 have a "flex time" period in their schedule. This is their time to receive 1-on-1 support from teachers to further their understanding, or to make up work. Students may be recommended by their classroom teachers or school administrators to participate in We the People's after school or beyond class-time interventions. Students who are recommended for these extended time programs may be in jeopardy of not passing his/her grade level and might not be able to move on to the next grade level. Teachers schedule these times to meet the needs of students, and so that students do not miss valuable class time to get extra help.

Individualized Education Programs (IEPs)

In the case where We the People determines that academic or behavioral issues suggest professional evaluation, the parent will be asked to sign an assessment plan that could include health screening, achievement testing, a psycho-educational evaluation, a speech and language assessment, or testing by an occupational therapist or vision therapist. Parents also have the right to request in writing that We the People evaluate a student because of concerns regarding academic or behavior progress. Parents may ask their child's school office to assist them in writing their request, if needed. Students with identified disabilities may be determined to be eligible for special education services according to a written Individualized Education Program (IEP) signed by the parents. By law, students are entitled to receive these appropriate services in the least restrictive environment. If you have any questions or suspect your child may have a disability, please contact Anita Ravi, Principal, at 562-533-4862 for further information. A copy of We the People's special education plan and parent/ student rights can be found in the charter petition posted on the school's website.

Section 504 Plans

Students with temporary or permanent physical and/or mental disabilities that affect their life functioning (such as walking, seeing, hearing, breathing, learning) are eligible for special accommodations under Section 504 that protect them from discrimination and safeguard their rights to equal access of educational programs. If you have any questions or suspect your child may have a disability, please contact Anita Ravi, Principal, at 562-533-4862 for further information. A copy of We the People's special education plan and parent/ student rights can be found in the charter petition posted on the school's website.

DISCIPLINE POLICY

We the People uses restorative practices and a progressive discipline process to create a culture and community that supports adolescent development and a productive academic environment. Respectful practices on the part of students, staff, and volunteers ensures a safe, supportive, and positive environment in which our school community can flourish. Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative justice practices view

conflict as an opportunity to foster meaningful learning about self and others. Students learn to make amends for wrongdoing and learn how to productively manage conflict. At We the People we are thoughtful and careful as we develop school and classroom rules and expectations, and we are fair-minded in our enforcement of those rules and expectations. As a staff, we hold ourselves accountable for examining our discipline policies and practices regularly to ensure that students are treated fairly, respectfully, and that we as a staff focus on the development of each individual student to their highest potential as a member of the school community.

In addition, we see school and classroom discipline as an important opportunity to encourage intellectual autonomy, attentiveness, courage, and humility in our students as they learn to think for themselves, be attentive to the situations they are navigating, stand up for what they believe to be right, as well as admit when they are in the wrong. We believe that if all parents, teachers, and administrators apply community standards and rules in a consistent manner, then we will have a safer and more productive learning environment for students to achieve excellence and personal growth.

It is important to note that all school stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

Student Responsibilities:

- Take responsibility for their behavior and hold themselves to high standards
- Work to achieve at high levels
- Come to school every day, on time, ready to learn
- Follow school and classroom expectations and rules
- Participate as members of the learning community
- Treat teachers, administrators, staff, other students and themselves with respect
- Help teachers and other students understand their culture and learn about and be respectful of the cultures of others
- Comply with reasonable requests from school staff
- Model positive behavior
- Participate in problem solving for individual and school concerns

Family Responsibilities:

- Take responsibility for the behavior of their student as determined by law, community practice and school expectations
- Participate in and support school activities
- Teach students to be respectful of others and reinforce school expectations
- Model positive, respectful and appropriate school behavior
- Teach students that behavior has consequences
- Encourage and praise their student's achievements
- Discuss feedback on progress with their student
- Communicate with school staff to ensure that staff know and understand their student better and are better able to teach them effectively
- Share information and insights with school staff to help them teach their child

School Responsibilities:

- Develop a school wide behavior plan and share with staff, students and families

- Ensure that new teachers, administrators and other staff know and understand the school wide plan and regularly review the school plan with all staff
- Provide a process for addressing student concerns
- Implement a defined system for teaching the expectations at the beginning of the school year and periodically throughout the year
- Teach social skills to increase students' repertoire of appropriate responses
- Ensure that the school is welcoming to families of all cultures and backgrounds
- Communicate school expectations to families
- Inform families of both their student's positive behavior and of behavior-related concerns
- Communicate with families whose students have been victimized at school
- Ensure that teams of teachers and support staff provide interdisciplinary problem solving and to address identified needs
- Review outcomes and modify plan, with particular attention to whether the school is reducing the number of out of school suspensions

Unacceptable Behaviors

Certain behaviors are inappropriate and require the teacher or other staff member to redirect the student or to administer consequences to help the student, to effectively discipline the student, and to maintain a safe environment.

Examples of inappropriate behavior include but are not limited to:

- Interrupting instruction with inappropriate comments or inappropriate behaviors
- Harming another student in any way
- Pushing
- Using profane language and/or gestures
- Throwing food and/or trash on the ground
- Defacing or damaging any school property
- Hitting
- Tripping
- Kicking
- Spitting
- Play fighting
- Throwing objects
- Selling any kind of items on the school grounds, or bringing such items to school
- Play wrestling
- Lying
- Stealing
- Cheating
- Misusing books, materials, or equipment
- Using a cell phone on the school campus or during a school-related activity (unless prior permission from a school staff member has been given)
- Gang involvement: No gang activity or gang association(s) will be permitted at school or at school-sponsored activities. Gang symbols on notebooks, backpacks, etc., are not permitted.

- Tagging of any kind is prohibited.
- Students are not allowed to bring the following items to school: liquid paper or other liquid white-out product, permanent ink pens (having them on campus may cause a student to be held responsible for graffiti), valuable items, large amounts of cash, or any other object that might distract or disrupt school routine and/or instruction.

