

# Lashon Academy Charter Schools



Parent and Student Handbook

2026-2027 School Year

All handbook policies are for Lashon Academy and Lashon Academy City  
Charter Schools

Board Approved June 10, 2026

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Lashon Academy 818-514-4566 ; Lashon Academy City 213-514-5767

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## GENERAL SCHOOL INFORMATION

### **Lashon Academy Charter School**

It is our pleasure to welcome you to Lashon Academy Charter School (“Lashon Academy”). The staff at Lashon Academy are dedicated to providing the best possible education to meet every student’s individual needs. At Lashon Academy we believe every student should establish a sound educational plan that incorporates both school and parental involvement. We hope that we can embark upon building a successful school community that supports cooperative learning and academic success.

Lashon Academy operates two campuses: Lashon Academy Valley and Lashon Academy City (collectively referred to in this Handbook as “Lashon,” “Lashon Academy,” “the school,” or “the Charter School”) Lashon strongly encourages all parents and students to review the Lashon Academy Charters approved by the Los Angeles County Office of Education (LACOE). The charters describe in great detail the promises the School has made to be an excellent school that serves students, in exchange for the authority to operate independently from LAUSD, and how Lashon Academy will meet students’ academic, social, and emotional needs. The charters can be located on our website.

### **Mission**

The Lashon Academy mission is to prepare culturally diverse K-8 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multilingual and service-learning integrated environment.

### **Vision**

The Lashon Academy vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

# LASHON ACADEMY VALUES

## “YACHAD”

Our commitment to creating a welcoming and supportive community where everyone is valued, feels they have a place and voice, and we thrive to respect the strength of diverse perspectives.

### ACCOUNTABILITY

Represents our shared commitment to taking responsibility and ownership for our actions, decisions, and promises - ensuring that our students, staff, and community can trust that we will always act with integrity.

### HEART-CENTERED

Represents our commitment to be role models and encourage our students and staff to approach every engagement with empathy, emotional intelligence and compassion.

### EVOLVING TOGETHER

Represents our commitment to transformative growth through open mindedness, continuous learning and authentic collaboration, ensuring we evolve as individuals and as a community.

### GROWING TOGETHER

Represents our individual and organizational commitment to continuously learning, exploring new ideas, considering different perspectives, and building mutual trust and respect.



We Believe:

- That education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community.
- That all children can achieve:
- The development of proficiency in multiple languages enhances students’ cognitive development and academic achievement; and
- That the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one’s community are critical to the development of tomorrow’s leaders.

Our Values:

The meaning of Lashon holds great importance in the development of language and the power of its use. Lashon Academy Charter School will instill in their students the understanding that speech, or words are very powerful and have a decisive impact on our lives. Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

At Lashon Academy, we accept the charge to help every student of our school achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect and accountability.

**School Contact Information**

Lashon Academy is a public charter school of excellence serving students in Transitional Kindergarten through 8th grade. A complete staff directory can be found in the main school office. Enrollment in our school is open to all students who reside in California. No tuition is charged for enrollment.

Lashon Academy			Lashon Academy City
Van Nuys Campus 7477 Kester Ave Van Nuys, CA 91405 818-514-4566 <a href="http://www.lashonacademy.org">www.lashonacademy.org</a> <a href="mailto:info@lashonacademy.org">info@lashonacademy.org</a>	Valley Village Campus 12326 Riverside Dr Valley Village, CA 91607 818-514-4566 <a href="http://www.lashonacademy.org">www.lashonacademy.org</a> <a href="mailto:info@lashonacademy.org">info@lashonacademy.org</a>	West Valley Campus 5975 Shoup Ave. Woodland Hills, CA 91367 818-514-4566 <a href="http://www.lashonacademy.org">www.lashonacademy.org</a> <a href="mailto:info@lashonacademy.org">info@lashonacademy.org</a>	3186 7 <sup>th</sup> Ave Los Angeles, CA 90018 213-514-5767 <a href="http://www.lashonacademy.org">www.lashonacademy.org</a> <a href="mailto:info@lashonacademy.org">info@lashonacademy.org</a>

## School Administration Directory

<b>Employee</b>	<b>Position</b>	<b>Email</b>
Amber Cox	SPED Coordinator	acox@lashonacademy.org
Janice Kim	Asst. Administrator (Valley)	jkim@lashonacademy.org
Carolyn Morrison	Asst. Administrator (Valley Village)	cmorrison@lashonacademy.org
Ravit Feldman	Hebrew Coordinator	rfeldman@lashonacademy.org
Dmitry Kogan	Dean of Students (West Valley)	dkogan@lashonacademy.org
Kathie Chung	Principal (City)	kchung@lashonacademy.org
Ryan McMorran	Principal (Valley and Valley Village)	rmcmorran@lashonacademy.org
Jennifer Kaitz	Principal (West Valley)	jkaitz@lashonacademy.org
Sara Garcia	Director of Education	sgarcia@lashonacademy.org
Maria Gennaro	Director of Business and Operations	mgennaro@lashonacademy.org

## **School Governance**

### **BOARD OF DIRECTORS**

The Board of Directors (“Board”) of Lashon Academy is the School’s oversight and policy-making body. The Board members have a legal fiduciary responsibility for the wellbeing of Lashon Academy.

Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy, overseeing the school’s compliance with relevant laws and regulations and raising funds to support the growth of the school. The Board of Directors may delegate certain responsibilities and duties to the School’s CEO or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The Board appoints the CEO who is responsible, under the authority of and with oversight by the Board, for implementation of the school’s academic programs and for the operational management of the school. The CEO reports directly to the Board.

**NOTICE OF BOARD OF DIRECTORS MEETINGS**

Lashon Academy will comply with the Brown Act to ensure that the public has open access to information and decision-making regarding the School’s policies, procedures and performance, and equal opportunities to hear, discuss and influence Board of Director decisions in an open forum.

The Board will conduct open meetings at least quarterly during the school year. One meeting each year will be designated the Annual Meeting for the purpose of organization and the appointment of officers.

All meeting notices and Board activities will be in accordance with the provisions of the Brown Act. Agenda will be posted for public viewing at the School and at any other meeting location as follows. Board meeting dates are posted on the Lashon Academy website and in the school office.

Regular Meetings	At least 72 continuous hours prior to meeting
Special Meetings	At least 24 continuous hours prior to meeting
Emergency Meetings	At least 1 hour prior to meeting
Dire Emergency Meetings -- rare; see definition in the Brown Act (Government Code § 54956.5)	As soon as possible after directors are informed of the need for meeting
Board Contact Information	board@lashonacademy.org

**LOCATION OF BOARD MEETINGS**

The Board will hold all meetings at the Lashon Academy Valley site, unless otherwise noted in agenda and will hold all meetings at locations within the jurisdictional boundaries of the Los Angeles Unified School District except in limited circumstances, (Government Code §§ 54954(b)- (e)), and in places accessible to all, with no fee to attend (Government Code § 54961(a)).

**CLOSED SESSIONS**

Posted agenda will list any closed session topics and the Board will announce any actions taken in closed sessions in open meetings immediately following closed sessions as required by the Brown Act. The Board will only conduct closed sessions in the manner and for the purposes permitted and described in the Brown Act. In general, the permitted purposes of closed sessions are as follows:

Personnel -- To discuss the appointment, employment, performance evaluation, discipline, complaints about or dismissal of a specific employee or potential employee (Government Code § 54957), unless the employee requests a public meeting on any charge or complaint. Closed sessions are not allowed for discussing the following: general employment; independent contractors not functioning as employees; salaries; the performance of any elected official, or member of the board; or Lashon Academy’s available funds, funding priorities or budget.

Pending Litigation -- If open discussion would prejudice the position of Lashon Academy in the litigation. To qualify, Lashon Academy must be a party to pending litigation (Government Code § 54956.9(a)); or expect, based on certain specified facts, to be sued (Government Code §§ 54956.9(b)(1),(b)(2)); or expect to file suit itself (Government Code § 54956.9(c)).

Labor Negotiations -- To instruct Lashon Academy’s identified negotiator on compensation issues (Government Code § 54957.6).

Property Negotiations -- To discuss price or payment terms with Lashon Academy’s identified bargaining agent. Final price and payment terms must be disclosed when the actual lease or contract is discussed for approval (Government Code § 54957.1(a)).

Others – To discuss license applications for people with criminal records (Government Code § 54956.7); threats to public services or facilities (Government Code § 54957); or insurance pooling (Government Code § 54956.95).

**PARENT, STUDENT, TEACHER, OTHER STAFF & OTHER STAKEHOLDER CONSULTATION**

Lashon Academy encourages parents, students, teachers, other staff, and other stakeholders to attend, listen and comment on Lashon Academy’s educational program at Board meetings by posting meeting notices with agenda on the Lashon Academy website, at the school site, and at the meeting location if different from the school site. Each Board meeting will include an opportunity for parents, staff and general members of the public to address the Board (Government Code § 54954.3(a)).

**Daily Schedule**

Lashon Academy		Lashon Academy City
Van Nuys and West Valley Campus	Valley Village Campus	Regular Day TK-6th: 8:10am-3:10pm Minimum Day TK-6th: 8:10am-1:30pm Morning Drop Off: 7:30am-8:10am
Regular Day TK/2nd: 8:05am-2:45pm Regular Day 3rd-6th: 8:15am-3:15pm Regular Day 6th-8th: 8:10am-3:13pm Minimum Day TK/2nd: 8:05am-1:30pm Minimum Day 3rd-6th: 8:15am-1:30pm Minimum Day 6th-8th: 8:10am-1:40pm Morning Drop Off: 7:40am-8:15am	Regular Day TK-K: 8:05am-2:45pm Minimum Day TK-K: 8:05am-1:30pm Morning Drop Off: 7:40am-8:05am	

### **Parent Involvement**

Lashon Academy encourages parents to be involved in all aspects of the school. In addition to providing a parent representative seat on the Lashon Academy Board of Directors, parents are encouraged to attend all Board meetings, speak at the Board meetings if they wish, volunteer at the school site, and join the School Site Council. Through the School Site Council, the parent representative on the Board, and participation at Board meetings, parents can make their voices heard on broad issues or concerns. Parents and guardians are encouraged to communicate with their children's teachers about their children's learning program.

Lashon Academy will provide a list of activities for parents on Lashon Academy's website and in the Parent and Student Handbook distributed each year. Programs, events, and a list of parent involvement activities are posted in other places available to parents, such as school newsletters, on the school calendar, in student classrooms, or in the school office.

