

Lake County International Charter School



2008 – 2009 School Year Family Handbook

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Lake County International Charter School



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INTRODUCTION

This school handbook contains information about Lake County International Charter School (LCICS), its facilities, programs staff, support groups and community members. It also contains school, district and state regulations and policies. You'll find a calendar of school events, including **school holidays and student non-instructional days**, as well as information on how you can enhance your child's experience at LCICS by becoming a **school volunteer**.

Keep the handbook and refer to it whenever you have questions about the school and its operations. It is part of our effort to communicate with our families so that they can participate more fully in the school.

Participation is a cornerstone of our approach at LCICS. In the coming year, we hope everyone can give according to their abilities so that the school lets our children blossom and reflects the diversity and strength of our entire community.

Lake County International Charter School is a community of learners, including students, educators, and parents, committed to enabling all children to live productive lives enhanced by lifelong learning. The curriculum emphasizes academic excellence, high-level thinking, communication skills, personal growth, and positive social values, as part of the holistic development of the mind in the new millennium.

WHERE TO FIND SCHOOL INFORMATION

The handbook is a general guide for the 2008-2009 school year. Many things happen during the course of the year that is beyond the scope of this handbook. LCICS has several key ways to communicate with parents on a regular basis. If you want to be well informed about your child's school experience, be sure to check the following sources.

- **The *LCICS Chronicle***
 - The school newsletter. It is the most up-to-date and comprehensive guide to school activities.
- **The Parent Mail Boxes**
 - Located behind the Office on the steps at the rear entrance to the Dojo (hanging file folders)
 - Please check your mail boxes (listed under the *child's last name*) on a weekly basis
- **School Bulletin Board** (located in the lobby & at the main entrance on Jackson Street Gate)
 - For current up-dates and parent activity sign-in.
- **Phone Tree**
 - The Classroom Phone-Tree has been created so that classroom information can be distributed by word-of-mouth to all families of each child in each class
- **E-Mails:**

If you have an e-mail address please make sure we have a copy of it for our e-mail distribution list. You may receive multiple copies of information between the Phone Tree, Parent Mail Boxes, the Newsletter and e-Mails. These are all meant to make sure you have current up-to-date information
- **Parent Teacher Council (PTC)**
 - The PTC is an all-parent volunteer and fund-raising organization. This is the place where parents can bring up new ideas for events, enrichment programs, parent education, school improvements, additional resources, and lots more at the monthly meetings of the LCICS Parent Teacher Council.
 - Here parents have the opportunity to discuss their ideas and concerns, to meet other parents, and to become involved in events at the school.
 - The school Director or a teacher also participates in all Parent Teacher Council meetings as an invited guest.
- **Charter Council (the Governing Board) Meetings:**
 - Each month the Charter Council (the Governing Board) meeting time and date are announced in the *LCICS Chronicle*, as well as posted on the front door of the school.

SCHOOL GOVERNANCE

As a charter school, LCICS is in the forefront of innovative, **tuition free public school** governance. Charter status gives us the freedom to set our own objectives as a school community, independent of many of the restrictions of other District schools. LCICS is an independent School District and as such we are proud and pleased to be authorized by and a partner with MUSD (Memorandum of Understanding). The Charter Council (the Governing Board) of LCICS, and their sub-committees set and oversee school policies.

Governing Board:

As a charter, school, LCICS is administered by our own Charter Council (the Governing Board), which is comprised of, parents and community members, a non-voting Student Council representative, the school administrators, teachers and other staff are encouraged to attend. The Charter Council makes decisions regarding curriculum, selection of staff, budget, enrollment, long-term strategies, site considerations and the day-to-day concerns of the school administration. This means that LCICS's programs answer directly to the needs of the student body, the parents, and the community it serves.

What is a Charter School?

A charter school is a public school.

All children of eligible school age who are residents of the State of California may apply for admission. Inter district transfer agreements are not required within the County of Lake. Transfers are required for students from outside Lake County. A charter school may not charge tuition. Charter schools are held

to high standards by their sponsoring district and are accountable for their performance; the Lake County International Charter School (LCICS) is accountable to the Middletown Unified School District (MUSD), Lake County Office of Education (LCOE) and the California Department of Education (CDE).

Charter School legislation was passed to encourage innovative programs, increase parent participation and raise education standards.

Who We Are

The **Lake County International Charter School** (LCICS) is a community-based education project initiated by parents, local teachers and community members. Our overriding goal is to provide an additional choice / alternative educational opportunity for Lake County families. The educational program is designed so that children of various learning styles and abilities will thrive in a child centered, experiential, and active learning environment, that embraces the whole child. The **LCICS Parent Teacher Council (PTC)** is a talented and dedicated group of parents with a variety of experiences, skills and talents that contribute to the success of the School. We understand as a Charter school the responsibility of our position in managing public and private funds. We are committed to being effective and compliant in all aspects of public charter school operations to guarantee a sustainable education program that ensures student success.



PARENT PARTICIPATION AGREEMENT

Research shows that children do better in school when their parents participate. This is a cornerstone of the charter school movement. We depend on parents to help make our school an outstanding one. We recognize that parents play the primary role of educating their children. The school is governed by a committee of elected parent and community members and parents agree to participate in the classroom or on school projects, serve on a school committee or to attend parent meetings for curriculum education and charter school business.

Each family signs a participation agreement to (see Addendum “Parent Participation Program”):

- Participate in the classroom or perform a project which assists the school
- Fulfill committee obligations
- Support the school in fundraising

Each family must contribute 60 hours per year of time or 45 hours for a single parent family. A donation to the school for a minimum of \$10.00 an hour may be accepted in lieu of hands on participation for those hours. Some hours may be earned by preparing work for classes at home. All families agree to participate in activities that contribute to the life of the school.

Time Sheets

It is each family’s responsibility to log their volunteer participation hours. We track participation hours for two reasons. (1) When we request donations and write grants we can cite the significant commitment of time our parents invest in out school. (2) The cooperative spirit

and our charter are dependent on each family fulfilling its commitment.

Each month a new time sheet will be distributed to you family mailbox or is available on the LCICS website: www.lcics.org. It is OK to log past hours (that you might have forgotten to record) on a current time sheet. Just note what they are for.

Don’t forget to count attendance and events, helping your child with their community service hours, phone tree calls, etc.! ***Everything you do to make this school shine counts!***

How Best To Help?

Classroom

Families may participate through classroom involvement. Parents in the classroom have many positive effects upon students. Please contact the Classroom Secretary in your child’s classroom. Each teacher has unique needs and works with volunteers differently.

All classroom volunteer participants are required by law to have an updated **TB test** on file.

Families may choose to have another adult family member (grandparent, aunt, uncle, etc.) or friend work in their stead, Parent volunteers should arrive a few minutes early to review the teacher’s needs and any specific instructions there may be.

We welcome parents who can teach a special trade, craft, strength or talent. *Share your ideas with a teacher!*

Please remember the following:

- All activities requiring disciplinary measures should be referred to a staff member. Parents should not discipline students!
- **Never leave children unsupervised**

We recognize that many parents work full-time and are not able to help directly in the classroom. Please contact the teacher to see how you may support the classroom in another way or at home.

Committee Work

Each family can choose committee work (see Addendum: “Parent Participation program”). “Committee work” refers to the many jobs that need to be done around and for the school. There is a wide range of tasks and committees ranging from helping in the office to grant writing or general maintenance. It is the family’s responsibility to select a committee that is of interest and approach the committee head about meeting times or tasks that need to be done. Frequently we form a committee because a parent sees a need and organizes a solution. Please be proactive and a problem solver, but be sure to get authorization from the director!

Fundraising

Each LCICS family agrees to support the school in its fundraising efforts. The main source of funds for K-8th grade are public monies generated by the attendance of enrolled children at the school on a day -to- day basis (ADA Funds =Average Daily Attendance) and fundraising. Charter schools are not funded for excused absences or illness. In order to be successful, **we need full attendance by students**, but we must also fundraise! Fundraising is critical to the financial health of the school. Unlike other traditional public schools, LCICS has full responsibility for all expenses including capital and operating costs (rent). The school’s programs are not permitted to operate at a deficit. Every family must share the responsibility of fundraising. This can be done through direct contribution, soliciting money

from family and friends, and by supporting fundraising events.

We will also have **Saturday Work Parties** to maintain the buildings and grounds. This is a great way to fulfill your hours.

PARENT Teacher Council (PTC)

The Parent Teacher Council supports the school in many ways (see Addendum Parent Participation Program) from organizing the volunteer efforts to raising funds we use to implement our wonderful programs at the school. All parents are members of the Parent Teacher Council. The Council elects officers, from the membership at large, who serve a yearly term. Parent Teacher Council meetings are announced in advance by posting around the campus and listing in the *LCICS Chronicle*.



VOLUNTEERING AT LCICS1

Because parents at LCICS volunteer their time and money to enhance the quality of our school, LCICS is able to offer students what other California public schools are unable to offer. We count on parents’ active participation in the classroom, on school committees, on field trips, and at special events. This parental involvement not only expands the resources available to our children, it also gives the school a unique community feeling – where all who

participate influence and help shape the environment of the school.

How to Participate

There are many ways to offer volunteer services to LCICS. The three (3) main avenues are through your child's classroom, and through our two school associations: The Charter Council and the Parent Teacher Council. Throughout the year, many special fundraising events and programs are announced that require parent participation to succeed.

If you have special expertise that you would like to share with the school, contact the Parent Teacher Council. (You'll find the names and phone numbers of the PTC contact people listed in the **School Directory - Resource Guide** [coming soon]. *We'll put you to work!*

Each teacher at LCICS has a different set of volunteer needs and their own way of integrating parent volunteers into their classrooms. Check with your Classroom Secretary about helping out in the class. Some of the school-wide bodies that need the help of volunteers are described in general below. For a more comprehensive description and the person to contact for each school group, please refer to the **School Directory - Resource Guide** (coming soon.)