Consequences for engaging in unacceptable behaviors may include redirection, class or recess/break time out, loss of recess or loss of lunch with peers, break separate from other students, detention during and/or after school, confiscation of item(s) not allowed on campus or on school-sponsored activities. A graduated approach to discipline is described below. By signing the Parent/Guardian Agreement at the end of the Parent/Student Handbook, parents/guardians acknowledge that detentions may be held after school.

Office Referrals

All staff members have the discretion to refer a student to the office for administrative intervention in the event that the behavior is disrupting the learning of other students in ways that cannot be accommodated inside of the classroom. Depending upon the specific circumstances surrounding the student's behavior, a student may remain at the office for a short "time out" period or may need to stay longer. The parent may be required to sign a note sent by a school administrator that describes the inappropriate or hurtful student behavior. The parent may also be asked to attend a meeting with school administration to discuss how to work together to help the student. In more serious cases, the parent or guardian may be notified to immediately pick up the student from the office.

When a student is behaving inappropriately, a graduated approach to remediation may include one or more of the following interventions:

Intervention	Rationale
1. A verbal reminder or redirection to the student	When students are not meeting school-wide expectations either for the classroom or outside the classroom, their behavior is affecting the school in a negative way, and this behavior needs to be addressed. Often the student may simply need a reminder or redirection to change their behavior.
2. A reflective conversation with the student about the behavior	At this stage, a student may need a more intentional/extended conversation about their behavior to reflect on what they are doing, why what they are doing is not meeting expectations for treating individuals and property with respect, and some possible strategies for changing their behavior, and engaging in conversation with the wronged person or persons.

<p>3. Contact with parent/guardian(s) to discuss the behavior</p>	<p>In an effort to ensure that the parent is informed and involved in their child's education, as a staff we want to keep parents informed of behavior challenges at the school. It should be noted here that behavior challenges are by no means the only communication between the school staff and the parent. Parents are contacted frequently about their child's academic performance, successes in the classroom, and general school-wide announcements.</p>
<p>4. A student reflection form is completed an action plan is developed by the student, and the parent is notified. Staff works to ensure the wronged party feels safe and finds closure.</p>	<p>Writing can be an important part of the reflection process. It is important for students to take time to pause and personally reflect on their own behavior and how it is affecting others at the school. In addition, students are held accountable for their actions by developing an action plan and being held accountable for that plan.</p>
<p>5. A conference with any of the following combinations of people will be held: student, parent, teacher/s, administrator, advisor</p>	<p>The idea behind this step is that there is a growing response from the school community that comes in to support the student with his behavior challenges. There are numerous people in a child's life who offer support and encouragement. This of course includes the child's parents/guardians and other family members, but it can also include the child's teachers, advisor, administrator, and other school staff.</p> <p>Issues are not always resolved at the time they occur. This process is iterative, it involves making time to support student growth.</p>
<p>6. Student Support Teams are created at the school site that includes a team to help support the student and discuss ways to motivate or encourage the student to make more positive choices. At times, some interventions may also involve a consequence.</p>	<p>This calls for a more structured and strategic plan to support the student. Behavioral contracts are equitable, flexible and will vary based on the students' staff members' and parent/guardian decisions. Additional supports may be recommended for the student as part of this process. Staff members included in this process can be teachers, counselor, Principal, community partners. Staff may explore the following questions with the student: What is the origin of the behavior? What happened before this? How can we best support the student to be a powerful part of the community? The goal is communication among staff, with parents/ guardians, and with the student.</p>

7. Referral to the Administration if there's no change in the student's behavior. A student will be immediately referred to the Administration for serious infractions.	The school administrative team at this point will determine the best strategy for supporting the student so that both students and teachers can focus on learning. When a teacher refers a student to the principal the teacher will designate whether they should reflect and return to class or complete the learning in the office.
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The Administration may:

- (a) hold an individual conference with the student about the incident;
- (b) hold a conference with the parents;
- (c) assign the student to a remediation plan;
- (d) initiate suspension or expulsion procedures

In each stage of this disciplinary process, teachers and administrators will utilize restorative practices, providing the student with opportunities to explain his/her version of the incident. The student will be encouraged to reflect on and discuss the thought process that led to the incident from their perspective and from the perspective of the other(s) involved.

We believe in a transparent approach to discipline. Suspensions and expulsions are aligned to California Education Code. Please see Appendix A for We the People High School's policies and procedures for Suspension and Expulsion.

If a student's behavior does not improve, parents may be asked to participate in the Student Success Team (SST) process. The Student Success Team, including a school administrator and/or teacher, works with the parent(s) to develop appropriate accommodations, modifications, and/or intervention strategies.

CELL PHONES & ELECTRONIC SIGNALING DEVICES

We the People discourages the use of outside electronics on campus in order for students to stay focused on their academics and making connections with other WTP students. The use of cell phones and other electronic devices is not permitted during class. If a student has electronic equipment, it must be turned off during classes. Headphones should only be used when the teacher gives permission during class. Students may use electronic equipment before school, after school or during lunch. During the passing period, students can check their phones and make important quick, respectful phone calls. Music cannot be played on speakers in the hallways or outside at any time. **Members of We the People staff and faculty reserve the right to confiscate any electronic device on campus that is being used during classes or during inappropriate usage.**

Cell phones may not be used during class for phone calls, texts, or accessing the internet. Cell phones should be kept silent and away from sight. There is no cell phone charging in the classroom, as it is a distraction to keep an eye on your phone. There may be times when an exception is made by a teacher for research or outreach. If a student is on his/her phone, the teacher will confiscate the phone until the end of class, if it is the first time. If there is a pattern of cell phone use in class, the student will be referred to the Principal and may be asked to check the phone in at the office in the morning.

Cell phones/electronic games cannot be used in the classroom unless the student has explicit permission from a teacher or staff member for a specified amount of time. If a teacher or staff member observes a misuse of a cell phone/electronic, the following steps will address the infraction:

- a) Warning: student will have cell phone held in office until the end of the school day
- b) Second infraction: email or call home about the policy and the phone will be held until a parent can pick up the cell phone
- c) Email or call home, which may result in any of the following: 1. loss of privilege, 2. behavior contract, 3. parent conference, and/or 4. restorative action.