### **Parent Communication**

The Office Manager is the primary point of contact for questions and referrals to other school personnel. It is very important that communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly newsletter via Parent Square or website on a regular basis. Please update the office with any changes in contact information.

You can contact a teacher by:

- Calling the school and leaving a message and the teacher will return your call
- Making an appointment
- Direct message via Parent Square

If you need to speak to an administrator, please call the office. If someone is not available to speak to you immediately, please leave a message and someone will return your call within three (3) business days. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

### **School Site Council (SSC)**

The SSC is an elected decision-making group comprised of parents, community members, site administrators, teachers and other staff. The SSC has an ongoing responsibility to develop, implement, monitor and evaluate the site plan. At Title I schools, the SSC also oversees all the categorical funds such as Title I and English Language Learners. Please contact the principal or SSC chair if you are interested in joining.

### **English Learner Advisory Committee (ELAC)**

Schools that have 21 or more students with limited English language proficiency must have an

English Learner Advisory Committee. It serves as the advisory body to the school on four key issues. Please contact the school principal if you would like to join.

### **General Parent Meetings**

The school staff and parents meet regularly during the general parent meetings. The meetings take place 3 times per year and schedules are communicated via the principal's newsletter. These meetings are an important time for parents and staff members to communicate and plan with each other. At each meeting, time is set aside for announcements and updates.

### **Newsletter**

The Lashon Academy newsletter is produced and sent via Parent Square. It encourages parent involvement and keeps everyone informed of events. In addition to news and information, an up-to-date calendar of upcoming events is included. All staff and students are welcome to submit articles or art to be published in the newsletter.

### **Website**

The Lashon Academy website, [www.lashonacademy.org](http://www.lashonacademy.org), was developed and is maintained by the school administration and staff. The site is continuously updated and contains a wide variety of information for students, parents and staff. Information about parent involvement activities, upcoming events, contact details, and other useful information can be found on the website.

### **Attendance Policy**

All students must attend school daily. Parents or guardians are responsible for sending their children to school. Absences are disruptive to students' ability to learn and create problems with the implementation of Lashon's school culture. Accordingly, all absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Multiple unexcused absences may result in additional consequences such as parent conference with the school administration and attendance review board oversight.

### **TYPES OF ABSENCES DEFINED**

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under the school's Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness.
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
  - a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

4. Attendance at funeral services for a member of the student's immediate family:
  - a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
5. Participation in religious instruction or exercises as follows:
  - a. The student shall be excused for this purpose on no more than four (4) school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
8. To permit the student to spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
12. Authorized at the discretion of the Principal or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

15. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student’s parent or guardian and approval by the Principal or designee pursuant to uniform standards:

- a. Appearance in court.
- b. Observance of a holiday or ceremony of the pupil’s religion.
- c. Attendance at religious retreats.
- d. Attendance of an employment conference.
- e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

**Unexcused absences** include a student being absent for any reason other than what is explicitly listed above. Examples of unexcused absences include missing class or other mandatory School activity due to family trip or vacation, or lack of transportation to the School. Moreover, each late arrival to school or early pick-up from school may also be considered an unexcused absence as determined by the School’s principal.

#### **PROCESS FOR ADDRESSING TRUANCY:**

Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student’s classroom teacher may also call home.

Upon the third unexcused absence or unexcused tardy over 30 minutes, the School will take preventative action and contact the family by telephone to determine the reasons and causes for the unexcused absences or other attendance problems. The school will try to help the family resolve the problems. In addition, the parent/guardian will receive **“Truancy Letter #1 – Truancy Classification Notice”** from the Charter School notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail or Email, return receipt requested, or some other form of mail that can be tracked.

Upon the fourth unexcused absence or unexcused tardy over 30 minutes, the School will call the family to schedule an in-person meeting with a parent to discuss the unexcused absences and notify the parents that if two more unexcused absences or unexcused tardy over 30 minutes occur the family will be referred to the Student Attendance Review Board (“SARB”).

Upon the fifth unexcused absence or unexcused tardy over 30 minutes, a second in-person parent conference will be scheduled. The parent/guardian will receive **“Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,”** notifying the parent/guardian of the student’s “Habitual Truant” status and that one more unexcused absence or unexcused tardies over 30 minutes will result in a meeting

with the SART. In addition, the Charter School may consult with a school counselor regarding the appropriateness of a home visitation and/or case management.

Upon the sixth unexcused absence or unexcused tardy over 30 minutes, the family will be referred to the SARB to seek an alternative remedy. If the truancy is not remediated, the student may incur additional consequences, up to and including disenrollment/involuntary removal from the school in accordance with the process below.

### **INVOLUNTARY REMOVAL PROCESS**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## **ABSENCE VERIFICATION**

When a student is absent from school, we request that the parent/guardian notify the office on or before the day of absence. Lashon Academy students are required to be in their classes and ready for roll call promptly at the start time of school. It is the parent's/guardian's responsibility to provide documentation within the (10) days after the student returns to school.

### **Drop-Off And Pick-Up Procedures**

Students can be dropped off in the designated drop-off area during the morning drop off hours. Please accompany your child to the school office if you arrive after the designated drop-off hours.

Pick-up occurs in your child's classroom. Please read all traffic signs when parking by the school. Parents/Guardians must enter through the school designated entrance and proceed directly to their child's classroom.

Please see "Late Pick Up Procedures" if a student is picked up after the designated pick-up time.

### **Late Arrivals**

Students who arrive at school after 8:20 A.M. must report to the Main Office and obtain a Tardy Pass prior to going to class. Students will not be allowed in the classroom without this Tardy Pass. Parents should accompany their child to the Main Office to obtain a pass. Please support your children in arriving at school on time and establish promptness in their daily schedules. Any unexcused tardy in excess of 30 minutes may be counted toward an unexcused absence.

### **Early Sign-Out Procedure**

Students will be allowed to leave school only with a parent or legal guardian, or with another person designated in advance by a parent or legal guardian through written authorization and who presents proof of identification. Any person picking up a student early must sign a log at the Main Office **and fill out an Early Leave Reporting Form by 9:00am on the day of the early leave**. Early Pick Up is not permitted 30 minutes prior to dismissal. Those **NOT** identified on the authorized list can only pick up a child if the parent or guardian has sent a *signed note* to the school notifying the school of this person's identity and proof of identification is provided.

### **Late Pick-Up Procedures**

If a student is picked up after 3:30pm, Late Pick-Up for your child will be available starting at 3:45pm. Any parent who is picking up their child after 3:30pm must wait until 3:45pm to then pick up their child.

Parents must wait by the side Gate in the Late Pick-Up line until Late Pick-Up begins at 3:45pm. All students must be signed out by a parent or guardian.

A copy of the school’s complete Attendance Policy is available for review in the main office and on the school website.

**Independent Study**

Lashon Academy offers an optional Short-Term Independent Study program designed to meet the educational needs of students who encounter extraordinary circumstances, such as a documented illness, family emergency, or mandatory quarantine, that temporarily prevent them from attending school in person. Eligible students may participate in independent study for **up to 15 cumulative school days per academic year**. To initiate this process, parents or guardians must notify their campus Office Manager at least two weeks prior to the planned absence. The Office Manager will coordinate with the Principal for official approval, gather necessary documentation, and formalize the required written Independent Study Agreement, which must be signed by the student, parent, and supervising teacher before the independent study period begins.

Participation in this program carries strict obligations for both students and families to ensure academic continuity. The school will provide coursework aligned with grade-level standards, along with standard tools and connectivity support. In return, students must actively engage in mandatory daily synchronous instruction or live interaction via Google Meet (depending on grade level) and submit all assignments within **10 school days** of the original due date. Please note that if a student fails to complete 25% of their assignments within a 10-day period, or if their academic progress drops below satisfactory levels, the school will initiate tiered reengagement strategies and conduct a formal evaluation to determine if the student should be transitioned back to in-person instruction.

**Attendance Recovery Program**

Lashon Academy offers a voluntary Attendance Recovery (AR) program in accordance with California Education Code Sections 46210–46211 to help classroom-based students make up lost instructional time and offset unexcused or excused absences. This program allows students to recoup up to a maximum of 10 school days of attendance per fiscal year, though the recovered time cannot exceed the actual number of absences a student has accumulated. Attendance recovery sessions are offered outside of the standard school schedule, including before or after school, on weekends, or during intersessional breaks, and feature content aligned to grade-level standards that is substantially equivalent to our regular classroom instruction.

To officially recover a full day of average daily attendance (ADA), a student must accumulate independent instructional time that meets the state's strict minimum daily minute requirements for their respective grade level. Participation is tracked in full one-hour increments, which may be accumulated over multiple separate sessions or days. The required minimum daily minutes to generate a single day of attendance credit are structured as follows:

Grade Span	Minimum Daily Minutes	AR Participation Time Needed
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Transitional Kindergarten & Kindergarten	180 Minutes	3 Hours
Grades 1 – 3	230 Minutes	4 Hours
Grades 4 – 8	240 Minutes	4 Hours

The process for participating in attendance recovery is managed directly through the school site administration. Families interested in scheduling an AR session for their student must notify the campus Office Manager, who will verify eligibility against the student’s current absence log and coordinate scheduling. All recovery sessions maintain mandatory student-to-certificated-teacher ratios (10:1 for TK/K and 20:1 for Grades 1–8) and utilize strict sign-in/sign-out sheets to thoroughly document the hourly participation required for local and state compliance audits.

**Student Calendar**

Appendix Lashon Academy/Lashon Academy City Calendar

**Illness**

Students should not come to school when ill. If a student becomes ill or is injured at school, s/he is to ask the teacher for a pass and report to the Main Office. A parent will be contacted to pick up the student. It is important that parents pick up their sick or injured child immediately for the care and comfort of the child and to maintain the health of other students.

The following symptoms are valid reasons to keep students at home:

*High fever*

*Nausea or Vomiting*

*Evidence of a communicable disease Severe headache or stomachache*

*Spasms or convulsions*

*Any severe accident including deep cuts or bleeding*

*Persistent cough*

**Treatment And School Related Injuries**

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

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

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

### **Administration Of Medication**

A student who is required to take medication prescribed by a physician during the regular school day, may be assisted by the school nurse or other designated school personnel if the school receives:

- (1.) a written statement from the authorized healthcare provider detailing the name, method, amount and time schedules that the medication is to be taken and
- (2.) a written statement from the student's parent/guardian authorizing the school district to administer the medication.