Anyone who volunteers at the school **must** (no Exceptions) show proof of a recent test for tuberculosis (TB), and have it on file in the school office. Also, please remember that all visitors / volunteers must sign in and out at the office lobby each time they come to school and wear their visitor's tag so that it is clearly visible while they are on campus.

Charter Council:

The following committees of the Charter Council (the Governing Board) and PTC welcome parent volunteers. This is a partial sample list. The Parent Association will vote on the final list of activities and events and will set up the appropriate committees with mandates for implementation and action. Please call the chairperson of the committee you would like to work with for further information- see the School Directory – Resource Guide (coming soon).

- **Book Fair:**
Volunteers help set up and staff the annual children's book fair held in the Fall and in the Spring.
- **Events:**
The committee coordinates the multi-faceted activities that are part of LCICS's tradition: The annual Harvest Festival, and Winter and Spring Festivals. The job include advertising; acquiring sponsorship; volunteer coordinating; food and entertainment provision; administration; planning for the events; and many others.
- **Curriculum:**
The Curriculum Committee helps to evaluate the school academic program and targets areas for improvement and/or change.
- **Outreach:**
Outreach maintains LCICS's presence in the community by publicizing the school in pre-schools, community organizations, hosting informal gatherings, and conducting

the LCICS orientation program for prospective families.

- **Parent Education:**
This committee develops workshops, seminars and resources for parent learning and sharing.

- **Planning and Design:**
This is a very active committee responsible for the greening and beautification of our school. It meets regularly, raises funds, and will be responsible for much of the new, major work that's been scheduled on the playground area and around the campus.

- **Classroom Volunteers:**
Parents Volunteers help organize activities with the teachers in their child's classroom and act as a liaison between the classroom parents and the PTC for special events and programs. Additional duties include coordinating the Phone Trees to enlist classroom parents as volunteers for school events.

- **Safety Committee:**
This body develops and implements the **Safe School Plan** and ensures and promotes safety throughout the campus and facilitates preparedness in the event of an emergency.

- **Scrip Sales:**
Volunteers help sell grocery scrip and work as classroom liaisons to promote **scrip** sales, as well as **iGive** on-line sales that help support the school.

- **Live & Give Celebration & Silent Auction:**

The Live & Give Celebration we foresee as one of our biggest fundraisers. It will be held in May each year. Volunteer jobs range from pre-auction administrative work to acquiring donated auction items; creating the Silent Auction Booklet; designing and set-up auction area; staffing the auction on festival day and computer closeout.

SPECIAL EVENTS AND OTHER VOLUNTEER OPPORTUNITIES

Throughout the year, LCICS conducts many special events that are organized and run by volunteers. In addition to our fundraisers, we hold picnics, science fairs, talent shows, costume days, concerts, and art exhibitions, to name a few. If you can help with these efforts, please contact a Charter Council (the Governing Board) or PTC representative for details. Some of our traditional volunteer needs may include the following:



- **Book Donations:**
The school collects books for the **Parent Teacher Resource Library**. We appreciate donations of books on child development, education, parenting, health, and special needs.
- **Canned Food and Toy Drive;**
The Canned Food provides food for the needy around the winter holiday. The Toy drive takes place year round.
- **Grade 5 & 8 Culmination Committee:**
Parents of 8th grade students are needed to volunteer for tasks related to a class trip, school gift and a graduation ceremony.
Parents of 5th grade students are needed to volunteer for tasks related to a school gift and a culmination event (part of the International Baccalaureate Program)
- **Hospitality Committee:**
The Hospitality Committee coordinates and arranges healthy snacks and deserts for various school events (no sodas or candy). The work is flexible and not time-consuming, but the need is vital. This committee needs food volunteer, as well as a supply of willing bakers and snack makers who can trade off supplying treats for a large number of school functions.
- **Staff Appreciation Day:**
This committee acknowledges the wonderful contributions of our staff members make to LCICS.

Other committees include, but are not limited to: the Magazine Renewal

Committee; the After School Committee; Olympics Day Committee, etc.

LUNCH:

LCICS does not provide lunch to its student population at this time.

We request that parents provide a healthy snack and lunch that does not require heating or re-heating. Candy and soda *are not allowed* on campus. It is part of our vision to implement a healthy lunch program in the future that may incorporate food grown in our own Garden.

ACADEMIC ENRICHMENT & SPECIAL PROGRAMS

LCICS has many programs to serve students with special needs, to enrich our academic curriculum, and to provide after-school activities for our students. Our staff includes a Spanish Language Specialist, an Art & Technology Specialist, a Resource Specialist, and from MUSD we receive additional support services for students that include, but are not limited to: Special Education Specialist; Speech/Language Specialist; school Psychologist; and an Adapted P.E. Specialist. Our outstanding resource specialist program is available to students who have been identified as having special learning needs. All students receive differentiated instruction: identified gifted students may participate in an after-school GATE program (to be developed).

Part of the Parent Association mandate will be to help fund additional academic enhancements, such as additional hours for classroom assistants for all classes, and enrichment programs: including

programs in art, science, computers, and physical education as well as vocal and instrumental music. The Parent Association also supports field trips and special events.

LCICS AFTER-SCHOOL PROGRAM

LCICS currently offers childcare and special enrichment services. These include after-school care and education enhancement and enrichment classes. There is a fee for LCICS After-School programs, please contact the Office for the specifics.

LCICS's objective is to offer fun, creative, entertaining and enriching programs for children during the after-school hours. LCICS provides a structured after-school program for grades k-8.

From 2:30 pm to 5:00 pm LCICS offers standard after-school child care. Wednesday's Music, Theater and Spanish are available after school at an hourly rate. A fee will be charged for these programs, please contact the Office for specifics.



Our Mission

The mission of **Lake County International Charter School (LCICS)** is to offer an innovative K-8 program that will expand the educational choices available to families in Lake County. LCICS will provide a standards-based curriculum in an active and creative learning environment that addresses the needs of the whole child. LCICS students will be self-motivated, competent individuals with a commitment to life-long learning that enables them to reach their full potentials and participate as principled local and world citizens

Our Founding Statement

The founding group has identified a need for the school to focus on academic excellence, the arts, and technology while promoting responsible citizenship with regards to local, national, and global (international) awareness and the environment. The founding group has thus chosen to work within the framework of the International Baccalaureate Primary Years Program (IB, PYP).

We believe that access to the best education we can offer must not be limited to those in private schools or to schools in high-income or urban areas. We believe that access is critical if we are to even the playing field for students in rural areas, minority students, low income and otherwise disenfranchised students.

There are currently no site-based public charter schools in Lake County, although across-districts, families have expressed a need and desire for one. Creating such

an opportunity locally has generated great interest throughout the County amongst a wide range of families and their children including those who are currently home-schooling or enrolled in Independent Study programs; those attending private sectarian schools; those enrolled in schools outside of the boundaries of Lake County; and those children currently in our public school system who are in need of or seeking an alternative learning environment.

Lake County, in particular the Middletown area, is experiencing rapid growth. LCICS will provide a desirable and needed educational alternative, through the IB PYP, to a growing demographic, that will complement the Middletown Unified School District's other fine schools. As such, LCICS can assist the community in accommodating anticipated growth within the context of a 501(c)3. Additionally the school will create new jobs for local residents. LCICS has also formed an important alliance with the PACK Center (Parents and Community for Kids Inc.) to assist PACK in continuing its vital after school and evening community programs.

Our Vision

LCICS emphasizes academic excellence and artistic expression; respect and appreciation of diversity; personal, social, and environmental responsibility; and an understanding of the interconnectedness of all living things and our global environment. Students of diverse backgrounds and abilities advance academically, artistically, socially and personally through the highly successful and proven teaching methods of the International Baccalaureate Primary Years Program.

The transdisciplinary (across disciplines) program of inquiry is a multi-cultural curriculum, which engages critical thinking, research, exploration, creative expression, and technology, and the acquisition of a second language. Thematic and project-based units of inquiry, differentiated materials, hands-on activities, and community action projects engage multiple intelligences and the whole child while providing meaningful context for all aspects of the curriculum. Thus, various kinds of learners, learning styles, abilities, and readiness are addressed in a child-centered and active learning environment inspired and created through the cooperation and collaboration of parents, teachers, staff, students, and community.

LCICS opened its doors in September 2005 and has been providing a high quality and broad-based secular educational opportunity to children in grades K-8. Our plan is to grow to a student population of approximately 140 within 3 years. Enrollment is estimated at 17-23 students per multi-aged class. Each class will span 2 grade levels. In accord with Class Size Reduction requirements, no more than 20 students will be enrolled in any K multi-aged classroom. (This is not true as we were willing to enroll up to 23 not in accordance to school size reduction!!) The LCICS campus is currently housed in two facilities located on Armstrong Street in Middletown. While a long-term permanent site is being developed, LCICS grades 1-8 will locate on 15872 Armstrong Street Middletown, CA, while K is located in the Methodist Church just across the street.

LCICS Is in its final stage of the

Authorization process to become **International Baccalaureate Organization** authorized school., We began to implement the program modeled on the IB Primary Years Program (PYP) in 2005/2006. The IBO offers three programs: PYP from age 3-12 (pre-school-grade 6), the Middle Years Program (MYP) from age 12-16 (grades 6-10) and the Diploma Program from age 16-18 (grades 11-12). Our intention is to first introduce the PYP and begin implementation of a pre IB program at grade 7 in preparation for applying for authorization to offer the MYP in the future.