FAMILY SUPPORT & PARENT ENGAGEMENT

We the People High School's Expectations of Parents

WTP believes in the power of a team approach to fostering active learning and high student achievement – an approach that not only encourages but requires the commitment of students, staff, and parents/guardians. Just as our school seeks out teachers who will engage students and demand of them their best efforts in attaining school-wide academic and behavioral goals, we also recognize the importance of parent support and participation. Our students need your guidance.

WTP does not require parents to volunteer, but we do ask for your support on the following:

- Support the school's rules both at school and at home
- Attend all mandatory parent meetings and parent conferences
- Ask questions and express concerns to the school's administration when necessary
- Read all materials sent home by the school so you are well-informed
- Make sure your child gets sufficient sleep and eats healthy meals

- Make sure your child arrives to school on time every day, even when engaging in distance learning

Opportunities for Parent Involvement and Communication

Parents are invited to attend multiple workshops and meetings throughout the year that focus on relevant issues for WTP Students and families. Each year, WTP hosts the following events open to all families: Coffee with the Principal and Town Hall events, Back to School events where parents can learn about the teachers' expectations for the school year, parent conferences each school year where parents can meet with their child's teachers and better understand how their child is doing academically, special assemblies and student performances. Once or twice per year, families are also invited to attend student Exhibitions of Learning at the end the semester.

Parent Organizing Council

We the People High School can only be a school "of the people" if parents, families, and the community at large are fully engaged in forwarding the mission and vision of the Charter School. We the People is committed to engaging in a collaborative decision-making process with staff, families, students and community members when appropriate, and ensuring that all stakeholder groups have a voice in matters critical to the Charter School's success. WTP shall have a Parent Organizing Council, to be comprised to reflect the composition of school districts' School Site Councils (Education Code Section 52852) and shall include the Executive Director, teachers, other personnel, parents, and students. The POC is our school-site governing council

The POC will review and approve the Charter School's Single Plan for Student Achievement, monitor its implementation throughout the year, and recommend it to the Board for approval. The POC may also recommend modifications to the strategic plan to reflect changing needs and/or priorities. The POC may provide input on: LCAP, curricula, the school budget, parent involvement, student involvement, school events, and the school calendar. Members of the Charter School community will be invited to attend POC meetings in a non-voting capacity. The POC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the Charter School, parents and management.

The POC will help ensure that parents and students are involved in the governance decisions at the Charter School. The POC shall be constituted to ensure parity between:

- (a) the Executive Director, classroom teachers, and other Charter School personnel; and
- (b) an equal number of parents or community members selected by parents and students.

All members must be chosen by their peers. Parent-elected, teacher-elected, other personnel-elected, and student-elected representatives will serve for one-year renewable terms selected each September, via procedures and policies set by the Executive Director. To broaden the support for the POC membership selection process, and to avoid controversy over the selection of POC members, board policy, or POC bylaws may specify:

- The means of selecting members and officers;
- Terms of office for members and officers;
- The notice of elections for each peer group;
- The responsibilities of the POC and time commitment involved;
- A policy of nondiscrimination.

In order to conduct business effectively, the POC may include officers with stated responsibilities and authority, including:

- A chairperson to organize, convene, and lead meetings of the POC;
- A vice chairperson to serve in the absence of the chairperson;
- A secretary to record actions taken at POC meetings and keep POC records;
- A parliamentarian to resolve questions of procedure, often with the help of Robert's Rules of Order or similar guide;
- Other officers as necessary to perform state duties in support of the work of the POC.

Teacher Conferencing

Parents have the right to request a conference with their child's teacher(s) or school administrators. Parents should contact the school to schedule a date and time convenient to all participants.

We the People will also hold meetings to discuss the schools' Title I programs and services as well as the services being provided to English Language Learners. We the People feels that communication with parents and parent empowerment are keys to our success as a school, so all parents are encouraged to attend these meetings and share their feedback.

ELAC (English Learner Advisory Committee)

Once our English Learner population reaches 50 students, We the People shall have an English Learner Advisory Committee – ELAC – that shall advise the Parent Organizing Council and We the People's Board on programs for English Language Learners as well as help track the school's progress in meeting English Learner student needs.

STUDENT HEALTH

Hygiene

It is very important that your children maintain proper daily hygiene. This means that children should brush their teeth every day and bathe on a regular basis. With older students, body odor may become an issue since children are very active and we live in a warm environment. Please do not hesitate to provide antiperspirant/deodorant when appropriate. All 9th grade students take a health and physical fitness class and learn to keep track of their own health and hygiene as part of that course.

Sleep

It is very important for your children to get the appropriate amount of sleep. They are growing and need to be well rested before they come to school. When a child is going through a growth spurt, he/she may require more sleep than normal. Children generally require anywhere from 8 to 12 hours of sleep nightly. While we know that teen's body clocks vary, we ask that you establish a bedtime routine that enables your teen to get the right amount of sleep. Your teen's sleeping habits have a direct impact on his/her ability to focus and stay engaged in his/her classes.

Illness

Please only keep your child at home if he/she is running a fever, or (during the current pandemic) showing any symptoms associated with COVID-19. All students attending school in person will be screened before entering school using the latest guidelines from the Centers for Disease Control and L.A. County Public Health Department.

If your child remains at home due to an illness, please call the office on the day that they will miss school, and send a note with your child when they return to school. After your child misses 2 to 3 days of school, you must bring your child to see a doctor to make sure your child's illness is not serious or contagious. After your child misses three or more days of school, he/she must bring a doctor's note when he/she returns to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. In these cases, please make sure your child takes home materials necessary to keep up with homework.

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the healthcare provider to attend school, including any recommendations regarding physical activity.

An excuse from physical education may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 3 days; thereafter, a written request is needed from the student's health care provider. A current emergency information card must be on file at the school so that parents/guardians can be notified promptly in case of an accident or illness involving their child.