Contact the main office if you have questions. Forms for medication administration are available in the main office.

All notes must be updated at least annually, and more frequently if the medication dosage, frequency of administration, or reason for administration changes. The student must come to the Main Office to take the medication at the appropriate time.

A copy of the school's complete Administration of Medications Policy is available for review in the main office and on the school website.

### **Medical Appointment**

Parents should schedule children's medical appointments after 3:10 PM Mondays - Fridays whenever possible to minimize the time students miss in school. If appointments are made during the school day, parents must come to the Main Office and sign-out their child.

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

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, or a wheelchair must have a licensed California health care provider's written permission to attend school that includes any recommendations and/or restrictions related to physical activity, mobility and safety.

### **Lice**

Students should not come to school if they have live lice. If Lashon finds a child on campus with lice, the parent will be notified to pick the child up from school to treat the child. Children may return to school with proof that treatment has been provided to the child and shall be checked by the office designee before returning to class. Lashon has additional resources on file to help support families in removing lice from their children and households.

### **Student Office And Bathroom Policy**

During class time, students must have a hall pass from their teachers to be admitted to the

Main Office. Note that the office telephone is for emergency use only. If parents call the School to relay a message to his/her child, they should expect to leave a message with the Office Manager, and it will be delivered to the child.

During the school day, students must ask permission from their teacher or Lashon staff member to use the restroom. Once they gain permission the student will travel to the restroom with a partner and bathroom pass to ensure safety and accountability. All students will follow the school's check-in/check-out procedure when leaving the classroom.

### **BEHAVIOR IN OFFICE**

Students should obtain permission and/or pass from their teacher prior to visiting the Main Office during class time. Students are expected to always speak softly in the Main Office.

### **OFFICE APPOINTMENTS**

The Office Manager is the primary point of contact for questions and referrals to other school personnel. Parents should schedule appointments to meet with the Principal or Teachers at least one business day in advance by contacting the Office Manager.

### **Classroom Change Request-Policy And Procedures**

Lashon Academy is fortunate to have an excellent team of teachers. We are confident that whatever classroom your child has been placed in, he or she will encounter a warm and well-prepared teacher who is committed to student learning, to student success, to children – to **your** child.

The process used to assign students is a comprehensive one. As a school, we take the responsibility of class placement very seriously. Beginning in the spring, and continuing through the summer, many factors are considered in the process of placing every child. This includes adjustments necessary in the summer to incorporate new students. If you are new to Lashon Academy and have only recently registered, please realize these factors were considered as closely as possible in placing your child in the classroom that will best meet his/her needs. Such factors involve:

- The program/academic needs of the student
- The social needs of the student and their leadership styles
- Independent work habits of students
- Behavior factors regarding students
- The compatibility of students with each other (such as separating those in order to be successful)
- Teacher, staff, and/or SST team recommendations

Within the first few weeks of school, staff and principal will review staffing based on increases/decreases in enrollment. If significant enrollment changes emerge, then changes

in class sections may be made. However, with the exception of such enrollment issues, because classroom placement has been so carefully determined with such a wide range of factors taken into account, parental concerns and requests for changes in classroom placement must follow a CLEAR PROCESS as outlined below and are considered very carefully.

**Classroom Assignment Change Procedure:**

**First Two Weeks of School:** No changes considered until the 3rd week of school. Class rosters and student assignments remain as posted the day before school starts.

**After Two (2) Weeks:** Arrange to meet with the Teacher. If serious concerns still remain after this period of time, the parent is invited to schedule a meeting directly with the classroom teacher to identify concerns and work together to resolve the issues (i.e., create a timeline, intervention plan; members of SST team may be invited to the meeting).

**Following Formal Teacher/Parent Meeting:** Review of assignment form. If it appears a change is still desired at this point, the parent should complete a Review of Assignment form. (Form available in the school office.)

**Principal Receives Request:** The principal reviews the form and contacts Parents and teacher to set a course of action in which any or all of the following may take place: class observations of the student by parents and school staff, parents and teacher continue to communicate and may meet with the Principal, the school SST team may hear the concerns, student may be involved at any point, other teachers at a grade level may be consulted.

**Decision made by Principal and SST Team:** After looking into the situation and consulting with everyone involved, the Principal and the SST Team determine if and when a placement change may be made. The Principal will then notify all parties of the status of the request and initiate as smooth a transition as possible.

**No Food Sharing**

In order to ensure our students' safety, Lashon adheres to a no food sharing policy. If the teachers plan to provide food to students, they will notify the class parents. We ask that no parents bring in food for students without prior consent from the teacher. All students will be asked to not share food with each other in attempt to prevent any allergy exposure from food.

**Program Components**

**STANDARDS-BASED REPORT CARDS (TK-5th)**

Standards-based grading measures your student's mastery of the essential standards for a class, or how well your student understands the material in class. The goal of this approach is to provide the teacher, student, and parent as accurate a picture as possible of the student's learning and to encourage a dialogue about how the student can master the material for the class. In particular, because learning is a process that takes place over time, each assessment will provide feedback for the student about what to focus on next.

Your student's learning will be assessed using a variety of formative and summative assessments. These tools will include formal assessments such as traditional unit and benchmark tests, projects, written papers, classroom assignments, or verbal assessments, but they may also include informal assessments such as classroom discussions or teacher observations. Essentially, everything that a student does in a standards-based class provides the teacher with evidence of the student's learning.

The scores on the 4-grading scale each have a very specific meaning. They are:

- 4-Exceeded. The student demonstrates an in-depth understanding of the material by completing advanced applications of the material.
- 3-Met. The student has mastered the complex, targeted knowledge, and skills for the class.
- 2-Nearly Met. The student understands the foundational material that supports the targeted learning but is still working to master the complex material for the class.
- 1-Not Met. The student is able to demonstrate an understanding of the foundational material for the class with help from the teacher, but still struggles when working independently.

### **Retention Policy**

Retention is an intervention strategy to help students successfully attain grade-level standards, and it should be considered *only* if a teacher is reasonably confident that the student would approach grade-level proficiency with an extra year of instruction. Lashon Academy has a standards-based policy that establishes criteria regarding retention of students in 1<sup>st</sup>-8th grades. Teachers who are considering retaining students at the end of the current academic year must review and comply with the school policy.

A copy of the complete Retention and Promotion Policy is available for review at the main office or on the school website.

### **Student Study Team ("SST")**

The Student Study Team ("SST") addresses the needs of students who experience academic, emotional, social, health and/or attendance difficulties. The team consists of an administrator, resource specialist, classroom teacher and the parents. The team develops and implements an action plan designed to address identified student needs.

A copy of the complete SST Policy is available for review at the main office or on the school website.

### **English Language Proficiency Assessments For California (ELPAC)**

State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student's level of English proficiency in listening, speaking, reading and

writing.

The ELPAC must be administered to new enrollees in the school with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified as being English Learners must also be administered the ELAPC annually to determine annual English language development progress until the EL student has been reclassified.

The ELPAC is administered to students who are already identified as English Learners in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the ELPAC must be administered within 30 days of enrollment in a California public school.

To find more information about the ELPAC, please contact your child's teachers or contact the school office.

### **Transitional Kindergarten**

Transitional Kindergarten (TK) is year one of a two-year kindergarten program, as outlined in Education Code (EC) Section 48000. Children enrolled in TK are participating in a prekindergarten program specifically designed to build a bridge between the preschool years and traditional kindergarten. For the 2024-25 school year TK serves children born between September 2, 2019 and June 2, 2020 while Early Transitional Kindergarten (ETK) serves children who will turn 4 years old by September 1 of the 2024-2025 school year.

Funded by the Kindergarten Readiness Act of 2010, which adjusted the kindergarten entry age to September 1 starting in the 2014-2015 school year, TK programs are intended to be aligned with the California Preschool Learning Foundations developed by the California Department of Education (CDE), rather than the mastery of kindergarten Common Core standards.

TK offers these children the opportunity to socialize, become familiar with the school environment, and develop as students while learning to work in a classroom setting. The program is particularly beneficial for "young" five-year-olds, building a solid foundation for future school success.

The TK program supports children in:

- Develop a positive self-image
- Establish productive social and working relationships with their peers through cooperative play
- Enhancing vocabulary, listening, speaking, and memory skills, as well as the ability to follow directions
- Cultivating overall readiness and enthusiasm for learning

### **Substitutes**

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

### **Social Emotional Learning (SEL) Program**

At Lashon Academy, we are dedicated to nurturing the social and emotional growth of every student through our comprehensive Social Emotional Learning (SEL) program. SEL is essential in helping children manage their emotions, develop empathy, solve problems, make responsible decisions, and build healthy relationships. We believe that these skills are fundamental to a child's overall success and well-being.

To support our students' SEL development, we dedicate time each school day to building these critical skills. Morning Meeting time allows teachers to create a positive tone for the day, strengthen the classroom community, and foster social awareness. This safe and supportive environment is designed to help students feel connected, valued, and engaged in their learning.

During Morning Meetings, we integrate our SEL curriculum, Second Step, which is a research-based and field-tested program. Second Step combines engaging classroom discussions with interactive activities, guiding students to learn essential social-emotional skills such as responsible decision-making, teamwork, emotional management, and interpersonal relationships. These skills are not only vital for personal growth but also contribute to academic success.

By participating in Morning Meetings and the Second Step program, our students develop a strong foundation in social-emotional learning that supports their journey to becoming well-rounded, successful individuals both in and out of the classroom.

### **Service Learning**

Each year students partake in a minimum of two service-learning opportunities. The activities are designed to be student-driven to heighten the engagement level of the students. The Lashon faculty will work closely with the Lashon Parent Organization to execute these service-learning projects.

### **Homework Policy ETK-5th**

Lashon believes it is important for the family to support and encourage the learning process. Students will be required to read at home and will be sent home with concepts to review with their parents. The staff of Lashon Academy believes that homework is a valuable extension of our classroom teaching and should reinforce, extend, or enrich the concepts that students have been taught in class.

### **Reading And Math**

Students are expected to read at home each week to promote literacy skills and encourage the learning process at home. Lashon encourages nightly reading, but as the school understands that may not always be possible, we have instituted a weekly reading requirement.