The LCICS learning environment promotes multi-sensory, experiential, and active learning that includes labs, field trips, and collaborative work within the units of inquiry that comprise the core curriculum. Specialties are integrated throughout the units of inquiry, and taught separately in the afternoon hours of the regular school day. Specialties include visual and performing arts (drama, fine arts and music) as well as technology, Spanish, life skills/sustainable organic gardening, Newspaper/yearbook, Physical Education / Outdoor Education/health, LCICS will employ a core teaching staff that holds California teaching credentials. Specialists will be highly qualified in their specialty field. All instructors' qualifications will be comply with NCLB and California State requirements. A full program of professional development will be organized. Portions of such lectures and workshops will be open to the Lake County teaching community and parents. Teachers will be hired on a yearly or two-year contract, and evaluated by the school Director annually.

The governance of the school and ongoing evaluation of its program will be accomplished by a strong collaborative effort of teachers and parents or guardians through the Charter Council, PTC and Teacher Council and the school administration. Parental involvement in the classroom as well as in extra-curricular activities will be instrumental in creating an environment

in which each child can excel.

After school programs will be offered on a pay-per-use basis. Workshops including, among others, art, drama, music, movement, new media, and academic support, as well as seminars in the organic garden and kitchen may be offered. Our vision is for LCICS to serve as a cultural hub for the area.



Who's Who at LCICS

The school is governed by a board of directors called the 'Charter Council' of 3 elected parent representatives and two community members. All families with children enrolled in LCICS may nominate and elect Charter Council parent representatives and nominate Community representatives through the Parent Council. A parent representative from each multi-age group (elected by those groups' parents) will serve on the Parent Council

The LCICS Charter Council abides by Roberts Rules of Order, creates policies, manages the budget and, with the director and staff, monitors the results of student achievement. A full description of our governing board structure is contained in our bylaws.

Charter Council Members:

President	Hani Hajje	(parent)
Secretary:	Valerie Moberg	(parent)
Treasurer:	Jan Rippingale	(parent)
Members at Large:	Jose Mendoza	(community)
	Debra Hawley	(community)

Administration:

Superintendent/Director: Karl Reichman
Executive Assistant: Laura Stalker

Faculty:

Kindergarten:	Claudia Hauser
Grades 1, 2:	TBD
Grades 3, 4:	James Kennedy
Grades 5, 6:	Pamela Kirkpatrick
Grades 7, 8:	Andrew Vance

Specialties:

Art & Technology:	Lisa Kaplan
Spanish:	Sandy Mendoza
Garden/Life Skills:	TBA
Environmental Ed:	TBA
Physical Ed:	Andrew Vance
Newspaper/yearbook:	TBA
Music:	Don Coffin
Chess Club:	TBA

Other Organizations:

Charter Schools information:

- California Charter Schools Association: www.charterassociation.org
- Charter Schools Development Center: www.cacharterschools.org
- CA Dept. of Education Charter Schools www.cde.ca.gov/charter
- International Baccalaureate Organization: www.ibo.org
- California I.B.: www.c-ibo.org

Communications

Family Mailbox folders are located outside the main office and all official communications from the school are placed inside. Parents are responsible for checking their folders regularly. Please contact the office if your child rides the bus and make arrangements for collecting your mail. These folders serve as the primary communications center for the school.

Individual teachers are available by email. Please do not call teachers at home unless they have notified you that this is a preferred method of communication. The school telephone will be answered during working hours. Outside working hours, there will be a message on the answering system.

Board meeting minutes, agendas and all important notices will be posted on the school bulletin board and on the school website (www.lcics.org) You may post parent notices on the bulletin board following approval by the office.

Charter Council Meetings

Charter Council meetings are your opportunity to find out more about the school. Letters to the Council are accepted at any time, but action cannot be taken unless it is an agenda item. If you wish items to be included on the agenda, items and all back up materials must be submitted in writing to the Council Secretary ten days prior to the board meeting date.

Participation Agreement

Daily Schedule **Sample**

A sample (draft) day for grades 1-8 would include the following:

- | | |
|---|-------------|
| a. 20 minutes – community homerooms/movement | 8:30-8:50 |
| b. 50 minutes – Mathematics | 8:55-9:45 |
| c. 20 minutes – Recess | 9:45-10:00 |
| d. 150 minutes – Units of Inquiry (transdisciplinary studies) | 10:00-12:30 |
| e. 40 minutes – Lunch | 12:30-1: 15 |
| f. 25 minutes – DEAR/ Activity Reinforcement | 1:15-1:40 |
| g. 50 minutes – Core | 1:45-2:35 |
| h. 50 minutes – Specialty 2 | 2:40-3:30 |

Specialties: Physical Education, Environmental Education, Art & Technology, Gardening/Life Skills, Spanish (Modern Languages), Newspaper/Yearbook, Chess Club, Music, Theatre

340 Instructional minutes grades 1-8 per day (max. 61,200 per year @ 175 days)

Mathematics:

LCICS will teach Mathematics as a discrete subject area, focused on independently from the program of inquiry, as well as within the program of inquiry.

Language Arts:

We will be using a literature rich environment to support our reading program with systematic instruction in phonemic awareness and phonics in grades K and 1 and with a school wide Zaner-Bloser Publishing - Visions Language Arts program . All staff and volunteers will be expected to model reading for pleasure at this time.

During “the literacy hour” which is incorporated into the Units of Inquiry, we will focus on specific literacy tasks including story telling, specific graded readers, readers’ theater, paired reading, puppetry, story and journal writing and systematic instruction daily on the keyboard using the research proven software: “Read Write and Type.” We will construct word walls for vocabulary and spelling practice and will conduct regular monitoring of each child’s developing reading ability.

The Curriculum**The IB Program**

The school is implementing the I.B. program (International Baccalaureate’s Primary Years Program, PYP) for all students. The International Baccalaureate Organization (IBO), founded in 1968, is a nonprofit educational foundation based in Geneva, Switzerland. It grew out of international schools’ efforts as early as 1924 to establish a common curriculum and

university entry credential. The schools were also motivated by an idealistic vision. They hoped that critical thinking and exposure to a variety of points of view would encourage intercultural understanding by young people. The IBO offers to schools three programs: the Diploma Program, the Middle Years Program, and the Primary Years Program (PYP) for students aged 3 to 12. The PYP provides an opportunity for learners to construct meaning, principally through concept-driven inquiry. Traditional academic subjects are part of the program but it emphasizes the interrelatedness of knowledge and skills through a transdisciplinary program of inquiry. The PYP focuses on the heart as well as the mind and addresses social, physical, emotional and cultural needs as well as academic ones. The PYP aims to develop in children sensitivity to the experiences of others through the curriculum the characteristics listed in the student profile the attitudes that are an explicit element of the program the expectation of socially responsible action as a result of the learning experience.

The PYP curriculum

At the center of the PYP curriculum are five essential elements:

- ❖ knowledge
- ❖ concepts
- ❖ skill,
- ❖ attitudes
- ❖ action

The aim of the program is to help students acquire a holistic understanding of six main themes through the interrelatedness of these essential elements. The PYP identifies a body of knowledge for all students in all cultures, in six subject areas:

- ❖ languages,
- ❖ social studies,
- ❖ mathematics,
- ❖ science and technology,
- ❖ the arts,
- ❖ personal, social, physical education.

In the spirit of internationalism students are required to learn a second language in addition to the language of instruction of the school.

Six transdisciplinary themes

The essential elements at the center of the curriculum model are developed and applied in a context defined by the six transdisciplinary themes:

- ❖ Who we are
- ❖ How the world works
- ❖ Where we are in place and time
- ❖ How we organize ourselves
- ❖ How we express ourselves
- ❖ Sharing the planet

The PYP defines the characteristics of students who are aware of and sensitive to the experiences of others. Taken together, these create a profile of the PYP student which helps teachers and students to establish goals, plan units of inquiry, and assess performance.

We are:

- Inquirers
- Principled
- Risk Takers
- Knowledgeable
- Thinkers
- Caring
- Well-balanced
- Communicators
- Open-minded

Reflective Assessment

Teachers and students from the school assess student work; there are no examinations or external moderation of

student work by the IBO. There are two types of assessment:

Formative: This is interwoven with daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.

Summative: This happens at the end of the teaching and learning process. It gives the students opportunities to demonstrate what they have learned.

Positive Discipline

The goals and ideals of our philosophy and charter include creating a respectful environment to foster a love of learning and to nurture life-long learners. These ideals also apply to our parents. We expect mutual respect from all adults and children on campus and we expect all community members to model the ‘student profile’ outlined above.

We embrace positive discipline as a method of interacting with one another and helping the children resolve conflicts. Positive Discipline is a means to ensure respectful and consistent conflict resolution between all members of the school community. All members of the school community will be offered training in Positive Discipline and will use it while on campus.

Why do we incorporate parenting training & Positive Discipline?

Children learn the model they live. To be effective, we should raise our children in a manner that reflects our democratic society and the principles of mutual respect and equality of human worth. Positive Discipline teaches self-

discipline, responsibility, cooperation and problem solving skills. We believe training all members of our community to use Positive Discipline creates a safe and nurturing environment for students.

What is Positive Discipline?

Positive Discipline is based on the philosophies of Alfred Adler and Rudolf Dreikurs who believed that all human beings have equal rights to dignity and respect. All Positive Discipline methods are non-punitive and non-permissive. They are kind and firm at the same time. Kind, because that shows respect for the child and for the adult, and firm because that shows respect for what needs to be done. The goals of Positive Discipline are to be respectful, effective long term and to help children develop valuable life skills. These goals are achieved through implementing the concepts of mistaken goals and encouragement. "A misbehaving child is a discouraged child"--Rudolf Dreikurs

Mistaken Goals

Dreikurs identified four mistaken goals of behavior; Attention, Power, Revenge and Assumed Inadequacy. The real goal for all children is to belong. They may take on one or more of these four mistaken behaviors in attempt to achieve belonging. Recognizing these behaviors allows us to identify the problem and find an effective solution and encouragement.