Immunizations

New students will not be enrolled unless a written immunization record provided by a physician or the health department is presented at the time of enrollment and immunizations are up to date. The immunization status of all students will be reviewed periodically. Those students who do not meet the state guidelines must be excluded from school until all 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. Please check with a doctor to make sure that your children are up to date with all their vaccinations. Information about immunizations required for school entry in California can be found online at <http://shotsforschool.org/>.

All students are required to have the DTap vaccination before they can enter school.

Tuberculosis Clearance

Parents and adult community members who regularly volunteer in the classroom, in food service, or have contact with children on the campus must provide evidence of a recent TB clearance (within 60 days of submitting the result), which will remain in the school's files for up to four years, upon which a new TB clearance test will be required in order to continue volunteering at the school. See the Volunteer and Visitor/Guest Policy for additional information about this.

Chronic Conditions

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher of any acute or chronic condition. Also, please include this information on your child's emergency card.

Health and Medical Accommodations

The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the education

program. The school administrator or designee will arrange to meet with the parent and necessary school staff to develop a Section 504 accommodation plan for the student's medical condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the school.

Communicable Diseases

Communicable disease inspections may be conducted periodically. If, during the course of the school year, your child develops any contagious disease or condition, notify the school office immediately so that precautions may be taken and appropriate notifications sent home. A student suspected of having a communicable disease may be excluded from school until guidelines for readmission are met.

Lice

Outbreaks of lice are common. The school follows the suggested preventative routines outlined by the Los Angeles County Health Department. These routines include periodic head checks. If you discover that anyone in your family has lice, please notify the school immediately. WTP staff will check students at school. A child with lice eggs and/or lice in his/her hair will be sent home to prevent the spread to other children. An affected child may only return to class when he/she has been effectively treated and the office inspects the child or the family presents a doctor's clearance. Lice can spread from one person to another — school to school — regardless of good personal hygiene. Please consult a doctor for the best way to minimize the spread.

Medications at School

All prescription and over-the-counter medication must be submitted to the office. They must be clearly marked with the child's first and last name. No more than a one-week supply of medication may be brought to the school at any time except under special circumstances approved by a school administrator. The school is not liable for any medication not picked up after school or after the one-week supply has been exhausted. In addition to a home supply, parents/guardians may request a second labeled bottle from their pharmacy for school use. Students may not carry around their own medication(s) unless it is a prescription inhaled asthma medication or auto-injectable epinephrine and authorized in writing by their parent/guardian and specially arranged by a doctor's note. Students who require prescription medication(s) must have a current doctor's note on file in the school office and a signed, completed "Request for Medication to be Taken During School Hours" form (available in the office). Students who require regular or occasional over-the-counter medication (e.g., Tylenol) must also have a signed, completed "Request for Medication to be Taken During School Hours" form on file in the Office. Students found carrying any medication (unless consistent with the above requirements) will have the medication confiscated and a parent/guardian will have to retrieve the medication from the school office. Students are never permitted to share medication (even over-the-counter) and the office/school staff are not allowed to administer any medication (including over-the-counter) without express written parent/guardian consent. Except in an emergency, it is preferable to arrange a schedule so that a parent or legal guardian can administer a student's medication.

Treatment of School-Related Injuries

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs and band-aids as needed. Parents will be notified about minor injuries at the discretion of the administration unless the student has written documentation to the contrary lodged with the School. When confronted with more serious injuries/illnesses, school staff will contact parent, and, if required, transport the student to the nearest hospital emergency room. It is important that parents/guardians regularly update their child's emergency cards with their child's medical

insurance information, doctor's name and phone number, and any medications the child is taking and/or to which the child is allergic.

HOME/SCHOOL COMMUNICATION

It is very important that the communication between your home and the school is a continuous process. To stay informed of all meetings, events, activities, schedules and revised policies, please read all fliers and newsletters sent home with your student, emailed, or through the mail. Please make sure your home, work, and cell phone numbers are current so that the office can contact you during the day. Sometimes WTP will use a special phone messaging system to send a phone message to multiple families at the same time. You can also expect to receive regular newsletters via email, text, and/or mail, along with frequent calls home to keep you informed of your student's progress.

GENERAL SCHOOL POLICIES

Field Trips

Field trips provide an opportunity for first-hand experiences that complement classroom learning. They are a core part of our academic program. In order to participate on a field trip, all students must have a completed permission slip with a parent signature. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the school Director/Principal before the trip, be 21 years of age or older, and may not bring other children or other people on the trip. If the chaperones will be helping to serve food during the trip, they must have a recent (taken within 60 days of when it was submitted) clear TB test on file in the school office, which may need to be updated annually. A student may be excluded from a field trip because of disrespectful or unsafe behavior or as a consequence of failing to follow school rules or failing to meet certain school standards.

Textbooks/School Materials

Students will be issued books and materials necessary for classroom instruction. These books and materials become the responsibility of the student. Willfully damaged or lost books and/or materials must be replaced or paid for by the parents.

Technology

Computers and other technology are in the school for educational purposes. Computer hardware and software are for the benefit of all students. In order to use school computers and/or the Internet, both students and parents must sign and return the Student Use of Technology and Internet Safety Policy. Internet access is a privilege. All students having access to the school's technology and Internet must obey school rules for technology and Internet use. Any behavior that is not acceptable may result in the loss of this privilege and/or disciplinary action.

Students are responsible for handling the school computers and other school technology and equipment very carefully. Parents will be responsible for paying for any computers, technology, and/or equipment that are willfully damaged or lost by their child. These fees may include service fees to repair the equipment. Other consequences may include no longer allowing the student access to the school's technology.

We the People's technology rules include but are not limited to the following:

- Handle the computers and equipment with care and as directed by the teacher and/or school staff members.
- Be respectful of the rights, the ideas, the information, and the privacy of others.
- Neither send nor receive information that is not related to schoolwork, or that can be hurtful or harmful to others.
- Report to teachers/ school staff any sites or persons that demonstrate inappropriate use of on-line service.