Students are encouraged to practice math concepts, facts, and review previously learned material via ThinkCentral as a way to reinforce grade level standards.

### **General Review**

Students are expected to complete one project-based learning assignment per trimester. This project will comprise both work completed in class in addition to the aspects that will be completed at home. This project will be a culminating assessment of the students' knowledge towards mastery of the common core standards taught throughout the trimester.

In some individual circumstances if a student does need additional home-review to increase student success, it will be brought to the parents' attention. If you are unable to assist your child with homework, please make sure to seek out alternative support for your child through after school or tutorial programs.

### **Middle School Homework Policy**

To prepare students for the academic demands of high school, all 6-8 students will expect daily homework. Students can expect **approximately 60-90 minutes of homework per night**, which may include weekends. If a student's homework is taking significantly longer than expected, either the student or parent should contact the teacher to discuss some possible solutions or support that can be implemented.

### **Due Dates & Times**

Homework will be due to the teacher on the day it is due. The number of days students must complete an assignment is dependent on the type of assignment or project. Students who are absent (excused absence) have the same number of days to submit assignments they missed for full credit. For example, a student that is absent for 3 days will have 3 days from the date of return to school to complete the assignments.

### **School Planner Usage**

Students should bring their planner to every class and take it home daily. It's important to record all assignments, due dates, and significant notes each day to stay organized. Keeping the planner neat and up-to-date will help track homework, projects, tests, and other important deadlines. Utilizing different sections, such as the monthly calendar and weekly spreads, can enhance its effectiveness.

Make checking the planner a daily habit to manage time and plan for upcoming tasks. Be sure to get any necessary signatures or confirmations from teachers when required. The planner also serves as a communication tool between students, teachers, and parents, allowing for messages and important notes to be easily shared.

Students should be prepared to show their planner in class when requested, as regular checks may be part of class requirements or grading. This fosters accountability and ensures that students remain on top of their responsibilities.

### **Grading-Category Weights**

Cumulative Projects: 25%

Independent Work Time: 20%

Quarterly Assessments: 25%

Exams, Unit Tests, Weekly Assessments: 20%

Participation: 10%

### Grading-Scale

A= Highly Proficient 90%-100%

B= Proficient 80%-89%

C= Reaching Proficiency 70%-79%

D= Below Proficiency 60%-69%

F= Not Proficient 0-59%

### Extensions

Lashon Academy students are effective communicators who talk to their teachers about questions, needs, and conflicts. If a student needs an extension on an assignment, he/she must email the teacher to officially request the extension. The request must be made prior to the due date to earn full credit. Approving the reason for the extension will be at the teacher's discretion, in alignment with the examples below.

<b>Students request extension in writing prior to the due date for a reason approved by the teacher.</b>	<b>Students request extension in writing after the due date for a reason approved by the teacher.</b>
-Extension will be granted up to half of the number of days students originally had to complete the assignment for full credit.	-Extension will be granted up to half the number of days students originally had to complete the assignment for 50% credit.
All assignments must be submitted prior to the end of the trimester in which they are assigned to receive any credit.	

Students may request no more than 2 extensions per trimester, unless an individual work plan has been developed.

Sample reasons:

- Religious holiday or service
- Family event (ex: family birthday celebration)
- Extracurricular event (ex: soccer game)
- Did not understand the assignment - if this is the reason, your letter must state which day you plan to attend Study Hall with your teacher to clarify the assignment

Non-Example reasons:

- "I didn't have time"
- Socializing with friends (ex: going to a friend's house, playing video games, etc.)

- “I didn’t understand it” without setting a time to attend Study Hall

### **Field Trips**

Field trips are off-campus activities that extend and enhance classroom learning. All students are expected to participate in field trips since they are curriculum based. These trips occur during the school day. General requirements for field trips:

- Written permission is required for all field trips. Permission Slips for trips throughout the year will be issued for each trip. Parents must be informed as to the activities involved in the trip. **No child will leave the school premises on a trip without the school having obtained express written permission from the parent.** Vehicular seatbelts must be worn on all field trips.
- Your child’s teacher will send home advance notice of planned field trips. These notices will give you more detailed information about these trips. If you plan to volunteer as a chaperone for a field trip, it is expected that you consider the following:
  - a) You may not bring your other children with you.
  - b) You assist the teacher in charge on the trip.
  - c) You supervise a small group of students.
  - d) You adhere to our ‘no sharing’ policy (food, candy, liquids).

The school reserves the right to select chaperone volunteers who exhibit appropriate behaviors based on previous experience, and in accordance with the school’s Visitor and Volunteer Policy.

A copy of the complete Field Trips and Excursions Policy is available for review in the main office and on the school website.

### **Celebrations**

We delight in celebrating your child’s birthday at school with his or her friends and teachers! Teachers will be provided a birthday list and may facilitate activities during the day to acknowledge the special day for your child. Lashon does not allow food of any kind for birthday celebrations.

In order to not disrupt the educational program, we ask that parents and relatives not visit the class for birthday celebrations until the last 10 min of the school day. We need your full cooperation in this matter, and we appreciate your understanding of the nutrition guidelines we adhere to in the best interest of all Lashon students. Invitations for personal parties may only be distributed on campus with prior administrative approval and must include an invitation for every student in the class.

### **Visitors And Volunteers**

## CLASSROOM OBSERVATION

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

- Schedule a date and time with the teacher by calling the office and
- Explain the purpose for the observation. Note: Observation times may be limited to one hour with prior appointment.

During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

### **Instructional Volunteer**

**STUDENT SAFETY ALWAYS COMES FIRST:** All volunteers who may have frequent or prolonged contact with students will need to be TB tested and determined to be free of TB within sixty (60) days prior to commencing service. Volunteers who may, at any time, be around children without Lashon faculty will need to be fingerprinted. While working as a volunteer, student safety must be the utmost priority.

**BE PROMPT AND DEPENDABLE:** The teachers count on you and appreciate your promptness and reliability. If you know in advance that you will not be able to make it during your designated volunteer time, make arrangements to have another designated volunteer cover for you. If it's at the last minute and you can't arrange coverage, leave a voicemail for the teacher so s/he can make necessary accommodations in his/her lesson plan.

**BE FLEXIBLE:** Be willing to do what the teacher asks of you. There may be times that you will not directly work with the children, but instead the teacher needs you to staple papers for an hour. Sometimes, a job that seems tedious to you is a big timesaver for the teacher and allows the teacher to get more effective teaching time in. Please be open and flexible about whatever the teacher asks you to do.

**BE SURE YOU UNDERSTAND WHAT THE TEACHER NEEDS YOU TO DO:** If you are not sure, feel free to ask for more clarification.

**NO CELL INTERRUPTIONS:** Turn off your cell phone or place it on vibrate. Barring emergencies, it would be inappropriate and disruptive to make or receive phone calls during your classroom volunteer time.

**HOLD OFF ON CONVERSATIONS WITH OTHER PARENTS:** Please do not socialize with other parents in the classroom during your volunteer time. There may be other parents present or volunteering in the classroom during your time; it would be disruptive to the class if the parents socialize or chat during class time.

**MAINTAIN CONFIDENTIALITY OF STUDENT RECORDS:** Confidentiality is crucial and is the

cornerstone of a successful classroom volunteer program. Information about every child is CONFIDENTIAL. All conversations with teachers and staff, test scores, graded assignments or test scores, etc. must remain within the classroom. Comments about children's progress (or lack of), and behavior in class should be addressed by the teacher. Please give each child the same respect you would want shown to your child by others.

**BE POSITIVE:** Make specific, positive comments about the children ("Johnny, you worked really hard on that math problem!"). Catch the child doing something good and then praise it.

**OFFER FEEDBACK TO THE TEACHER:** If you have a concern about a specific child or feel there is a need for some negative comment or disciplinary action, please tell the teacher and let her decide the appropriate action to take with a child. You may have observed something he or she did not see, and your feedback is important in helping the teacher do their job.

**DRESS APPROPRIATELY:** The classroom is not the place for revealing, distracting, or otherwise inappropriate clothing, or outfits that draw the children's attention to you rather than to the teacher.

**VOLUNTEER SIGN-IN:** There is a Volunteer Log at the Lashon office. Volunteers will need to sign in when they arrive, when they leave, and record the time spent volunteering. You will also need to obtain a volunteer badge from the office manager before entering the classrooms.

### **Visitors To School Campus**

All campus visitors must have the consent and approval of the Principal. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitors permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Comply with all state/local health and safety protocols
- If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access.
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable, in adherence to school policy
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

A copy of the complete Visitor and Visitation Policy is available for review at the main office or on the school website.

### **Lashon Academy Student Technology Policy & Acceptable Internet Use Agreement**

Lashon offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Lashon be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Use of Lashon equipment and access to the Internet via Lashon equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Lashon resources only in a manner specified in school policy.

Before a student is authorized to use the Lashon's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. A copy of the complete Student Use of Technology Policy and Acceptable Use Agreement is available for review in the main office and on the school website.

### **Code Of Conduct**

**DIGITAL CITIZENSHIP-** Digital Citizenship is a concept implored by our school to help students understand how to appropriately and effectively make use of their access to technology. Digital citizenship is important for 21st century skills, because it means that students can collaborate and communicate in a safe and responsible manner. Being a best digital citizen in the community includes having email etiquette, reporting and preventing cyber bullying, learning how to protect private information, and knowing how to navigate the digital world through the use of our school's technology.

### **Behavior In Classrooms**

Lashon promotes a culture of respect. The school will design and implement a school-wide classroom management system that upholds the values of respecting one another. Students must adhere to this system. Students are expected to be courteous to one another, respect, and tolerate one another and to work together to promote a successful learning environment. Students' actions may not cause a distraction to the education of their peers.

### **Student Office Appointments**

Students who want to talk to the Principal should complete an appointment form with the

Office Manager before school, during break, or at lunchtime. Students will be notified when to report to the Main Office.

### **Authorized Area/Closed Campus**

Lashon Academy students must remain on the school grounds during the day. This includes the lunch period. Lashon students may not enter unsupervised areas.

### **Campus Search And Seizure Policy**

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

The complete Policy can be found on the school website.