Encouragement

Encouragement is one of the most important elements of positive discipline, valuing children as loved and respected individuals with the power to succeed. Discouragement comes from

the feeling of not belonging. Children must understand that they are loved.

Natural & Logical Consequences

Positive Discipline replaces reward and punishment with choice and responsibility for the consequences of those choices. This is termed the natural and logical consequence for it is naturally and logically tied to the child's misbehavior. It teaches self-discipline with a focus on problem-solving and involving children in finding solutions.

Suggested Readings for a Better Understanding of Positive Discipline

- **Coping with Kids;** Albert
- **Parenting Young Children;** Dinkmeyer, McKay & Dinkmeyer
- **The Parent's Handbook;** Dinkmeyer & McKay
 - **Chores Without Wars;** Lott & Intner
- **The Family that Works Together;** Lott & Intner
- **How to Talk So Kids Will Listen & Listen So Kids Will Talk;** Mazlish & Faber
- **Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too;** Mazlish & Faber
- **Parents Who Love Too Much;** Nelsen and Erwin
- **Positive Discipline;** Nelson
- **Spanish Version Disciplina Con Amor;** Nelsen (A direct Spanish translation of the Positive Discipline book.)
- **Positive Discipline A-Z** Nelson, Lott & Glenn
- **Positive Discipline for Preschoolers;** Nelsen, Erwin & Duffy
- **Positive Discipline for Single Parents;** Nelsen, Erwin & Delzer

- **Positive Discipline in the Classroom;** Nelson, Lott & Glenn
- **Positive Time Out and 50 Other Ways to Avoid Power Struggles in Homes and Classrooms;** Nelsen
- **Life in the Family Zoo;** Platt



School Regulations:

One of the highest priorities at LCICS is to keep our children safe and to provide them with appropriate environment for learning. Please review these regulations so that you can help us in our efforts.

School Opening & Closing:

Only the main entrance on Jackson Street to the school will be open during the instructional day. This allows our staff to better supervise the children and to know who is on campus at all times. All other gates will be open at 8:00 am and locked by 8:45 am. Dismissal for the Kindergarten is 2:20 pm, and for 1st – 8th grades is 3:20 pm on Monday through Friday. **After 8:30 am in the morning for security purposes, we ask that all parents and visitors come through the main office to sign in and receive a visitor's pass. The office opens at 8:00 am and closes at 4:30 pm.**

Please be reminded that we need to respect the teachers' need to begin classes promptly. Drop off your child at the drop-off gate prior to the first bell. It

is requested that parents do not remain outside of classrooms to converse once the school day has started. This will avoid unnecessary interruptions in instruction. The same applies to the end of the school day. Please meet your children at the Jackson Gate area so as not to disturb end of the day activities.

Safety for all children is a priority at LCICS. Parents please be advised that when you pick up your child(ren) at the end of the school day, they should remain on school grounds, in the pick-up area where there is supervision. **NOT** in the front on Armstrong Street where they could be at risk. If you are going to be late picking up your child, please notify the office or your child will be admitted to the After School Program and you will be charged.

Important reminder! After-School Care is over at 5:00 pm. Parents must make sure children are picked up promptly! The charge for After-School Care between 5:00 pm and 6:00 pm is \$5:00. After 6:00 pm the charge is two (\$2.00) dollar per minute.

Parking and Pedestrian Safety:

Because there is limited parking on Jackson Street, we have designated most of the curbside space as a drop-off and pick-up area only. If you need to park for any duration beyond dropping off or picking up please park on Armstrong Street and use the Jackson Gate for entrance to the campus. If you plan to walk your child on to campus, please also use the Jackson Gate entrance.

- Watch out for the busses
- Do Not double park
- Do not make U-turns on either Armstrong or Jackson Streets

- Do not block the entrance

Pets:

For health and safety reasons, no animals are to be brought onto the school grounds without permission of the Director. If a child is bringing an animal for sharing, it must first be cleared with the teacher **and** the Director.

After School Program

The After School Program is open to all students of LCICS. Parents/guardians are required to pre-pay for their child's enrollment in the program or they will be charged a higher rate. Supervised playtime begins after school and ends promptly at **5:00 pm.** If the After-School Supervisor is absent, we will attempt to get a substitute. If a substitute cannot be found, the program may be closed.

All students in the After-School program must obey the rules and regulations of the school and those established by the after-school playground supervisor.

The After-School program is not a childcare facility and on occasion, it may be closed without prior notice. In this event we will attempt to notify the children before the end of the school day and allow them to use the telephone to contact you. **Please make sure to arrange for alternate after school care** if the school yard should be closed.

Detention:

A child may be detained after school for up to ten (10) minutes for behavior violations. To keep a child longer the school must receive permission from the child's parents. We believe that any action our teachers or staff members take requires parental support to be effective, and we strive to work with parents and

children to remediate and understand behavior concerns.

Punitive measures are not our first choice in promoting a cooperative learning environment. We create an atmosphere that encourages positive behavior, and we expect the best from our children. Our aim is to help our students make positive behavior decisions for themselves.

The **Problem Solving Wheel** is introduced in Kindergarten and reinforced every year thereafter. The Wheel is a tool for students to use to monitor their response to challenging situations that may arise. We request that the students attempt to use two **Wheel** spokes before seeking alternative assistance from the teacher or the office. The **Wheel** is not meant to be used by teachers or staff to ameliorate or direct students, it is a tool for the students and is re-created each year to be age and grade specific.

Attendance & Absence from School:

It is important that students attend school regularly. Valid reasons for absence include the following:

1. Illness
2. Quarantine directed by a county or city health officer.
3. Medical, dental, optometry, or chiropractic appointments. The director may require the parents to show cause or verification from the physician if appointments interfere with school success.
4. Participation in religious instruction or exercises (not including holidays). No more than four days per month may be missed for this purpose. Parental

- consent must be on file with the director and attendance for each hour verified.
5. Attendance at funeral services. One day is permitted if the services are within CA and 3 if conducted outside of CA.
 6. Personal reasons with prior approval by the director:
 - a. Appearance in court
 - b. Observation of a holiday or ceremony of his/her religion.

These are the only valid excuses for missing school. All other reasons will be considered truancy.

Independent Study

If your child needs to miss school for another reason it is imperative that you request an Independent Study pack from your child's teacher. It is your responsibility to make sure your child completes the work and returns it to his/her teacher in a timely manner. Failure to return an Independent Study pack will result in truancy.

By state law, you must notify the school office in writing after your child is absent from school, verifying the number of days, the reason for the absence, and the dates the child did not attend. A child who is absent for less than three (3) days may take the note directly to the school office. When a child has been absent for more than five (5) days, s/he must be re-admitted by the school nurse, doctor, or principal, or must have a written note from a private physician. When a student has had ten absences in the school year for illness, a staff member may request the parent/guardian to submit a written verification by a physician for any

further absences due to illness, or the parent/guardian may present the student at the school site for verification of illness by a qualified employee of the school district as authorized by Title 5 of the California Code of Regulations.

Please report prolonged illnesses to the school. We need your help in safeguarding other children, by informing the school of infectious diseases and by keeping your child at home while s/he is contagious. **Students must be free of fever for 24 hours before returning to school.**

Children returning to school following serious injuries, surgeries or conditions requiring hospitalization must present a written statement from their private physician. The note should state that the child has permission to attend school, and it should explain any special requirements regarding physical activity. If your child is well, please help him/her understand the importance of attending school every day and of **arriving at the classroom on time.**

Student Attendance Review

It is the parents' legal responsibility to ensure that their child attends school. Students who have attendance problems will be called to an attendance review for intervention with their parents, the Director and possibly a truancy investigator. Families who fail to comply with the attendance agreement drafted at this meeting will be referred to the District Attorney's office. Financial penalties may be assessed against the parents for failure to send their child to school. (EC 48320, 48321, 48323) **Upon a pupil's initial classification as a truant (absent from school without a valid excuse for more than 3 days or**

tardy in excess of 30 minutes on each of more than three days in one school year), the school shall notify the student's parent or guardian by mail or other reasonable means of the following:

1. That the pupil is truant
2. That the parent or guardian is obligated to compel the attendance of the pupil at school.
3. That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution (EC 48260.5)

The school shall also inform parents of:

1. Alternative educational programs available.
2. The right to meet with appropriate school personnel to discuss solutions to the student's truancy.
3. That the student may be subject to prosecution under EC 48264
4. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for at least one day.

Section Two: The Rules and Regulations

Requirements: Evidence of Age

Prior to admission to any school, the parent must present proof of age of the child. Evidence of age can be in the form of a certified birth certificate or a statement by the local registrar or county recorder certifying the date of birth, a baptism certificate duly attested, a

passport, or, when none of the foregoing is obtainable, an affidavit by the parent. (E.C. 48002)

Minimum Age Requirement for Kindergarten

We will follow minimum age requirements outlined in AB544. Students must reach the age of 5 years by December 2 in order to enroll and attend kindergarten on the first day of school. Students that reach the age of 5 between December 3 and February 1 will be allowed to enroll in the kindergarten program on or after their 5th birthday providing there is room in the class, or at the commencement of the year after approval by the Charter Council. However, it is required that a student remain in the Kindergarten program the following school year. Any decision to promote a student entering Kindergarten between December 3 and February 1 to the first grade will be made solely at the teachers' discretion.