Personal Items

We the People is not responsible for loss of a student's personal items such as cell phones, iPods, iPads, glasses, watches, jewelry, clothing, backpacks, etc. If a student brings personal items to school, they are responsible for potential loss of items.

Transferring/Withdrawing from School

Any student transferring out of or withdrawing from We the People for any reason must complete the "Notification of Withdrawal Form," which can be obtained from the Office. Additionally, should a parent or guardian inform the school's Executive Director/Principal or other school personnel over the phone or in writing that their child will no longer be attending the school, We the People administration will complete the "Notification of Withdrawal Form" on behalf of the family. Once a Notification of Withdrawal Form has been completed by a parent/guardian or by school personnel based on a parent's/guardian's verbal or written notification, the student will be disenrolled from the school and the student's seat will be filled by the next student on the wait list. Should that family change their mind and wish for their child to return to We the People, they must fill out a new application and will be placed at the end of the wait list. Also, see Attendance Policy.

Distribution of Publications

Publications, advertisements, or other written materials may not be distributed on campus without prior administrative approval and must adhere to the Student Freedom of Speech/Expression: Publication Code Policy, included in this Handbook.

Closed Campus

We the People is a closed campus. Students are not permitted to leave school grounds during their scheduled school hours (which include lunch and breaks) unless they are on a school-related off-campus activity. Students are permitted to leave school grounds at the conclusion of their last scheduled class unless they are required to serve after school detention, attend the school's after school intervention program, or participate in any other after school program on campus.

Off-Limit Areas

Students are not to visit off limit areas during school hours. Areas that are off limits at all times during the school day are:

- Areas within the school building that are not for designated We the People school use
- The parking lot
- Public streets adjacent to campus
- Sidewalks along the perimeter of the school
- Other properties on our school site, unless accompanied by a WTP teacher or staff member (since We the People shares a campus with Centro Cha and The Academy)

STUDENT FREEDOM OF SPEECH/EXPRESSION:

PUBLICATION CODE POLICY

The Board of Directors respects and supports students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute. This is a core practice of citizenship.

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. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director/Principal or designee at least one school day prior to distribution.
2. Distribution may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Executive Director/Principal).
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices without permission of the teacher or staff, nor be substantially disruptive to the school program (as determined by the Executive Director/Principal).
5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism teachers or advisers of pupil publications within each school to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.
6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such

bulletin boards shall be by mutual agreement of student government representatives and the local school administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Enforcement

1. The Executive Director/Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
2. Any student may appeal the decision of the Executive Director/Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.
3. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.

VOLUNTEER AND VISITOR/GUEST POLICY

We the People High School welcomes and encourages the support of volunteers. With their assistance, WTP is able to offer a greater number of programs and services than we would be able to otherwise. As a public school, WTP also must have strict standards and safeguards in place to protect our students from inappropriate visitors. This policy describes WTP's process for volunteer and visitor/guest intake and screening. To ensure the safety of students and staff as well as to minimize interruption of the instructional program, WTP has established the following procedures, to facilitate volunteering and visitations during regular school days:

Visitor/Guest Policy

A visitor or guest is anyone who visits We the People High school less than five (5) times per year and interacts with WTP students in limited ways. A **guest** includes but is not limited to the following:

- Guest speaker for a special event, such as an assembly, Democracy-in-Action, Career Day, Science Fair judges, etc.
- Parent volunteer who helps to chaperone field trips*
- An educator who is observing WTP teachers in action for fewer than five (5) times per year

- Other one-time visitors who are authorized by WTP administration

Visitors/Guests must ALWAYS be accompanied by a We the People staff member. They may not walk the halls without being escorted, and are not to be left unaccompanied with any We the People students. This rule applies regardless of the guest's background. We the People does not require our guests to have a background check and therefore they may not be left unsupervised with WTP students.

Visitors/Guests do not need to be tested for TB since their contact with WTP students is limited during the year.

**Please note: Parent volunteers are not allowed to serve lunches on field trips unless they have a clear TB risk assessment examination on file with the school office. If TB risk factors are identified, a physician must conduct an examination to determine whether the volunteer is free of infectious TB. A parent volunteer may submit a clear TB risk assessment examination as long as it was taken within 60 days of when it was submitted. The TB risk assessment examination remains valid for four (4) years after the date of testing. Food handlers may be required to have annual TB exams.*

Registration of Visitors & Guests

Procedures for Visitors/Guests to School Premises

1. Any person who is not a WTP student, Board member, or employee shall report his or her presence and the reason for visiting WTP to the Executive Director/Principal or designee immediately upon entering any School premises.
2. The Executive Director/Principal or designee shall provide identification to be used by all visitors and guests at all times while on School premises. The visitor/guest shall make this identification visible at all times.
3. All visitors/guests registering with the Executive Director/Principal or designee will provide the Executive Director/Principal or designee with his or her name, address, age (if under 21), his or her purpose for entering the School premises, and proof of identity.
4. 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. A copy of the documentation provided by the officer and notes from the encounter may be maintained by WTP. The Parents or Guardians of a student will be immediately contacted prior to permitting a student to be interviewed or searched by an immigration officer/official. The WTP 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.
5. All visitors must have a specific appointment with a School employee. The Executive Director/Principal or School employee will meet with visitors without an appointment only if the employee is available to meet or else the visitor may need to make an appointment and return on his/her appointment time. This includes Parent/Guardian appointments to observe their child's classroom. We ask that our visitors and guests request such appointments at least 48 hours in advance, where possible.
6. For the protection and safety of our students and staff, all visitors, including parents/guardians, must sign in and sign out at the main entrance to the school.
7. The Executive Director/Principal or designee may deny or revoke a visitor's registration if

the Executive Director/Principal or designee has reasonable basis for concluding that the visitor's presence on School premises would likely interfere or is interfering with the peaceful conduct of School activities; will or is likely to disrupt the School, its students, its teachers, or its other employees or volunteers; or will or is likely to result in damage to property or will result in the distribution or use of unlawful or controlled substances.