## **Discipline**

### **GENERAL DISCIPLINE APPROACH**

Discipline is an important component of a safe, respectful and welcoming school environment where students can learn, and teachers can devote their time to teaching. Lashon applies thoughtful responses to student misconduct in order to provide this environment. Lashon Academy has set clear rules and expectations, which can be found in our Uniform Discipline Policy and includes the pupil suspension and expulsion policy (collectively, our “discipline policies”). The purpose of our disciplinary policies is to ensure the rights of each student to attend school in a safe, positive and productive learning environment.

The standard approach includes, but is not limited to:

- Initial Classroom Management
- Principal and Family Notification with Improvement Goals
- Contractual Agreement with Parents and Students

### **SCHOOL-WIDE DISCIPLINE PLAN**

#### **PBIS**

Lashon Academy commits to honoring a culturally diverse, inclusive environment which supports and encourages each child's success academically, behaviorally, and socially-emotionally. To learn successfully, we must work together to create a positive environment, where all children feel safe,

respected, and where all children take responsibility for their own behavior.

To this end, we have four main expectations at Lashon Academy that will be taught and enforced on campus: (SPOT) *Safe, Promote Respect, On-task, and Take responsibility*





The *Positive Student Behavior Policy* at Lashon Academy is based on the following factors. All of these factors are essential if we are to provide the positive and nurturing environment, we all want for our children.

1. High expectations for student behavior by staff and parents.
2. A clear understanding of what is expected by all . . . students, parents, and staff.
3. Fair and consistent enforcement of school rules and expectations.
4. Parent support and cooperation of the *Positive Student Behavior Policy*
5. Recognition of students who demonstrate responsibility for following school rules.

What are Positive Behavior Interventions and Supports (PBIS)?

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing systems and practices that focus on creating a positive and supportive school culture for all.

Schoolwide Expectations:

	 Stay SAFE	 Promote RESPECT	 On-Task	 Take RESPONSIBILITY
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>Be in assigned area in the classroom</li> <li>Keep hands, feet and objects to yourself</li> <li>Keep your area clear and free of distractions</li> </ul>	<ul style="list-style-type: none"> <li>Show kindness and respect to your peers, teacher and staff</li> <li>Respect other people's property and space</li> <li>Quiet body and listening ears</li> </ul>	<ul style="list-style-type: none"> <li>Prepared with materials ready to go</li> <li>Following directions and asking for help when needed</li> <li>Try your best when completing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Apologize for your mistakes</li> <li>Complete your work and assignments</li> </ul>
<b>BATHROOM</b>	<ul style="list-style-type: none"> <li>Two students only at a time in the bathroom</li> <li>Always carry a bathroom pass</li> <li>Report problems to the hall coach</li> </ul>	<ul style="list-style-type: none"> <li>Respect Others Privacy</li> <li>Clean up after yourself</li> <li>Use soft voices</li> <li>Keep walls and stalls clean</li> </ul>	<ul style="list-style-type: none"> <li>Patience wait your turn</li> <li>Wait for your partner by the wall outside</li> </ul>	<ul style="list-style-type: none"> <li>Leave backpacks, purses and items outside</li> <li>Get in, Get out</li> </ul>
<b>HALLWAY</b>	<ul style="list-style-type: none"> <li>Leave "personal space"</li> <li>Walking feet on the ground</li> </ul>	<ul style="list-style-type: none"> <li>Quiet voice in the hallway</li> <li>Keep face and body forward</li> </ul>	<ul style="list-style-type: none"> <li>Keep moving towards your destination</li> <li>Carry a hall pass</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to self</li> <li>Stay on your path to your destination</li> <li>Carry your hall pass with a partner</li> </ul>
<b>YARD</b>	<ul style="list-style-type: none"> <li>Play with equipment appropriately and safely</li> <li>Use hands and feet</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult rules the first time and everytime</li> <li>Play fairly and include everyone</li> <li>Take turns and play together</li> </ul>	<ul style="list-style-type: none"> <li>Play in available zones only</li> <li>Line up quietly with your class when whistle blows</li> </ul>	<ul style="list-style-type: none"> <li>Dress appropriately for the weather</li> <li>Accept consequences without arguing or complaining</li> <li>Clean up yard equipment</li> </ul>
<b>LUNCH AREA</b>	<ul style="list-style-type: none"> <li>Keep your hands, feet and lunch to yourself</li> <li>Sit in your assigned seat/table</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult rules the first time and every time</li> <li>Keep your voice at conversation level</li> <li>Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>Sitting at table and eating during eating period</li> <li>Follow coach directions</li> </ul>	<ul style="list-style-type: none"> <li>Clean up eating area when done</li> <li>Line up quickly and quietly with your class</li> </ul>
<b>OFFICE</b>	<ul style="list-style-type: none"> <li>Enter office with a quiet body and voice</li> <li>Sit in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>Low level voice</li> <li>Use manners with office staff (please, thank you)</li> </ul>	<ul style="list-style-type: none"> <li>Allow office staff to respond to your issues</li> <li>Wait patiently for your turn</li> </ul>	<ul style="list-style-type: none"> <li>Be honest with office staff and take responsibility for your actions</li> <li>Leave the office the way you found it</li> </ul>

	 Stay Safe	 Promote Respect	 On-task	 Take Responsibility
<b>CLASSROOM</b>	<ul style="list-style-type: none"> <li>Be in assigned area in the classroom</li> <li>Keep hands, feet and objects to yourself</li> <li>Keep your area clear and free of distractions</li> </ul>	<ul style="list-style-type: none"> <li>Show kindness and respect to your peers, teacher and staff</li> <li>Respect other people's property and space</li> <li>Quiet body and listening ears</li> </ul>	<ul style="list-style-type: none"> <li>Prepared with materials ready to go</li> <li>Following directions and asking for help when needed</li> <li>Try your best when completing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Apologize and learn from your mistakes</li> <li>Take accountability for your actions</li> <li>Complete your work and assignments</li> <li>Arrive to class on time each period</li> </ul>
<b>BATHROOM</b>	<ul style="list-style-type: none"> <li>One student at a time in the bathroom</li> <li>Always carry a bathroom pass</li> <li>Report problems to the hall coach</li> </ul>	<ul style="list-style-type: none"> <li>Respect Others Privacy</li> <li>Clean up after yourself</li> <li>Use soft voices</li> <li>Keep the walls and stalls clean</li> </ul>	<ul style="list-style-type: none"> <li>Patience wait your turn</li> <li>Get in, Get out.</li> </ul>	<ul style="list-style-type: none"> <li>Leave backpacks, purses and items outside</li> <li>Get in, Get out</li> </ul>
<b>HALLWAY</b>	<ul style="list-style-type: none"> <li>Leave "personal space"</li> <li>Walking feet on the ground</li> <li>Stay on designated path</li> </ul>	<ul style="list-style-type: none"> <li>Quiet voice in the hallway</li> <li>Keep face and body forward</li> <li>Respect the community by picking up trash if you see it.</li> </ul>	<ul style="list-style-type: none"> <li>Keep moving towards your destination</li> <li>Carry a hall pass</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to self</li> <li>Stay on your path to your destination</li> </ul>
<b>YARD</b>	<ul style="list-style-type: none"> <li>Play with equipment appropriately and safely</li> <li>Use hands and feet appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult rules the first time and everytime</li> <li>Play fairly and include everyone</li> <li>Take turns and play together</li> </ul>	<ul style="list-style-type: none"> <li>Play in available zones only</li> <li>Line up quietly with your class when whistle blows</li> </ul>	<ul style="list-style-type: none"> <li>Dress appropriately for the weather</li> <li>Accept consequences without arguing or complaining</li> <li>Clean up yard equipment</li> </ul>
<b>LUNCH AREA</b>	<ul style="list-style-type: none"> <li>Keep your hands, feet and lunch to yourself</li> <li>Sit in the area you are asked to sit at.</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult rules the first time and every time</li> <li>Keep your voice at conversation level</li> <li>Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>Sitting at table and eating during eating period</li> <li>Follow coach directions</li> </ul>	<ul style="list-style-type: none"> <li>Clean up eating area when done</li> <li>Line up quickly and quietly with your class</li> </ul>
<b>OFFICE</b>	<ul style="list-style-type: none"> <li>Enter office with a quiet body and voice</li> <li>Sit in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>Low level voice</li> <li>Use manners with office staff (please, thank you)</li> </ul>	<ul style="list-style-type: none"> <li>Allow office staff to respond to your issues</li> <li>Wait patiently for your turn</li> </ul>	<ul style="list-style-type: none"> <li>Be honest with office staff and take responsibility for your actions</li> <li>Leave the office the way you found it</li> </ul>

### **PBIS Rewards App: Our School wide Behavior Management System**

This year, our school wide behavior management system is powered by the PBIS Rewards app. Students earn points for following expected behaviors, which they can spend in their classroom and at the school store. The app allows all staff to recognize and reward positive behavior, making it easier for students to see the benefits of their efforts.

### **Consequence and Discipline System**

Consistent and fair discipline procedures are essential for a successful consequence system in schools. Disciplinary actions should be respectful and focused on *teaching, remediation, or logical consequences* (e.g., having a student who breaks a window work to fix it). It's important to minimize instructional time lost due to disciplinary measures.

To maximize instructional time, staff should address behavioral issues within their classrooms whenever possible. This involves developing a clear discipline plan that includes teaching expectations and routines, offering incentives for positive behavior, and outlining responses to problem behavior.

### **Office Discipline Referrals (ODR): Minor vs. Major**

In our school, we use a Positive Behavioral Interventions and Supports (PBIS) system to guide discipline and promote a positive learning environment. Understanding the difference between minor and major office discipline referrals helps us manage behavior effectively and ensure that all students can learn and grow.

**Minor Referrals:** These are typically handled within the classroom or immediate setting and address less severe behaviors. Examples might include minor disruptions, incomplete homework, or slight disrespect. Teachers address minor referrals with strategies that focus on correction and positive reinforcement. Please note a student who has 3 or *More Minor referrals* is subject to receiving a *Major Referral*.

**Major Referrals:** These involve more serious or repeated behaviors that require intervention beyond the classroom. Examples include physical aggression, serious violations of school policies, or repeated defiance. Major referrals are directed to the school office for further action, which may involve more formal disciplinary steps.

For more details on how these referrals are managed and to view specific instances related to your child, you can access the PBIS Rewards Parent app. [Parent How-to Guide.pdf](#) This app provides transparency and allows you to track both minor and major referrals, helping you stay informed about your child's behavior and our school's response.