Immunizations

No child may be admitted to school unless the child has been fully immunized prior to admission against poliomyelitis (polio), rubella (measles), rubella (German measles), mumps (not required for pupils age 7 and older), diphtheria, pertussis (whooping cough), and tetanus and Hepatitis B. Students entering seventh grade in the fall of 1999 must also have completed a three dose series of Hepatitis B vaccine and a second dose of measles containing vaccine. Acceptable evidence of immunization is a certificate signed by the physician or agency that administered the immunization (E.C. 46010.5 and 49403). Waivers of immunization are accepted per CA law.

First Grade Physicals

All students entering first grade must provide written evidence of a physical examination that was completed no earlier than 18 months prior to entering first grade. (Health and Safety Code 124085; 124100; 124105).

Emergency Information

For the protection of a pupil's health and welfare, the Charter Council requires each student have emergency contact information on file and current. The school reserves the right to disallow the student to attend school until the information is on file and correct.

Miscellaneous

Lost & Found

Please label all clothing, school supplies and personal items. We have a lost and found box in the faculty room. If your child loses something, have him/her check with the office for permission to look back in the classroom or the lost and found box. Once a month we will display lost items in the pick-up area at the end of school.

We donate lost and found items that are not claimed.

Personal Appearance Policy

We encourage students to express themselves through dress and adornment, however some dress and adornment may be disruptive to the learning environment and is therefore not suitable for school. If a student is wearing jewelry or clothing which interferes with learning or safety or is

distracting to other students, we ask them to remove or cover the item. The following may not be worn at school:

- Halter tops
- Bare midriff shirts or blouses
- Short shorts or skirts (When arms are at the sides of the body, extended fingers must not reach below the hem line.)
- Clothing, buttons or anything else exhibiting slogans or logos endorsing drugs, alcohol, tobacco or violence
- Gang mannerisms or attire
- Perfumes or colognes,

- Students must wear shoes at all times
 - If these are open-toed shoes they must be securely fastened.
 - The PE teacher provides appropriate dress guidelines for PE.

**** Adults are to abide by these same policies while on campus. ****

Toys

We do not allow toys and audio equipment except for items brought for sharing that remain in the child's cubby when not being shared.

Food

Please provide a nutritious lunch and snack for your child every day. Children may eat a snack at recess time. We do not allow candy, gum, or soda on campus. We encourage recycling.

State and Federal Regulations

As volunteers, we are all considered "employees" and therefore, the school maintains worker's compensation insurance covering all participating parents and guardians. Current policy does not cover volunteers. We are also

subject to State and Federal Policies including;

- Sexual harassment
- Child abuse reporting requirements
- Maintaining a drug free work place
- Drug and alcohol testing
- Uniform complaint procedures
- Tobacco free schools
- Non-discrimination in employment
- Student right - sexual discrimination
- Exposure control for blood borne pathogens

Playground Rules

All students and adults must consistently abide by the same set of rules for the safety of all.

1. To create a safe playground environment, the LCICS Code of Behavior will be enforced.
2. **Food**: The first fifteen minutes of lunch period is for eating, not for play. Students will remain seated (bottom or knees on the bench) at their designated tables during this time. At the end of the eating time, the supervisors will dismiss students to clean up and place personal items, lunch boxes, etc. in a designated area and go play.
3. Eat only in the designated eating areas.
4. Running with food and/or drink is not permitted.
5. Take responsibility for your own garbage. Place it in the garbage can or recycle bin.
6. **Play Area**. Play in the field, in the play structure area (barked area), or in the designated play area only.
7. Only leave the play area if you have permission from yard duty supervisors.

8. Students may go into the classrooms only with their teachers.
9. Wet and/or muddy clothes/shoes will not be allowed in classrooms.

Play Structures:

Playground equipment refers to equipment for use in the play areas of the school. Because many factors may affect playground safety LCICS follows the guidelines established by the US Consumer Product Safety Commission (CPSC). Because playgrounds can present some challenges and because children can be expected to use equipment in unintended and unanticipated ways we require adult supervision at all times when children are present.

1. Games that involve pulling or pushing students at all, particularly off a structure, are not safe and thus are not permitted.
2. No jumping on-or-off a play structure or railings
3. Only 10 students are allowed on the climbing dome at one time
4. No use of equipment in a violent or inappropriate manner

General Play

5. No teasing or taunting
6. Children are expected to listen to the direction of supervisors, aids and adults while on school grounds
7. Throw balls and Frisbees, not rocks or other heavy objects. Balls are used on the designated play area not in play structure area or in the garden..
8. Adults only can retrieve lost balls. Students are to ask adults to retrieve items from the parking lot.
9. Monkey in the Middle and other Keep Away games are to be played

with balls only, NOT personal belongings.

10. Rough play, including overly aggressive tag or pulling on clothing, is *not safe* and thus not permitted.
11. Toys or electronic items from home are *not permitted* in classrooms or outside classrooms during school hours.

**Be safe and respectful.
HAVE FUN!!**

Safety

Safety is always our first priority. One of the ways we ensure the safety of children is by maintaining strict standards of behavior. **Zero Tolerance Policy** for *violence* and *bullying*. In order to protect all students, LCICS will not tolerate a student causing physical injury to another person, bringing a weapon to school, selling drugs, committing a sexual assault or sexual battery. Any of these actions may result in the student being disciplined up to and including possible expulsion from the school. Teachers and administrators work hard to inform students about these rules so that they can avoid violating them. You can help! Please be sure that your children understand that even a pocket knife is a weapon. Do not allow the children access to weapons.

Parking Lot Safety Procedures

In order to ensure the safety of our children in the parking lot, a traffic circulation pattern will be developed. Cars dropping children off without parking should do so at the Jackson Street gate entrance.

Disabled parking is available for those displaying the appropriate symbols on Armstrong Street.

Lake County Transit drops off and picks students up at both the Kindergarten classroom across the street and Jackson Gate each school day. A months bus pass was \$30.00 and can be purchased in the LCICS Office (partial month passes are only available from the bus driver).

Sign In and Out Procedures

Kindergarten students must be walked to class each day by an authorized adult who signs the child in and out on a sheet placed inside the classroom. All students must be signed in and out of the After School Program. Staff is scheduled to supervise dismissal for 15 minutes. After 15 minutes, any child not picked up will be escorted to the **After School Program. PARENTS WILL BE CHARGED FOR ANY UNSCHEDULED USE.** If children need to depart later than 3:40 pm he/she must be enrolled in the **After School Program.**

Safety Before and After School Hours

Nothing is more important than the safety of the children. There are many procedures in place to keep students safe while they are at school. A few precautionary steps can also increase your children's safety while traveling to and from school.

- Have your children walk or ride their bike to school with a friend. Please notify the Office *in writing* if your child will be riding a bike to or from school.
- Plan your children's school route with them so you will know where they should be in case they are late getting home.
- **Do not allow** your children to talk to or accept a ride from a stranger.

- Only allow your children to accept a ride from someone known to the family who is not a stranger, on the child's authorized pick-up list AND who uses a secret password.
- Your children's route to and from school should include a "safe house" (an approved business or a friend's house) your children can go to in case of an emergency.
- Make sure your children call you or a guardian at a designated time to let you know they have arrived safely at home.

Make certain you always know where your children are.

Respect and Civility in Schools

There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome. The Charter Council and staff, recognizing that we are a multi-racial, multi-ethnic, multilingual school district, believe it is part of our mission to provide a positive, harmonious environment in which respect for the diverse makeup of the school community is promoted. Human dignity is reflected in attitudes and behaviors toward others and self. The school will not tolerate behavior by students, staff or visitors which insults, degrades or stereotypes any race, gender, disability, physical characteristics, ethnic group, sexual preference, age, national origin or religion.

Closed Campus

In order to maximize the school's efforts to provide a safe and orderly environment for students, the school campus is **CLOSED**. This means that students may not leave campus during the hours school is in session unless authorized by school personnel. Students

who leave campus will be considered truant.

Visiting Other Campuses

We **do not allow unauthorized visits** by students to any other school campus within the district or in another school district.

Gang-Related Conduct

Gang-related conduct on any school campus or during any school-sponsored event is a threat to the safety of others and is prohibited. Gang-related conduct includes, but is not limited to, symbols, graffiti, apparel, colors, hazing, initiations, or hand signals commonly associated with gangs. Students who engage in gang-related activity are subject to discipline up to and including suspension or expulsion from school. (Admin. Reg. 5114.16)

Campus Supervision

Teachers and/or campus monitors are on duty to supervise the school grounds before school opens, during recesses and passing periods and during lunch. Students should not arrive at school earlier than 8:15 AM and should go home promptly when dismissed, unless they are enrolled in the **After School Program** or other school-sponsored activities. Consult the school for specific times of adult supervision.

Emergency Preparedness Plan

The Emergency Preparedness Plan describes actions to be taken by students, teachers, and administrators in the event of a man-made or natural emergency. The plan is reviewed annually by school staff and updated as needed. Students take part in regularly scheduled drills

including the evacuation of buildings. In the case of a severe earthquake or other emergency, students will be kept at school until a parent or other authorized adult specified on the student's emergency card arrives and signs the student out.

Comprehensive School Safety Plans

LCICS has a comprehensive school safety plan available for review by parents and interested community members. Contact the director for more information. (E. C. 35294, 35294.1, 35294.2)

Skateboards and Roller blades
Skateboards and roller blades are **prohibited**.

Student Lockers

LCICS does not currently offer students lockers. Many classrooms do have cubbies and or hangers which are under the joint control of the student and the school. School officials *have the right to open and inspect* any school area (cubbies, etc.) without student permission when they have reasonable suspicion that the search will disclose evidence of illegal possessions or activity or when odors, smoke, fire or other threats to student health, welfare, or safety emanate from the locker. The school does not assume any responsibility for items missing or stolen from lockers.