8. School employees and volunteers should at all times watch for strangers on the School premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should escort the visitor back to the office to register with the office and to obtain visitor identification to be worn while on campus. If the employee or volunteer is unable to escort the visitor back to the office, he/she should instruct the visitor to register with the office and then the employee should immediately call the office to notify the office staff to send an employee to escort the visitor back to the office. Employees and volunteers should immediately inform the Director/Principal or designee of any visitor who refuses to comply with registration requirements.
9. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the Director/Principal or designee and may be reported to the local law enforcement agency.
10. Any person who fails to register within a reasonable time after entering the School premises, who fails to leave upon the request of the Director/Principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.

Volunteer Policy

A volunteer is anyone who visits a We the People High School five (5) or more times during the school year and who has ongoing interactions with WTP students. A **volunteer** includes but is not limited to the following:

- A classroom volunteer who helps out in the classroom on multiple occasions
- A volunteer instructor who teaches activities after the school day
- A volunteer who performs non-teaching responsibilities around the campus

Volunteer Application

All individual volunteers must apply to volunteer at WTP, and must have an Internal Supporter who will oversee and supervise the volunteer's interaction with the students. The application must also be signed off on by a School administrator.

TB Clearance

All volunteers MUST have a clear TB risk assessment within sixty (60) days prior to starting their volunteer assignment at WTP if they will be volunteering while students are on campus. All volunteers must pay for the cost of their own TB tests. TB clearances can either be provided by the volunteer's own health insurance (if applicable) or at a county health clinic. Proof of the TB clearance must be kept on file in the school office and are valid for 4 years from the date of testing, with the exception of food handlers, which may be required to have annual TB exams.

Livescan and Background Checks

Individual volunteers who are from outside organizations, including alumni, and are not parents or family members are required to have a clear Livescan criminal background check (including both DOJ and FBI) prior to starting to volunteer at a WTP school. If a volunteer is scheduled to volunteer at WTP for more than 25 hours in a school year, WTP will pay the cost

of his/her Livescan background check. Parent and family members volunteering must be checked against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>.

Waiver of Liability

All volunteers will be required to submit a waiver of liability, assumption of risk and medical treatment authorization form.

Mandated Reporter Training

Depending on the assignment, a volunteer may be required to complete California's online Mandated Reporter Training and submit evidence of completion to the HR and Operations Office. This determination will be made by the school site Director. All volunteers should report any suspicions of child abuse or neglect to the school site Director regardless of whether or not they have received Mandated Reporter training.

Orientation/Training

Depending on the nature and length of the assignment, a volunteer may be asked to participate in an orientation and to receive additional training prior to the first day of an assignment. The orientation may be offered to provide the volunteer with an understanding of the culture, expectations of volunteers, policies and procedures that will guide the volunteer's time at the school site. Additional training may also be required to ensure that the volunteer is equipped with the knowledge and resources necessary to complete the assignment.

ACCOUNTABILITY OF STAFF

Parents' Right to Know

Federal guidelines mandate that schools inform parents of their right to ask about the qualifications and credentials of teachers who instruct students in core classes. Parents are also entitled to know the qualifications of paraprofessionals (instructional aides) who are working in the classroom. Schools are required to provide parents with certain information regarding the professional qualifications of the students' teachers and paraprofessionals, as appropriate.

Parent Concerns About Staff or Program

- Questions regarding We the People's curriculum, school rules, or the professional conduct of any WTP employee can be addressed by making an appointment with the Executive Director/Principal.
- Any concerns you may have regarding the Executive Director/Principal can be addressed by making an appointment with a WTP Board Member.

Procedure for Resolving Parent/Guardian Conflicts

We the People High School recognizes its responsibility for ensuring compliance with applicable state and federal laws and regulations governing educational programs. Parents/guardians understand that WTP has its own Board of Directors that is separate from the Long Beach Unified School District's (LBUSD) Board of Education and separate from the Los Angeles County Board of Education (which is the authorizer for We the People High School). Parents/guardians also understand that LACOE will not intervene or become involved with any internal disputes unless it has reason to believe that such disputes involve the violation of the school's charter or any applicable laws. In all other cases, LACOE will refer such complaints to the charter school's administration or Board of Directors. Therefore, parents/guardians agree to follow the procedures

below to resolve conflicts in a timely manner:

1. The parent/guardian will make an appointment and meet with the Executive Director/Principal.
2. If the issue is not resolved, the parent/guardian may submit their concern in writing to the Board of Directors (the parent/guardian may receive assistance with writing, if desired). The parent/guardian must also attend the board meeting during which the Board of Directors will review the parent's/guardian's written complaint. The parent/guardian can prepare a 2- minute oral presentation to present to the Board of Directors during this board meeting. The Board of Directors will discuss the issue and render a decision. All decisions made by the Board of Directors are final.

For a more comprehensive description of We the People's complaint procedures, a copy of the School's Uniform Complaint Policy can be obtained at the School office.

TITLE IX, ANTI- HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING POLICY

We the People believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School 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" describe intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, that is 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. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator

(“Coordinator”):

Anita Ravi, Executive Director & Principal
1635 Long Beach Blvd.
Long Beach, CA 90813
anitaravi@wethepeopleps.org
562-533-4862

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 or school 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 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 the Charter School.

The Charter School 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.

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 or student to unwelcome sexual attention or conduct or intentionally making performance of the employee's job or the student's academic performance more difficult because of the employee's or the student'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 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:

- A. Placing a reasonable pupil¹ or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- D. 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 the Charter School.

¹ "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 his or her age, or for a person of his 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager, of a communication, including, but not limited to any of the following:

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:

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, 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 coordinator:

Anita Ravi, Executive Director & Principal
1635 Long Beach Blvd.
Long Beach, CA 90813
anitaravi@wethepeopleps.org
562-533-4862

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. However, 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 misconduct prohibited by this policy, 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, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue consistent in a manner that is consistent with this policy.

The Charter School acknowledges and respects every individual's rights 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 or administrative designee on a case-by-case basis.

The Charter School 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 misconduct prohibited by 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.