### **Follow Up: Repairs and Consequences**

An effective restorative repair can help a student understand why what they did was wrong and helps to resolve the issue with any impacted parties. Consequences also follow logically from the behavior that he/she initiated. The goal of a repair is to fix what has happened in the past, and the goal of a consequence (or the warning of a consequence to come) is to prevent incidents in the future. For a student to change his/her behavior, we try to avoid punishments with little relationship to his/her infraction. Some examples include.

Appropriate repairs may include:	Logical Minor consequences may include:	Logical Major Consequences may include
<ul style="list-style-type: none"> <li>• Face to face apology</li> <li>• Written apology</li> <li>• Mediation</li> <li>• Conflict Resolution Agreements</li> <li>• Cleaning a mess made</li> <li>• Repairing/replacing an item broken/lost</li> <li>• Poster campaign</li> <li>• Research reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Warning</li> <li>• Student/teacher conversation</li> <li>• Written reflection</li> <li>• Seat reassignment</li> <li>• Loss of free time</li> <li>• Loss of activity</li> <li>• Classroom/Campus Beautification</li> <li>• Daily Tracker/Check-in &amp; Check-out</li> <li>• Buddy Teacher (work in different environment)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom presentation</li> <li>• Suspension &amp; Expulsion*</li> <li>• Time for Time: <ul style="list-style-type: none"> <li>• Classroom/Campus</li> <li>• Beautification</li> <li>• Loss of</li> <li>• Recess/lunch</li> </ul> </li> <li>• Probationary behavior agreement/contract</li> </ul>
<p>Improving a student’s behavior is a team effort, so notifying parents about behaviors and interventions is a necessary step.</p>		

**REWARDS AND INCENTIVES**

Students who are seen obeying school rules, demonstrating the character pillars, and following the school uniform policy are eligible to receive Character Tickets. These tickets are used to promote positive behavior. They will include the name of the student, the positive behavior that was caught being good and will then be given to the student.

**Trimester Awards**

- Citizenship Award: is given in recognition of excellence in behavior and respect for Lashon Academy and our community. This student consistently demonstrates qualities of a good citizen and is constantly thinking and acting responsibly. These students must earn at least a 3.75 GPA in the areas of work and study habits on trimester grading periods and have a teacher recommendation.
- Perfect Attendance Award: is given to any student who was not absent, never tardy, and did not leave early during the trimester.
- Most Improved Award: is given to students who have shown significant improvement in any academic area as determined by the classroom teacher.
- Academic Award: is given to students who have shown academic excellence with at least a 3.75 or above GPA in all core academic standards.
- Positive Reinforcement

Each individual classroom will adopt a system to increase appropriate behavior in the classroom. The behavior dean will monitor the school data to evaluate the efficacy and fidelity of each system in every classroom.

## **Electronic Device And Personal Item Policy**

It is the policy of Lashon Academy to prohibit the use of cellular phones or any electronic mobile device and personal items (i.e.: toys) by students on campus during normal school hours. To improve teaching and learning, we are using a system called Yondr, which has been implemented in over 1,000 schools across 21 countries to facilitate an engaged learning environment. We believe that phones have great utility. We have also found that learning and social behavior improve drastically when students are fully engaged with their teachers and classmates.

The Yondr Program utilizes a simple, secure pouch that stores a phone. It is the policy of Lashon Academy to prohibit the use of cell phones/air pods on campus during normal school hours. Students are permitted to possess cell phones, but the device will need to be turned off and stored in a Yondr Pouch, which will be provided to them by homeroom teachers. Homeroom teachers will safely keep and store Yondr Pouches in their classroom and will return the devices to students at the end of the day. Students will receive one PBIS point for following this policy. Points will be awarded during Homeroom period. Students will receive a Major ODR if caught using a cell phone during school hours. This policy is pursuant to AB 3216.

## **Uniform Policy And Dress Code**

Lashon Academy encourages and promotes a positive and safe dress code for students, which adheres to a constructive educational environment. Accordingly, all students must follow the standards of dress listed below:

### SCHOOL UNIFORM POLICY

#### TOPS:

- Polo shirts- short or long sleeves. **Must have a collar (no T-shirts allowed)**
  - **White Shirt-Lashon Academy Campus**
  - **Light Blue Shirt-Lashon Academy City Campus**
- Sweaters or vests must be Navy or Dark Blue
- Outerwear such as jackets or windbreakers must be either Navy or Dark Blue.
- Shirts and blouses must completely cover the midriff and chest area. No deep V-necks are permitted. Shirts and blouses shall show no cleavage nor drop off the shoulder.
- Oxford dress shirts, with short or long sleeves, must be tucked in.
- No oversized shirts allowed

#### BOTTOMS:

- Permitted colors: **Navy or Dark Blue**
- Pants, shorts, skorts, skirts, jumpers, dresses permitted
- Solid Color stockings or leggings may be worn under skirts or jumpers (clothing still must be knee level or below when standing)
- Skirts, dresses, jumpers, shorts, and skirts must be at least knee length when standing.
- Skirts and dresses must have no slits in the sides or backs that expose the leg over knee

level.

- Trousers must be either pleated or flat front
- Trousers must not be longer than ½ inch from the sole of the shoe for safety.
- Footwear must be plain black, brown, or white.

#### MIDDLE SCHOOL UNIFORM POLICY

##### TOPS:

- Navy or Light Blue shirts- short or long sleeves. Must have a collar.
- Sweaters or vests must be dark navy blue
- Outerwear such as jackets or windbreakers must be dark navy blue. \*Plain or with our school logo are permitted

##### BOTTOMS:

- Pants, skirts, shorts must be Navy blue or Black (no baggy pants, jeans, or stockings unless under a skirt/dress)
- Girls may wear a dress with the pleated bottom in: Navy Blue
- Black/Navy stockings or leggings may be worn under skirts or jumpers
- Leather-style belts are to be black or brown with no studs or jewels. \*Lashon's learning environment requires that students move around frequently. Due to this, girls who choose to wear skirts and dresses will be required to also wear bike shorts or tights.

##### SHOES:

- Footwear must be closed-toed and appropriate for running. \*No open toed shoes, sandals, or shoes with heels will be permitted

Parents will be notified for students who are not in compliance with the school uniform policy in the following way:

1. First Offense- Phone call home and parents will be notified
2. Second Offense-Phone call home and parents will be asked to bring in alternate clothing
3. Repeat Offense-Parent meeting with Principal

*Uniforms with Lashon Academy logos are optional and are available for purchase. Any student or parent who needs assistance with identifying or purchasing clothing in compliance with the uniform dress code should contact the school principal directly. No student shall be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with the school uniform dress code policy. However, Lashon will provide any student who arrives at school in nonconforming clothes with conforming clothing for the day.*

#### **DRESS CODE (APPLICABLE ON SPIRIT DAYS)**

1. No tube tops/dresses/rompers, halter tops/dresses/rompers, off the shoulder tops/dresses/rompers or spaghetti strap tops/dresses/rompers can be worn not even with an over shirt. No see-through blouses.

2. No visible midriffs, cleavage or underwear including but not limited to bralettes.
3. No shorts, skirts and/or dresses shorter than fingertip plus one inch.
4. Any type of stretch pants including but not limited to: tights, leggings, yoga pants, etc. must be accompanied by a top and/or bottom (shorts/skirts) that is at minimum thumb length.
5. Holes and tears in jeans and pants must be lower than dress code length.
6. No shirts with slits on the side that expose the chest.
7. Pants must be fitted as not to sag so low that underwear is showing. Shoes must be worn at all times.
  - o Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits, tears or holes in pants or other articles of clothing are not permitted.
  - o Head coverings, including hats of any kind, except those worn for religious, medical or safety reasons, are not to be worn inside school buildings. Hats may be worn outside for sun protection or warmth. All hats are to be removed upon entering school buildings.
  - o For safety purposes, earrings, which may be for pierced ears, must not dangle more than one inch below the ear and necklaces or chains should not dangle below the chest.
  - o No clothing or accessories depicting violence, drugs, alcohol, the use of offensive/obscene pictures or language, weapons, or symbols that represent and/or associate with offensive/obscene organizations of any kind, or gang attire. Appropriate shoes must be worn at all times. No flip-flops. No heels over one inch high.
  - o Dog collars or spiked accessories are not permitted. Administration reserves the right to determine whether an accessory is appropriate for wear in the learning environment or not.
  - o Grooming: Hair, sideburns, mustaches, and beards may be worn at any length or style.

*The Principal may modify this dress code at any time in consideration of student safety and promoting a healthy learning environment.*

A copy of the complete Uniform and Dress Code Policy is available for review in the main office and on the school website.

## **APPENDIX A: ANNUAL NOTIFICATIONS**

### **Anaphylaxis/Epinephrine Notice**

EC 49414 requires school districts to provide emergency epinephrine delivery systems to school nurses and trained personnel and authorizes them to use epinephrine delivery systems

for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms may include narrowing of the airways, rashes or hives, nausea, or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours in students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

### **Animal Dissections**

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

### **Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### **California Healthy Kids Survey**

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### **Charter School Compliant Notice**

Charter Schools may NOT discourage enrollment for any of these reasons: low academic achievement, economic disadvantaged, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Additionally, EC 220 prohibits discrimination based on gender, gender identity, gender expression, religion, or immigration status. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment or encourage disenrollment for any reason. In order to submit a complaint, complete and submit the Charter School Complaint Form to the charter school authorizer by mail or electronically.

### **Concussion/Head Injuries**

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

### **Diabetes**

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

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not

limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

### **Dangers of Synthetic Drugs**

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl. The California Department of Public Health (“CDPH”), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

### **Dyslexia Screening**

Students enrolled in kindergarten through second grade in a public school are required to be assessed for dyslexia using an adopted screening instrument. Please contact the main office if you have questions about this requirement.

### **Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- “Foster youth” means any of the following:
  1. A child who has been removed from their home pursuant to Section 309 of the Welfare and Institutions Code.
  2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
  3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  4. A nonminor under the transition jurisdiction of the juvenile court, as described in

WIC section 450, who satisfies all of the following criteria:

- a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
  - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
  - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
  - *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

**Foster and Mobile Youth Liaison:** The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

**Lashon Academy**

Fabiola Tapia

**Lashon Academy City**

Claudia Jimenez

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

7477 Kester Ave Van Nuys CA 91405  
818-514-4566  
ftapia@lashonacademy.org

3186 7<sup>th</sup> Ave Los Angeles CA 90018  
213-514-5767  
cjimenez@lashonacademy.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of

the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office and on the school website.