Bicycle Helmets Required

The **Youth Bicycle Helmet Law** is enforced. Bike helmets are required for any student bicycling to or from school who is under the age of 18.

LCICS does not provide racks for locking bicycles, and does not assume liability for theft or damage. **Bicycles parked on school facilities are not covered by District/school insurance.**

Fourth and fifth graders are discouraged from riding bicycles to school.

Scooters, skateboards, roller-skates and roller-blades are not permitted on campus.

Vehicles Subject to Search

By entering school property, the person driving any vehicle is deemed to consent to a complete search of the vehicle and all its compartments and contents, by school officials or law enforcement personnel for any reason whatsoever. This notice applies to all vehicles of any type and is in force 24 hours a day.(California Vehicle Code Section 2113 A)

Code of Behavior Policy

Respect is an essential part of the LCICS mission. Our goal is to not simply teach respect, but to model and inspire respect. The LCICS will strive to instill in its students those values that are the foundation of character and of a responsible society. In an effort to do this, the LCICS has established a school-wide "code of behavior" to act as a guide to support the staff/families and assist them in establishing rules which create a positive environment.

Classroom Disruption

All students have a right to a classroom free of disruption. The teacher may ask students who disrupt the learning of others to "refocus" -or- leave the classroom (to the Office), until they

choose to become a cooperative participant.

Respect

All individuals in the school setting are to treat one another with *respect*. We do not tolerate harassment, discrimination and retaliation for reporting harassment or discrimination.

Respect for Property

All individuals are expected to respect school property and grounds, and the property of others. Individuals who damage or lose school property or the property of others pay for its replacement or repair the damage.

Language

Profane, crude, vulgar, or offensive language or gestures are not acceptable.

Manners

The staff and parents of the LCICS endeavor to model and encourage good manners, with common courtesies such as saying "please," "thank you," holding doors for others and not pushing or shoving. We expect thoughtfulness and courtesy to others from all individuals.

Telephone Calls:

We authorize students to use the telephone only during recess and lunch or in the case of an emergency. This keeps classroom disturbance during instructional time to a minimum. Please make every effort to take care of lunch plans, after school arrangements and other needs before your child leaves for school in the morning. Cell phones are prohibited on campus except with written permission from the Director.

Accident Insurance:

LCICS does **not** provide accident insurance for your child.

Valuables:

LCICS is not responsible for valuables brought from home. Please do not allow your child to bring items to school unnecessarily.

LCICS Emergency Information:

LCICS Board requires that a child's parent or guardian **keep current** emergency information at the school. This information includes the home address and telephone number of a relative or friend who is authorized to care for the child in an emergency situation, if the parent or legal guardian can't be reached. **No child will be released to a person, unless the name of that person is listed on their emergency card.**

We hold fire drills and emergency exercises on a regular basis, so students learn how to respond to emergency signals. We review and reassess our emergency preparedness plan continually.

We ask parents to provide each child with a "comfort kit" consisting of family pictures and maybe a letter or other item of comfort to be kept on School Property in case of emergency.

School Rules

Students who engage in any of the following conduct shall be subject to disciplinary action up to and including *suspension* or *expulsion* upon a first offense.

- Willful or repeated violation of the School Code of Behavior
- Defiance of authority
- Theft
- Possession or use of a weapon
- Possession, use, sale or attempted sale of tobacco, a tobacco product, a controlled substance, alcoholic beverage, or other intoxicant
- Possession, sale or attempted sale of drug paraphernalia
- Fighting, assaulting or threatening to assault another person.

Students are expected to conduct themselves in accordance with the LCICS Code of Behavior and school rules. Students who violate the LCICS Code of Behavior or school rules will be subject to disciplinary action as set forth in the procedures. Generally, disciplinary action will commence at **Step 1**. However, if a staff person determines that the student's presence poses a danger to persons or property or threatens to disrupt the educational process, the director or the director's designee may commence disciplinary action at Step 3.

Step 1: Staff/Adult tries to redirect behavior. Works with student using the "wheel" redirection methodology.

Step 2: If unacceptable behavior persists, staff person will direct the child to a safe place and use positive discipline techniques to assist student in conforming his or her behavior to the LCICS Code of Behavior and School Rules. If the staff person then determines the student is willing and able to conduct himself or herself in accordance with the LCICS Code of Behavior and School Rules, the staff person may return the student to his or her class. If, after trying positive discipline techniques, the staff

person determines that the student is either unwilling or unable to conduct himself or herself in accordance with the LCICS Code of Behavior and School Rules, the staff person will refer the student to the director or the director's designee for disciplinary action under

Step 3: At that time, the staff person shall inform the director or the director's designee, in writing, of facts and circumstances leading up to the referral and the identity of anyone else who witnessed or was involved in the incident.

Step 4: The director or the director's designee will inform the student of the reason(s) why he or she has been referred for disciplinary action and give the student an opportunity to explain his or her conduct and surrounding circumstances. The director or director's designee may investigate the incident further as he or she deems appropriate. If the director or the director's designee determines that the student's behavior does not warrant further action, the director or the director's designee shall return the student to his or her class. If the director or the director's designee determines that the student's conduct warrants further action and that the student does not pose a danger to persons or property or threaten to disrupt the educational process, the director or the director's designee may take action short of suspension or termination of enrollment, including, but not limited to, imposition of a written improvement plan. If the director or the director's designee determines that the student's conduct warrants further action and that the student poses a danger to persons or property or threatens to disrupt the educational process, the director or the director's designee shall suspend the student from school. The student's

parents shall be informed of the reason(s) the student is being suspended and requested to remove the student from the school premises. Before a student may return to school after suspension, the parent shall participate in a conference with the director or the director's designee and any other staff members or other persons whom the director or the director's designee deems appropriate in his or her discretion. The conference shall be scheduled outside of school hours.

Step 5: If the student has been suspended on more than one occasion or continues to pose a danger to persons or property or to threaten to disrupt the educational process after a suspension, the matter shall be referred to the Board. After notice is given to the student and the student's parents, and an opportunity is given for the student and his or her parent to explain his or her conduct and the surrounding circumstances to the Board, the board may terminate the student's enrollment or take other action as it deems appropriate. In order to maintain a safe school environment, **VIOLATION OF "SCHOOL RULES"** (see code of behavior) will result in **IMMEDIATE REMOVAL**. Step 3 will be followed from this point. Following violation of school rules, parents of all parties involved will be notified and sent an incident report via U.S. mail.

Lake County International Charter School (LCICS)

Suspension and Expulsion Policy

(See Addendum)

Parent Rights Statements

Child Custody

We follow child custody decisions made by the courts. Principals cannot modify a judge's ruling regarding the custody of a child. If a child custody arrangement has changed, a parent or guardian must provide legal documents to the school stating this.

Sex Education

Parents must be notified in writing prior to any instruction or class in which human reproductive organs and their function or processes are described, illustrated or discussed. Materials to be used may be reviewed by parents prior to instruction (E.C. 51550).

HIV/AIDS Instruction

Discussions emphasize methods to reduce the risk of HIV/AIDS and other related public health issues. Information about local resources for HIV/AIDS testing and medical care is made available. Students learn effective decision-making skills to avoid high-risk activities. No student will receive the HIV/AIDS prevention instruction if requested in writing by the parent. (E. C. 51201)

Excused From Sex Education

Whenever any part of the instruction in health, family life or sex education conflicts with religious training and beliefs or personal moral convictions of the parent or guardian, the student shall be excused from that part of the instruction upon written parental request (E.C. 51240).

Venereal Disease Education

If venereal disease education classes are offered, the parent or guardian of each pupil to be enrolled shall be notified in writing of the instructional program. The notice also shall advise parents or guardians of their right to inspect the

instructional materials to be used in such a class and of their right to request that their child not attend any such class (E.C. 51820).

Drug and Tobacco Education

All schools provide instruction on the effects of tobacco, alcohol, narcotics, drugs, and other dangerous substances. (Education Code Section 51260)

Conflict With Religious Beliefs

Whenever any part of the instruction in health, family life education, or sex education conflicts with the religious training and beliefs or personal moral convictions of the student or parent, the student may be excused from instruction and given alternate assignments upon written request. (E.C. 51240)

Contagious Illnesses

School personnel send notices home to alert parents of students who may have been exposed to contagious illnesses. Two conditions which commonly cause concern are impetigo and head lice. Impetigo is an extremely contagious skin disease which appears 4-10 days after exposure. Pus-filled blisters that rupture and crust over mark the skin. Infected persons may not return to school until 24 hours after medical treatment has been initiated. Head Lice is an infection which appears about two weeks after exposure. Small nits are attached to the hair shaft less than 1/4 inch from the scalp. Itching is severe. Sharing hats, coats, combs, or contact with bedding, linens, upholstery, or any item with live lice transmits lice. To treat for head lice the hair and scalp of all family members should be shampooed and then combed thoroughly. Contact a pharmacist for the specific type of shampoo recommended. Students must be nit-free prior to returning to school.

Exclusion from School

Children may be excluded from school for filthy or vicious habits or when suffering from a contagious or infectious disease. The parent will receive written notification stating the reason for the proposed exclusion and that the parent may appeal the exclusion to the governing board. The parent may inspect all documents related to the exclusion and may challenge the evidence or question any witnesses. The parent may present evidence on the child's behalf, including witnesses, and can designate representatives to be present at the meeting with the governing board. The exclusion from school is subject to periodic review. (E. C. 48211, 48213)

Medication The parent or legal guardian of any public school pupil on a continuing medication regimen for a non-episodic condition shall inform the school office or a designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. (This must be renewed every year – or more frequently if there are changes.) With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel school personnel regarding the possible effects of the drug on the child's physical, intellectual and social behavior as well as possible behavior signs and symptoms of adverse side effects, omission or overdose (E.C. 49480).