Investigation

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator or designee will promptly initiate an investigation. Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

At the conclusion of the investigation, the Coordinator or designee will notify the complainant, and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the outcome of the investigation, including any actions necessary to resolve the

incident/situation. However, in no case may the Coordinator or designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this policy are maintained in a secure location.

Consequences

Students or employees who engage in misconduct prohibited by this policy will be subject to disciplinary action.

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 this Handbook.

Appeal

Should the Complainant find the Coordinator’s resolution unsatisfactory, he/she may, within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated Charter School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant’s appeal and render a final disposition.

WE THE PEOPLE’S COMPLIANCE WITH FEDERAL AND STATE LAW

Non-Discrimination Statement

We the People shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations and shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

We the People shall not discriminate on the basis of actual or perceived race, ethnicity, nationality, national origin, immigration status or citizenship, religion, religious affiliation, gender, gender identity, gender expression, sexual orientation, home language, or disability. or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

We the People 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”).

We the People is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination 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). We the People also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status or citizenship, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis

protected by federal, state, local law, ordinance or regulation. We the People does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which WTP does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. WTP will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the We the People Uniform Complaint Procedures (“UCP”) Compliance Officer:

Anita Ravi, Executive Director & Principal
1635 Long Beach Blvd.
Long Beach, CA 90813
anitaravi@wethepeopleps.org
562-533-4862

Sexual Harassment

It is the policy of We the People to maintain a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of WTP policy.

WTP considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee/student and will result in the appropriate consequences, which may include suspension or expulsion of the offending student.

Any student or employee of We the People who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the school administration. We the People prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. A more detailed description of the nature of sexual harassment offenses is included in the California Education Code Section 212.5 Sexual Harassment bulletin.

Mandated Reporting of Suspected Child Abuse or Neglect

Reporting Requirements:

Any school employee who reasonably suspects that child abuse or neglect has occurred or is occurring is required by law to file a child abuse report. These reports are filed with the appropriate child protective services agency such as the local police, sheriff’s department, or the Department of Children and Family Services.

Abuse of Pupil at a School Site:

The appropriate local law enforcement agency shall investigate complaints filed by parents or guardians of pupils against a school employee or other person that commits an alleged act of child abuse involving any current or former students. If the report is substantiated, the agency will inform the We the People Board of Directors.

Homeless Students

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

Anita Ravi, Executive Director & Principal
1635 Long Beach Blvd.
Long Beach, CA 90813
562-743-9028
patriciareyes@wethepeopleps.org

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 WTP.
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 WTP, 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, WTP charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. 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 We the People, a copy of We the People's complete policy shall be provided at the time of enrollment and at least twice annually.

NOTIFICATION OF RIGHTS UNDER 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 education records. These rights are:

1. The right to inspect and review the student's education records within 30 days of the day School receives a request for access. Please note that the California Education Code permits access within five (5) business days of the request.

Parents or eligible students should submit to the We the People Executive Director/Principal or designee a written request that identifies the record(s) 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. A student's education records will be available for review during the regular business hours of the school day. Parents or eligible students may receive a copy of any information in the student's education records at a cost of 15 cents per page.

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 We the People to amend a record should put their request in writing to the Executive Director/Principal or designee, clearly identifying the part of the record they want changed, and specifying why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, WTP will notify the parent or eligible student of the decision and advise them 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 We the People 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. A School official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the We the People Board of Directors. A School official also may include a volunteer or contractor outside of WTP who performs an institutional service or function for which WTP would otherwise use its own employees and who is under the direct control of WTP 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 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, We the People discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by We the People 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 400
Maryland Avenue, SW
Washington, D.C.
20202-5920

5. 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 We the People 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)(2) 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 in the parent or eligible student's State (SEA). 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. (§§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 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. (§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. (§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information WTP Academies has designated as "directory information" under §99.37. (§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)).

UNIFORM COMPLAINT POLICY AND PROCEDURES

SCOPE

We the People's (WTP) policy is to comply with applicable federal and state laws and regulations. WTP 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, sex, sexual orientation, gender, gender identity, gender expression, genetic information, ethnic group identification, immigration status, race or ethnicity, ancestry, nationality, national origin, religion, color, mental disability, physical disability, medical condition, marital status, 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 We the People program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs, including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed 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 of the Education Code 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 *Hartzell 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 WTP finds merit in a pupil fees complaint WTP shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by WTP 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 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 WTP finds merit in a complaint, or if the Superintendent designee finds merit in an appeal, WTP shall provide a remedy to the affected pupil.

WTP 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. WTP cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, WTP will attempt to do so as appropriate.

WTP 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 Chief Executive Officer (“EXECUTIVE DIRECTOR”) or designee on a case-by-case basis.

WTP 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 unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

COMPLIANCE OFFICERS

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

Anita Ravi, Executive Director & Principal
1635 Long Beach Blvd.
Long Beach, CA 90813
562-743-9028
anitaravi@wethepeopleps.org

The Executive Director 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.

Should a complaint be filed against the Executive Director the compliance officer for that case shall be the Chair or Vice Chair of WTP Board of Directors.

NOTIFICATIONS

The Executive Director or designee shall annually provide written notification of WTP’s uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, private school officials, and other interested parties (e.g., Adult Education).

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 WTP speak a single primary language other than English.

The EXECUTIVE DIRECTOR or designee shall make available copies of WTP’s uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that WTP 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 WTP's decision to the CDE by filing a written appeal within 15 days of receiving WTP'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 WTP 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 WTP.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date 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.

Pupil 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, WTP 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 WTP'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 WTP'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.

WTP'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 WTP's investigation and decision, as described in Step #5 below, within sixty (60) days of WTP's receipt of the complaint.

Step 5: Final Written Decision

WTP's decision shall be in writing and sent to the complainant. WTP'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 WTP'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.

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 the Charter School'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 ("CDE")

If dissatisfied with WTP's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving WTP'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 WTP's decision.

Upon notification by the CDE that the complainant has appealed WTP'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 WTP, 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 WTP's complaint procedures.
7. Other relevant information requested by the CDE.

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

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of WTP'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 WTP has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

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

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

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

School/Office of Alleged Violation: _____

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> Regional Occupational Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Every Student Succeeds Act Prog. | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> State Preschool | <input type="checkbox"/> Lactating Pupils |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Economic Impact Aid |

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

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

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

2. Have you discussed your complaint or brought your complaint to any We the People personnel? If you have, to whom did you take the complaint, and what was the result? Attach additional sheets if needed.

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

I have attached supporting documents:____ **Yes** ____ **No**

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Anita Ravi, Executive Director, Principal

We the People High School

1635 Long Beach Blvd.

Long Beach, CA 90813

APPENDIX A: FACE COVERING POLICY

During the COVID-19 global pandemic, the Centers for Disease Control (CDC), the State of California, and the Los Angeles County Public Health Department issued directives regarding the use of face coverings to slow the spread of COVID-19 and to help people who may have the virus and do not know it from transmitting the virus to others.

We the People High School requires that all staff, all students, and all visitors wear a face covering while on school grounds until such time as the Los Angeles County Public Health department determines that COVID-19 is no longer a public health threat, or until the school campus – employees and students – reach a 100% vaccination rate.

Face Covering Appropriate Use Guidelines

Face coverings are only effective for protection if they are handled, worn, stored and disposed of properly. Employees and students are also required to adhere to the following guidelines when wearing a face covering:

- Practice proper hand hygiene. Before and after handling the face covering (to put on, adjust, or take off), either wash your hands or use hand sanitizer to reduce cross-contamination risk. The outside of the face covering is considered dirty.
- To ensure that you are wearing the face covering properly, make sure the face covering is fitted and is covering your nose, mouth and chin.
- Remove the cloth face covering while eating. All unvaccinated individuals must eat outside, or in a room with proper outdoor ventilation.
- Do not touch the outside of your face covering while it is on your face.
- Don't pull your face covering below your chin while you are wearing it. Leaving the face covering dangling or improperly fitted to your face creates opportunities for cross-contamination.
- After removing a cloth covering, please inspect it to see if it is torn, wet, or soiled.
 - If it is, please throw it away and obtain a new face covering from *Patricia Reyes, Office Manager*.
 - If not, please properly store the face covering as follows:
 - Fold the face covering in half so that the outside surfaces are touching
 - Place the face covering into a clean bag or container
- Always store a face covering in a clean place such as a clean paper or plastic bag. Never store it in a purse or pocket.

Please be advised that failure to follow the School's face covering policy may result in disciplinary action for students and/ or employees.

APPENDIX B: SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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 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 for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the

following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except in self- defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a

witness.

- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the 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.
- s. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i. “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:
 - 1. 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.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, 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 subparagraph (i) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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 (i) 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.
 - 1. For purposes of this clause, “cyber sexual bullying” means 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 subparagraph (i) 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.

2. For purposes of this clause, “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 (i) and (ii) 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.
 - v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
 - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, 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 Director/Principal or designee’s concurrence.
 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled

substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the 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.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "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:
 - 1. 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.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, 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 subparagraph (i) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) 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 (i) 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.
1. For purposes of this clause, "cyber sexual bullying" means 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 subparagraph (i) 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.
 2. For purposes of this clause, "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 (i) and (ii) 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.

- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) (a)-(b).
 - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm or explosive 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 Director/Principal or designee's concurrence.

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

- C. Suspension Procedure (for in-school and out-of-school suspensions) Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director/Principal or the Director/Principal's designee* with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director/Principal or designee.

The conference may be omitted if the Director/Principal or designee determines

that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the 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 in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days of when the student was suspended, unless the pupil's parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

** Designee as used in this Policy includes other administrators at the Charter School, such as the Assistant Director or Dean of Students.*

2. Notice to Parents/Guardians

At the time of the suspension, the Director/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Pupils with an IEP may not be suspended for more than ten (10) days in a school year.

Upon a recommendation of expulsion by the Director/Principal or Director/Principal's designee, the pupil and the pupil's parent/guardian or

representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Director/Principal or designee upon either of the following: 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. The student will have the opportunity, at the discretion of the Director/Principal and/or the classroom teacher(s), to complete instructional activities missed due to his or her suspension. Regardless, suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

D. Authority to Expel

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

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors, as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The

Administrative Panel may recommend expulsion of 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 the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause by the Director/Principal, designee, or Administrative Panel, the hearing shall be held within thirty (30) school days after the Director/Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session no later than three

(3) days prior to the date of the scheduled hearing.

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

1. The date, time, and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non- attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal

counsel, and (c) elect to have the hearing closed while testifying.

2. The Administrative Panel must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the 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.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. 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.
6. 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/area where the witness will be seated during the hearing.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian within five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director/Principal or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director/Principal or designee shall send a copy of the written notice of the decision

to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. Right to Appeal

Parents/Guardians (or students age 18 and over) may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Director/Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

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, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board or administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a

danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board or administrative panel, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 Program ("IEP"), or a student who has a 504 Plan, Charter School shall 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 Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement 504?

Gun Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

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We the People High School
PARENT/GUARDIAN AGREEMENT 2020-21 SCHOOL YEAR

Please sign, remove from book/packet, and return to the school office

I hereby acknowledge that I have received the We the People High School 2020-21 Parent/Student Handbook. I have/will thoroughly read and understand the contents of the Parent/Student Handbook. I have discussed/will discuss the contents of the Parent/Student Handbook with my child(ren). I pledge to comply with the rules and regulations set forth by the Parent/Student Handbook. If I have any questions or concerns, I will speak with my child(ren)'s school administrator.

Please PRINT the name(s), birth date(s), and grade(s) of your child(ren)

STUDENT'S NAME(S):

First Name	Last Name	Birth Date	Grade
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First Name	Last Name	Birth Date	Grade
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First Name	Last Name	Birth Date	Grade
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Name of Parent/Guardian	Signature of Parent/Guardian	Date
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