Assistance With Medication

Any student who must take prescribed medication at school must obtain a written statement of instructions from the physician and a written parental request for assistance in administering the physician's instructions (E.C. 49423).

Confidential Medical Services

A student may be excused from school in order to obtain confidential medical services without the consent of the student's parent or guardian (E.C. 46010.1).

Child Abuse Reporting

The following information, taken from Penal Code sections 273a, 273d, and 11165.6, will assist parents or guardians in reaching the decision whether to file a complaint of suspected child abuse. Child abuse is physical injury which is inflicted by other than accidental means on a child by another person. It also means the sexual abuse of a child. It also means willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody. It also means unlawful corporal punishment or injury resulting in a traumatic condition. Child abuse also means neglect of a child or abuse in out-of-home care. Child abuse does not mean a mutual affray or fight between minors. It also does not include an injury caused by the actions of a peace officer using reasonable and necessary force. In addition, child abuse does not include injury caused by any force that is reasonable and necessary person employed by or engaged in a public school: 1. to stop a disturbance threatening physical injury to people or damage to property 2. for purposes of self-defense; or 3. to obtain possession of weapons or other dangerous objects within control of a pupil (see E. C.44807 and 49001). The parent or guardian of a pupil has the right to file a complaint against a school employee or other person that they suspect has engaged in

abuse of a child at a school site. To ensure that an appropriate investigation takes place, the parent or guardian must file a verbal or written complaint with the local child protective agency, school or county office of education. For further information contact the Director. As defined in the Child Abuse and Neglect Reporting Act of 1987, a child protective agency is: 1. a police or sheriff's department; 2. a county welfare department/child protective services. The local child protective agency shall investigate the complaint.

Report Cards

Clear and effective communication between parents and teachers is vital to the educational process. The school recognizes the grading system as an integral part of this communication. An explanation of the grading policy is sent home with each student in the fall. Reporting is done in several ways

1. Report cards for K-8 are issued to students and parents on a trimester basis.
2. Student led conferences with parents/child and teacher are held two times a year.
3. Teacher's conference briefly by phone, email or in person more frequently as needed by individual families
4. State mandated STAR tests are held annually in the spring with results of the testing sent directly to parents in early summer.

Tests on Personal Beliefs

Tests, questionnaires, or examinations containing questions about the student's personal beliefs or practices in sex, family life, morality, or religion may not be given to students unless the parent gives written permission. (E. C. 51513)

Textbooks

Textbooks and materials are lent for student use at no cost. However, students are liable for books and materials that are not returned to the school. The average value of materials issued to a student is \$200.

Withholding Grades, Diplomas, and Transcripts

Following due process procedures, the school may withhold the grades, diploma, or transcript of any student who has cut, defaced, or otherwise destroyed school or employee property or has failed to return property which has been lent to the student. (E.C. 48904, 48904.3, 48905)

Student Use of Electronic Information

Students have access to electronic sources of information using computers in the classroom. One such source is the Internet, the global communication network. The Internet is a sophisticated web of information from around the world that provides access to resources that will enhance the learning experience. Along with the privilege of using the Internet, students must assume the responsibility to use it in an appropriate manner and to have no expectation of privacy. Before a student may use any electronic network information resources in the school, the parent and student must agree to the following terms and conditions as specified in Board Policy. Specifically, they will not: a. Access a file that contains pornography. b. Send or receive a message that is racist or sexist. c. Send or receive a message for the purpose of harassing another person based on that

person's sex, race, ethnicity, unknown origin, age, or religious beliefs. d. Reproduce copyrighted materials. e. Send or receive a message using another person's name. f. Access addressed or other personal information and use this information illegally or inappropriately. g. Introduce a computer virus into the system. The student and his or her parent or guardian hereby acknowledge that the use of electronic communication systems is a privilege, not a right, and inappropriate use will result in cancellation of those privilege and many result in disciplinary action. The student understands that at all times he or she must:

1. Be polite: no abusive messages are allowed.
2. Use appropriate language; no vulgarity or profanity is allowed.
3. Respect personal privacy; one cannot reveal home addresses, phone numbers, or the addresses and phone numbers of other students.
4. Understand that electronic mail is not guaranteed to be private; system operator and others continually monitor conversations and messages, no credit card information is to be transmitted.
5. Report to the teachers any messages relating to (or in support of) illegal activities (this includes accessing adult on-line services).
6. Use the networks in such a way that is not disruptive to others.
7. Not access bulletin boards, electronic chat boards, message forums, or download files without specific teacher approval of contents. Students are taught about network etiquette, acceptable uses of the computers, and security. School staff closely monitors student use of the Internet. Students and parents are required to sign an Internet

Use Agreement. Any student who fails to abide by the rules and guidelines will be denied access to the Internet.

Parent Liability

Parents are liable for a maximum of ten thousand (\$10,000) for any willful misconduct of their minor children which results in injury or death to a student or school employee or who willfully cuts or defaces any real or personal property belonging to the school or to a school employee, or for any property belonging to the school and loaned to the student and not returned. The parent will also be liable for the amount of any reward not to exceed ten thousand dollars (\$10,000). (E.C. 48904)

Access To Records

Under the Family Educational Rights and Privacy Act (FERPA), full access to all personally identifiable written records maintained by the school must be granted to:

1. Parents of students age 17 and younger.
2. Parents of students age 18 and older if the student is a dependent for tax purposes.
3. Students age 16 and older or students who are enrolled in an institution of post-secondary instruction. FERPA grants parents and eligible students certain rights with respect to the student's educational records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. However, California law permits access within five days of the request. Parents and eligible students may review individual records by

making a request to the Director who will make arrangements for access and notify the parent or student of the time and place where the records may be inspected with explanations and interpretations provided if requested.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Lake County International Charter School to amend a record they believe is inaccurate or misleading. They should write the school director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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. In addition, parents or eligible students may receive a copy of any information in the records at a reasonable cost per page. School policies and procedures relating to the

types of records, types of information retained, persons responsible for records, directory information, access by other persons, review, and the challenge of records are available through the director.

- (3) The right to consent to disclosures of personally identifiable information contained in 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 interest. 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); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (like an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or 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. When a student moves to a

new district, records will be forwarded upon request of the new school district. At the time of the transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), or challenge the records.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, S.W. Washington, D.C., 20202-4605. A copy of the new FERPA regulations may be obtained by FAX from NSBA by calling 1-800-809-COSA, choosing option 1, and requesting document #865.

Privacy

The school makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, birthplace, address, telephone number, dates of attendance, awards, and previous school attendance may be released to specified agencies. Upon written request from the parent of a student age 17 or younger, the school will withhold directory information about the student. Written notices requesting the withholding of directory information should be sent to the office. Requests must be submitted within 30 calendar days of the receipt of this notification.

Special Programs

Under 20 U.S.C. 1412, a free, appropriate public education is available to all eligible children with disabilities. The rights and protections of the Individuals with Disabilities Education Act are extended to all eligible children. Eligible children are entitled to an educational program and related services as designated in each child's individualized education program (IEP) at no cost to the parent. In order to be eligible, a child must be evaluated in conformance with 34 Code of Federal Regulations Sections 300.530-.534 as having one or more specified physical or mental impairments, and must be found to require special education and related services by reason of one or more of such impairments. In addition, a pupil with a mental or physical impairment that substantially limits learning, may be entitled to reasonable accommodations in his/her school program.

Section 504 of the Rehabilitation Act of 1973

It is the intent of the Lake County International Charter School to promote the provisions of Section 504 of the Rehabilitation Act of 1973. Therefore, it is the policy of the Lake County International Charter School that no otherwise qualified individual with handicaps as defined in Section 504 shall solely by reason of her/his handicaps be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity offered by this school. In furtherance of this policy, the Lake County International Charter School acknowledges its duty in the following

areas: a. Identification of qualified students, and b. Assessment of the educational and related service needs of referred or qualified students, and c. Provision of a free, appropriate public education for all qualified students, and d. Provision of a system of procedural safeguards which includes notice and an impartial hearing on the issues of identification, evaluation and educational placement, and e. Provision of appropriate procedural safeguards with regard to discipline of qualified students.

Parent Complaint Procedure

The school's policy suggests that any complaints are first referred directly to the source enabling a speedy resolution. However, in the event that the parent is not satisfied, this policy sets forth a procedure for lodging a formal complaint as follows:

1. Parent attempts to solve the problem with the staff member/s or volunteer/s involved.
2. Should this not resolve the matter, parent attempts to solve the matter with the staff member/s or volunteer with the assistance of the Director.
3. Should this not resolve the matter, a complaint is lodged in writing with the Director and a copy is given to the staff member/s or volunteer/s involved. This complaint must be submitted within 60 days of the event causing the complaint. The complaint should include an address for response. Otherwise no response shall be made.
4. Upon receipt of the written complaint, the staff member/s or volunteer/s involved shall have the right to respond in writing and the response shall be attached to the

complaint. If the complainant requests a response, the appropriate school official shall respond within twenty (20) working days of receipt of the complaint.

5. After response from the appropriate school official, if the complainant remains dissatisfied with the resolution, s/he shall have the right to make a final, written appeal to the Board of Directors within fifteen (15) calendar days of receipt of the response. The final decision regarding disposition of the complaint shall be by the Board of Directors at their sole discretion.
6. All parties involved in the complaint shall be asked to attend such a meeting for the resolution of the dispute for the purpose of presenting additional facts, making further explanations or clarifying issues. Hearsay and rumor will be discounted as will emotional feelings except those directly related to the facts of the situation. The Board shall conduct such a hearing in as fair and just manner as possible. No complaint will be heard by the board

without written report containing the following:

- The name of each employee or volunteer involved.
 - A brief, factual and specific summary of the complaint and the events surrounding the event.
 - A true copy of the original complaint itself.
 - A summary of action taken by the Director in connection with the complaint, including the Director's finding that effective resolution is not possible and reasons therefore.
7. Any complaint filed by a parent or guardian will not be used in evaluation of a teacher nor placed in the employee's personnel file.
 - 8 Any parent or guardian, who upbraids, insults or abuses any teacher, volunteer or school employee on school property or in the presence of students shall be prosecuted by the school under the provision of the law. Legal representation shall be provided to employees who are named defendants in civil lawsuits arising out of or as a consequence of their performing their assigned duties.



ADDENDUM

The Addendum includes additional detailed information for parent's consideration, as well enumerating on items discussed in the handbook above.

This **Pupil Suspension and Expulsion Policy** has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

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

The Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Director's office.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable

to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. As applicable, these procedures may include but are not limited to a behavior intervention plan, a functional behavioral assessment, and a manifestation determination to consider whether the behavior is a manifestation of the disability; and whether the student was appropriately placed at the time the behavior occurred. No student with exceptional needs may be expelled or be suspended for more than 10 days consecutively or receive a series of suspensions which combined would be considered a change of placement unless the behavior is not a manifestation of the disability and the student was properly placed at the time the behavior occurred.

Administrative Procedures For Pupil Suspension And Expulsion

Definitions (as used in this policy) "Board" means the Charter Council of LCICS.

- 1) "**Expulsion**" means dis-enrollment from LCICS.
- 2) "**School day**" means a day upon which LCICS is in session or weekdays during the summer recess.
- 3) "**Suspension**" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean the following:
- 4) "**Reassignment**" to another education program or class at LCICS where the pupil will receive continuing instruction for the length of day prescribed by the LCICS Charter Council for pupils of the same grade level.
- 5) "**Referral**" to a certificated employee designated by the Director to advise pupils.
- 6) "**Removal**" from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Director or designee.
- 7) "**Pupil**" includes a pupil's parent or guardian or legal counsel or other representative.

- 8) “School” means LCICS.

Grounds for Suspension and Expulsion of Students

- 1) A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event 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.
- 2) **Enumerated Offenses:** Students may be suspended or expelled for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
 - b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee’s concurrence.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
 - 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) 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.
 - o) 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.
 - p) Made terrorist threats against school officials and/or school property.
 - q) Committed sexual harassment.
 - r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 - s) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practicable, the teacher,

supervisor or school employee who referred the student to the Director.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits / Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations:

- A) the pupil's presence will be disruptive to the education process; or
 - B) 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.

4. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

5. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

- a) 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.
- 8) Presentation of Evidence
 - a) While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation 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, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee 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 a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

9) Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of any right to appeal the expulsion to the District Board of Education. If this Board will not hear such appeals, the Charter School may establish a new panel of retired or current school administrators or teachers who are not related to the Charter School to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.
- 3) Notice of the student's or parent/guardian's obligation to inform any new district in which the

student seeks to enroll of the student's status with the School.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education.

This **notice** shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.
- c) Disciplinary Records The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

Expelled Pupils / Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Discipline of Special Education Students: (see Addendum)

There are three non-exclusive avenues for discipline of special education students:

- 1) Student engages in behavior that impedes his or her learning or that of others.

- a) IEP team considers whether Student's behavior is such that it impedes Student's or other's learning and, if it does, develops and implements, as part of Student's IEP, a support plan or strategies that address student's disruptive behavior with positive interventions.
- b. Student's behavior continues to be disruptive and Student's Parents, teachers, or others express concerns about Student's inappropriate behavior.
- c. IEP team develops an assessment plan and conducts a functional behavioral assessment (FBA).
- d. IEP team develops and implements a behavioral intervention plan (BIP), based on the results of the FBA, which becomes part of Student's IEP, specifying the inappropriate or disruptive behaviors that are to be targeted and the interventions that are to be used when Student engages in the inappropriate or disruptive behaviors.
- 2) Student engages in behavior that is self-injurious, assault, or causes serious property damage that has become maladaptive and pervasive, for which the previous strategies, supports, and behavioral interventions are ineffective; or Student engages in behavior that is unpredictable and spontaneous and which poses clear and present danger of serious physical harm to Student or others, for which the previous strategies, supports, and behavioral interventions are ineffective, and emergency interventions are used
- b) IEP team determines it is necessary to conduct a functional analysis assessment (FAA) that complies with State regulatory requirements and also determines whether it is necessary to develop and implement an interim BIP
- c. IEP team determines it is necessary, based on the FAA, to develop and implement a BIP that complies with State regulatory requirements and is specified in Student's IEP
- d. Student engages in behavior that constitutes grounds for disciplinary action under this policy and requires removal from school for more than 10 consecutive school days, i.e., expulsion or removes a student with a disability from his or her current educational placement for more than ten (10) school days total within a school year, a series of which may constitute a "pattern."
- a. School decides to suspend Student and to recommend his or her expulsion
- b. Student's Parents must be notified immediately, on the day the decision to take disciplinary action is made, and provided with procedural safeguards notice.
- c. IEP team meets within 10 school/business days after Student has been removed (suspended) from school for the subject behavior:
- IEP team conducts a manifestation determination, an inquiry into the relationship between Student's disability and the behavior subject to disciplinary action.
 - AT the same time, if Student already has a BIP, the IEP team reviews and modifies the plan and its implementation, as necessary, to address the behavior.
 - If Student does not have a BIP already in place, the IEP team develops an assessment plan, for either an FBA (Federal law) or FAA (State law), depending on the nature of the behavior involved.
 - IEP team meets again after the assessments called for in the assessment plan are completed to develop and implement an appropriate BIP to address the subject behavior.
- d. IEP team determines that the subject behavior is not a manifestation of Student's disability.
- The IEP team and other qualified personnel may determine that the student's behavior was not a manifestation of the student's disability only if they:
- Consider all relevant information in terms of the behavior subject to disciplinary action, including:
 - 1) Evaluation and diagnostic results and other relevant information supplied by the student's parents;
 - 2) Observations of the student; and

- 3) The student's IEP and placement;

and then Determine that:

- 1) As related to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and
- 2) The special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement;
- 3) The student's disability did not impair his or her ability to understand the impact and consequences of the subject behavior; and
- 4) The student's disability did not impair his or her ability to control the subject behavior.

If the IEP team and other qualified personnel determine that any of these standards were not met, the subject behavior must be considered a manifestation of the student's disability. Generally speaking, no change of placement beyond a 10-day suspension is allowed unless the School undertakes the following:

- o If the student poses a danger to his or her own safety or to the safety of others:
- 1) School may file for an expedited due process hearing with the Special Education Hearing Office to obtain an order from the hearing officer changing the students' placement to an "appropriate interim alternative educational setting "up to 45 days;
 - 2) School may file for an injunction or restraining order filed in Federal or State Court to bar the student from attending school. The School must show that the child in his or her current placement is substantially likely to result in injury to herself or to other to be successful.
 - e. As long as the behavior is not a manifestation of the student's disability, Student is subject to

disciplinary action, including expulsion, to the same extent that all students are who engage in the same behavior

- f. Student must be provided with FAPE even subsequent to expulsion.
- g. All discipline of special education students will be strictly done only in conjunction with the District

Health Regulations:

LCICS maintains a health policy regarding immunizations, tuberculosis, testing, physical examinations, medications and illness/injury. This lets you know your rights and responsibilities regarding health regulations.

Immunization:

New students will not be admitted to school without presenting an immunization record from a physician or the public health department showing that immunizations are up-to-date. All new students must show that they have received all currently due required immunizations in order to be enrolled. There is no grace period for immunizations.

Tuberculosis Testing:

All new kindergarten students and all new first graders who have never attended kindergarten must present a written report from their physician or the health department giving the results of a Mantoux test for tuberculosis. The test must have been done within one year prior to entering school. This is a requirement of LCICS.

New students entering grades one through five who have never previously attended a school in California must present documentation of the result of a Mantoux test done at some previous time.

Physical Examinations:

The school requires all first grade students to have a Child Health and Disability Prevention (CHDP) examination conducted from 18 months before up to three months after admission. The examination may be done by a private physician, a health department clinic, or by the school district CHDP staff.

The school nurse is available to consult with parents, on an appointment basis, about children's health concerns. Parents can obtain an appointment through the school office.

All kindergarten, second and fifth grade students may be vision and hearing screened during the school year.

Medications:

Inform the school office in writing if your child is taking any continuing medication at home or at

school. Include the name of the medication and of the supervising physician, as well as the dosage amount. **Students are not permitted to take medication at school unless a parent/guardian completes a District form, which is available from the school's health office upon request.** You and your child's physician sign the form and it is kept in the office along with the child's medication. **Children may not carry medication with them unless self-medication forms are completed by a parent and the child's physician.**

School nurse does not prescribe or give advice regarding medication.

Injuries and Communicable Diseases:

The school periodically conducts communicable disease inspections. A student with a communicable disease is excluded from school until s/he meets readmission guidelines.

Students returning to school with stitches, casts, crutches or leg braces need a physician's written permission to attend school. A student attending school in wheelchair must have approval of Health Services personnel and the school administrator.

Students with short-term health problems preventing them from attending school should arrange with the school a temporary plan to continue the school education, with an Independent Study Plan. Please see the office or ask your child's teacher.

**** Note: Policy & procedures may be changed without prior notice ****