### **Education of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

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

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

**School Liaison:** The Principal or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

#### **Lashon Academy**

Fabiola Tapia  
7477 Kester Ave Van Nuys CA 91405  
818-514-4566  
ftapia@lashonacademy.org

#### **Lashon Academy City**

Claudia Jimenez  
3186 7<sup>th</sup> Ave Los Angeles CA 90018  
213-514-5767  
cjimenez@lashonacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter

School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and

annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

### **English Learner Identification Notice**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. The school coordinator for English Language Development will be sending these notices at the beginning of each school year.

### **Nutritionally Adequate Universal Free Meals**

The Charter School participates in the National School Lunch Program. Commencing with the 2022-2023 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade 8.

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office and on the school website.

**Human Trafficking Prevention**

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

**Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child’s Grade	List of shots required to attend school
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<p><b>TK/K-12 Admission</b></p>	<p>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses  Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses  Varicella (chickenpox) – Two (2) doses</p> <p><b>NOTE:</b> Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
<p><b>Entering 7<sup>th</sup> Grade</b></p>	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose  Varicella (chickenpox) - Two (2) doses</p> <p><b>NOTE:</b> In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

A copy of the complete Immunization Policy is available for review in the main office and on the school website.

**Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

#### **Lost or Damaged School Property**

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

#### **Menstrual Products**

The Charter School supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone number of the person responsible for maintaining this supply at this school site.

#### **Mental Health Services**

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at Lashon Academy 818-514-4566 or Lashon Academy City 213-514-5767. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Amber Cox at Lashon Valley 818-514-4566 or Lashon Academy City 213-514-5767 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact a Principal at Lashon Academy 818-514-4566 or Lashon Academy City 213-514-5767.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

**Nondiscrimination Statement**

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

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

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or

involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

**Lashon Academy**

Sara Garcia, Director of Education  
7477 Kester Ave Van Nuys CA 91405  
818-514-4566  
sgarcia@lashonacademy.org

**Lashon Academy City**

Sara Garcia, Director of Education  
3186 7<sup>th</sup> Ave Los Angeles CA 90018  
213-514-5767  
sgarcia@lashonacademy.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

**Opioid Information Sheet**

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

**Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was

not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement

### **Parent and Family Engagement Policy**

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete Policy is available upon request in the main office and on the school website.

### **Physical Examinations and Right to Refuse**

All students must complete a health screening examination on or before the 90th day after the student’s entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### **Pregnant and Parenting Students**

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student’s physician, which the student may take before the birth of the student’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student’s regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to,

makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

**Lashon Academy**

Sara Garcia, Director of Education  
7477 Kester Ave Van Nuys CA 91405  
818-514-4566  
sgarcia@lashonacademy.org

**Lashon Academy City**

Sara Garcia, Director of Education  
3186 7<sup>th</sup> Ave Los Angeles CA 90018  
213-514-5767  
sgarcia@lashonacademy.org

A copy of the UCP is available upon request at the main office and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

**Safe Storage of Firearms**

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibility for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure

the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

### **School Bus and Passenger Safety**

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office and on the school website.

### **School Safety Plan**

The Lashon staff will be trained in procedures to be taken in emergency situations. Lashon will host drills for students to be prepared for situations in which emergencies may arise. If students need to evacuate classrooms or buildings within the school site, students will be directed to the basketball courts away from the school buildings. Lashon will contact parents after all emergency persons have been notified.

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

### **Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office and on the school website.

### **Sexual Health Education**

The Charter School offers comprehensive sexual health education to its students in grades 8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

### **Special Education/Students with Disabilities**

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the LACOE SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Amber Cox, Lashon Valley 818-514-4566 or Lashon Academy City 213-514-5767.

If a parent requests a special education assessment, Lashon Academy will respond within 15 days in accordance with applicable timelines. The school may recommend convening a Student Success Team (SST) meeting to review the concerns giving rise to the request for a special education assessment, and consider whether targeted supports may be appropriate.

### **State Testing**

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

### **Student Records, including Records Challenges and Directory Information**

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

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Principal or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter

School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the

receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final

results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Principal. A copy of the complete Policy is available upon request at the main office or on the school website.

#### **Sudden Cardiac Arrest Prevention and Automated External Defibrillators**

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>

#### **Support Academic Futures and Educators for Today’s Youth Act (SAFETY Act)**

AB 1955, also known as the Support Academic Futures and Educators for Today's Youth Act (SAFETY Act), is a California law focused on protecting LGBTQ+ students' privacy and safety in schools. It prohibits schools from requiring employees to disclose information about a student's sexual orientation, gender identity, or gender expression to others, including parents, without the student's consent, unless mandated by law.

### **Surveys About Personal Beliefs**

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### **Teacher Qualification Information**

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal to obtain this information.

### **Uniform Complaint Procedure ("UCP")**

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;

- Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs; and/or
  - School Safety Plans
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal of Charter School or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

**Lashon Academy**

Sara Garcia, Director of Education  
 7477 Kester Ave Van Nuys CA 91405  
 818-514-4566  
 sgarcia@lashonacademy.org

**Lashon Academy City**

Sara Garcia, Director of Education  
 3186 7<sup>th</sup> Ave Los Angeles CA 90018  
 213-514-5767  
 sgarcia@lashonacademy.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the

anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration

shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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

A copy of the UCP shall be available upon request free of charge in the main office and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Principal

#### **Use of Student Information Learned from Social Media**

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Principal. A copy of the complete Information Obtained from Social Media Policy is available for review in the main office.

#### **Williams Compliant Policy & Procedure**

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair.

There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained at the main office.

Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school

principal before completing the complaint forms to allow the school to respond to these concerns.

## **APPENDIX B – COMPLETE POLICIES**

### **Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy**

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

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Lashon does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. Lashon will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Lashon complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COORDINATOR:**

#### **Lashon Academy**

Sara Garcia, Director of Education

#### **Lashon Academy City**

Sara Garcia, Director of Education

7477 Kester Ave Van Nuys CA 91405  
818-514-4566  
sgarcia@lashonacademy.org

3186 7<sup>th</sup> Ave Los Angeles CA 90018  
213-514-5767  
sgarcia@lashonacademy.org

## **DEFINITIONS**

### **PROHIBITED UNLAWFUL HARRASSMENT**

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

### **PROHIBITED UNLAWFUL HARRASSMENT UNDER TITLE IX**

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Lashon.

Lashon is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome

sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

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

## PROHIBITED BULLYING

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

1. Placing a reasonable student <sup>2</sup> or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Lashon.

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

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious

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<sup>2</sup> "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of “Cyber sexual bullying” including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in Lashon’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Lashon investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School’s education program or activity.

**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

#### **BULLYING & CYBERBULLYING PREVENTION PROCEDURES**

Lashon has adopted the following procedures for preventing acts of bullying, including cyberbullying.

##### **1. Cyberbullying Prevention Procedures**

Lashon advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

Lashon informs Charter School employees, students, and parents/guardians of Lashon’s policies regarding the use of technology in and out of the classroom. Lashon encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

## **2. Education**

Lashon employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Lashon advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Lashon and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Lashon's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Lashon informs Lashon employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

## **3. Professional Development**

Lashon annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Lashon employees who have regular interaction with students.

Lashon informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Lashon, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Lashon encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Lashon's students.

## **GRIEVANCE PROCEDURES**

### **1. Scope of Grievance Procedures**

Lashon will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying on the basis of a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Lashon UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Lashon will utilize the following grievance procedures in addition to its UCP when applicable.

### **2. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

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

#### **Lashon Academy**

Sara Garcia, Director of Education  
7477 Kester Ave Van Nuys CA 91405  
818-514-4566  
sgarcia@lashonacademy.org

#### **Lashon Academy City**

Sara Garcia, Director of Education  
3186 7<sup>th</sup> Ave Los Angeles CA 90018  
213-514-5767  
sgarcia@lashonacademy.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Lashon will investigate and respond to all oral and written reports

of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

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

Lashon prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Lashon's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Lashon's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence,

increased security and monitoring of certain areas of the campus, and other similar measures. Lashon will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Lashon to provide the supportive measures.

#### **4. Investigation and Response**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Lashon, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that Lashon prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- Lashon may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Lashon's policies.
- Lashon may remove a respondent from Lashon's education program or activity on an emergency basis, in accordance with Lashon's policies, provided that Lashon undertakes an individualized safety and risk analysis, determines that an immediate

threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- o If a formal complaint of sexual harassment is filed, Lashon may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Lashon offers such a process, it will do the following:

- Provide the parties with advance written notice of:

- The allegations;
    - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

- Obtain the parties' advance voluntary, written consent to the informal resolution process.

- o Lashon will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. Lashon shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- o Prior to completion of the investigative report, Lashon will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - o The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
    - o If the investigation reveals that the alleged harassment did not occur in Lashon's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Lashon policy.
    - o Lashon may dismiss a formal complaint of sexual harassment if:
      - The complainant provides a written withdrawal of the complaint to the Coordinator;
      - The respondent is no longer employed or enrolled at Lashon; or
      - The specific circumstances prevent Lashon from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
    - o If a formal complaint of sexual harassment or any of the claims therein are dismissed, Lashon will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
    - o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
    - o Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
    - o Lashon will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
      - The allegations in the formal complaint of sexual harassment;
      - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
      - The findings of facts supporting the determination;
      - The conclusions about the application of Lashon's code of conduct to the facts;
      - The decision and rationale for each allegation;
      - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
      - The procedures and permissible bases for appeals.

## 5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Lashon or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Lashon in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find Lashon's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Lashon's decision or resolution, submit a written appeal to the President of the Lashon Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Lashon will implement appeal procedures equally for both parties.
- Within five (5) business days of Lashon's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Lashon's dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;
  - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- Lashon will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

## **7. Recordkeeping**

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

Lashon will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.

- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

**APPENDIX TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT**  
**FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize Lashon to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## **Professional Boundaries: Student/Staff Interaction Policy**

### DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Lashon Academy that no teacher or other staff member will use corporal punishment against a student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior. For purposes of this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - 1. Stopping a student from fighting with another student;
  - 2. Preventing a pupil from committing an act of vandalism;
  - 3. Defending yourself from physical injury or assault by a student;
  - 4. Forcing a pupil to give up a weapon or dangerous object;
  - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  
- B. Examples of PROHIBITED actions (corporal punishment)
  - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

#### **Boundaries Defined**

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries

of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

### Acceptable and Unacceptable Behaviors

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.*

Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

### Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the Principal along with the rationale therefor.
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest, or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program

8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
28. Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

#### Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact

5. Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
6. Holding hands while walking with small children or children with significant disabilities
7. Assisting with toileting of small or disabled children in view of another staff member
8. Touch required under an IEP or 504 Plan
9. Reasonable restraint of a violent person to protect self, others, or property
10. Obtaining formal written pre-approval from Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
11. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
12. Keeping the door wide open when alone with a student
13. Keeping reasonable and appropriate space between you and the student
14. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
15. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
16. Keeping after-class discussions with a student professional and brief
17. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
18. Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
19. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
20. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
21. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
22. Prioritizing professional behavior during all moments of student contact
23. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

#### Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Principal promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting of observations falling into the unacceptable range of adult behavior with students is essential to protect students, the staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

#### Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, **California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to a child protective agency or the police.** The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the Principal occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

#### Investigating

The Principal will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Principal shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

#### Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

### **Suicide Prevention Policy**

The Board of Directors of Lashon Academy Charter School (“Lashon” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Lashon and community stakeholders, Lashon school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members,

parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Lashon's strategies for suicide prevention and intervention. Lashon must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Lashon shall appoint an individual (or team) to serve as the suicide prevention point of contact for Lashon. The suicide prevention point of contact for Lashon and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, [SCHOOL ABBREVIATION] created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle school students.

Lashon designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. Amber Cox
2. Odalis Arce

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

### **Staff Development**

Lashon, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate,

for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Health Services Los Angeles County to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
  - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide.
    - ii. Youth with a history of suicide ideation or attempts.
    - iii. Youth with disabilities, mental illness, or substance abuse disorders.
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    - vi. Youth who have suffered traumatic experiences.
6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health.
- b. Common misconceptions about suicide.
- c. Charter School and community suicide prevention resources.
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
- e. The factors associated with suicide (risk factors, warning signs, protective factors).
- f. How to identify youth who may be at risk of suicide.
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Lashon guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Lashon guidelines.
- h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- j. Responding after a suicide occurs (suicide postvention).
- k. Resources regarding youth suicide prevention.
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.

- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student’s emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

### **Employee Qualifications and Scope of Services**

Employees of Lashon must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **Parents, Guardians, and Caregivers Participation and Education**

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Lashon Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

4. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors.
  - b. How to talk with a student about thoughts of suicide.
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
  - d. Charter School's referral processes and how they or their children can reach out for help, etc.

Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Lashon along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Lashon and is characterized by caring staff and harmonious interrelationships among students.

Lashon's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Lashon's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:
  - a. Coping strategies for dealing with stress and trauma.
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding Lashon's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Lashon will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

### **Intervention and Emergency Procedures**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Lashon or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, Lashon shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Lashon may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Lashon.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Lashon campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Lashon's safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Lashon staff may receive assistance from Lashon counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Lashon campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Lashon to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts..

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Lashon activities to notify a teacher, the Principal, another Lashon administrator, psychologist, Lashon counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Lashon staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Lashon shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Principal to conduct an initial meeting of the Suicide Prevention Crisis Team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment.
  - b. Talking points for staff to notify students.
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider funeral arrangements for family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson if needed.
10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p><b>“Died by suicide”</b> or <b>“Took their own life”</b></p>	<p><b>“Committed suicide”</b> <b>Note:</b> Use of the word “commit” can imply crime/sin</p>
<p><b>“Attempted suicide”</b></p>	<p><b>“Successful” or “unsuccessful”</b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide</p>

11. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
- b. Support siblings, close friends, teachers, and/or students of deceased.
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

## **Suspension & Expulsion Policy**

### **General Provisions**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion, including any modification of the lists of offenses for which students are subject to suspension or expulsion, will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**Pursuant to AB 2711, Charter School cannot suspend students who voluntarily disclose their use of a controlled substance in order to seek help through services or supports.**

### **Students with Disabilities**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with its SELPA.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

### **Notification of the County**

Upon expelling any student, Charter School shall notify LACOE by submitting an expulsion packet to the County immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion”, including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - a. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  - b. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to LACOE as indicated above, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available

to the County upon request.

### **Rehabilitation Plans**

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

### **Readmission**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

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

### **Gun-Free Schools Act**

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

### **Involuntary Student Disenrollment, Dismissal, or Transfer**

No student will be involuntarily disenrolled, expelled or dismissed by the Charter School for any reason unless the parent or guardian has been provided written notice of intent to remove the student at least five school days before the effective date. The written notice must be in the student's native language and inform him or her of the right to initiate hearing procedures. Such notices will be provided by certified mail and/or via email if the parent/guardian has provided an email address. In the event of an expulsion hearing, if the student's parent or guardian initiates hearing procedures, the student will remain enrolled until the Charter School issues a final decision.

### **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

Discipline is an important component of a safe, respectful, and welcoming school environment where students can learn, and teachers can devote their time to teaching. Lashon Academy has a clear set of discipline policies, including a pupil suspension and expulsion policy (collectively, our “discipline policies”) and applies thoughtful responses to student misconduct in order to provide this environment. The purpose of our disciplinary policies is to ensure the rights of each student to attend school in a safe, positive, and productive learning environment. All discipline plans are founded on the principles of Restorative Justice and Positive Behavioral Interventions and Supports: teaching school rules and social- emotional skills; reinforcing appropriate student behavior; and using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Lashon Academy understands that building strong character traits will aid students in growing into socially responsible citizens.

Lashon Academy utilizes a multi-tiered approach to provide social, emotional and behavior support. Our purpose is to provide an effective, efficient and fair program that is conducive to a safe and positive school culture. Our program is designed to enhance social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. We implement a Social Emotional Learning curriculum, Counseling, Responsive Classroom and Character Development Program.

- **Tier I: Schoolwide Instruction.** Lashon Academy has adopted a comprehensive school-wide social emotional learning (SEL) curriculum. Second Step consists of structured lessons designed to help students attain the desired competencies and to provide all students with knowledge, attitudes and skills appropriate for their developmental level. These classroom presentations and follow up activities are led by the school counselor and the lessons focus on various skills: conflict resolution, skills for learning, empathy, and emotion management. The main goals of the SEL program are to foster cognitive, affective, and behavioral competencies such as: self-awareness, self- management, social awareness, relationship skills, and responsible decision-making. Standard practices include using a common and consistent language around behavior to check in on oneself and others, as well as to address any issues that might disrupt the learning environment.
- **Tier II: Small Groups.** The school counselor has also developed predetermined groups students can join or teachers can refer students to. These groups are created to support the social and emotional development of students. They focus on specific topics so that the participating students can be academically and socially successful at Lashon Academy. During these group meetings, children will have the opportunity to learn new skills and strategies and practice interpersonal skills, discuss feelings, share ideas, and practice new behaviors. Children have the opportunity to participate in a variety of activities relating to the group topic such as drawing, role-playing, relaxation exercises, and practicing new behaviors. Some common topics are: social skills, sportsmanship, learning skills, etc.
- **Tier III: Responsive Services.** The school counselor also provides responsive services and system support. Responsive services include activities designed to meet student’s immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response. Individual and small group counseling are based on student needs (coping strategies, goal setting, decision making, communication, effective social skills, etc.). The SST may be convened at this point to ensure students

receive the support they need to be successful.

System support includes consultation/collaboration with staff, teachers and parents/guardians regarding student's social and emotional well-being. The counselor provides classroom strategies for teachers and support implementation of interventions to enhance success. Behavioral management plans are created for students with challenging behaviors. Moreover, the school counselor provides one-on-one parent conferencing for students with specific needs and concerns.

The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The approach consists of practical strategies for helping students build academic and social-emotional competencies.

In addition to developing students who are academically competent, we understand that building strong character traits will aid our students in growing into socially responsible global citizens. Therefore, we focus on specific character traits throughout the year and expect all of our students to uphold and model these characteristics. We provide recognition to all students who demonstrate the focus traits during the year at school-wide assemblies and weekly announcements. We focus on the following qualities from the *Character Strength Building Program*: joyfulness, forgiveness, determination, respect, creativity, honesty, confidence, unity, cooperation, and patience.

Students who are seen obeying school rules and demonstrating the character traits are eligible to receive incentives, including the following, which promote the positive behaviors that support students' learning:

### **Trimester Awards**

- **Citizenship Award:** is given in recognition of excellence in behavior and respect for Lashon Academy and our community. This student consistently demonstrates qualities of a good citizen and is consistently thinking and acting responsible. These students must earn at least a 3.75 GPA in the areas of work and study habits on trimester grading periods and have a teacher recommendation.
- **Perfect Attendance Award:** is given to any student who was not absent, never tardy, and did not leave early during the trimester.
- **Most Improved Award:** is given to students who have shown significant improvement in any academic area as determined by the classroom teacher.
- **Academic Award:** is given to students who have shown academic excellence with at least a 3.75 or above GPA in all core academic standards.

### **Positive Reinforcement**

The Behavior Dean will monitor school behavior data to evaluate the efficacy and fidelity of schoolwide positive behavior supports, behavior interventions, and alternatives to suspension.

Character Tickets

Teachers and other school personnel will give students a Character Tickets when they are caught making good choices. Students will be recognized in the classroom and during Schoolwide morning assemblies.

Lashon Academy employs a full-time Counselor to support students' social-emotional needs. The Counselor also builds teachers' capacity to address behaviors in the classroom by leading workshops on responsive classroom techniques, implementing professional development related to student behavior and alternatives to suspension, and conducting classroom observations to evaluate schoolwide implementation of positive behavior strategies.

### **Tiered System of Consequences**

When students violate Lashon Academy's discipline policies, teachers are trained to respond using the school's tiered system of consequences:

- Level I: The classroom teacher will hold a student/teacher conference with the student during lunch to discuss the undesired behavior, and contact, by telephone, the parent(s) or guardian(s) after school on the same day to inform the parent of the undesired behavior. Level I consequences may be provided due to a student's failure to abide by classroom rules or school behavioral norms.
- Level II: The classroom teacher will hold a student/teacher conference with the parent(s) or guardians(s) and behavior dean. At this meeting, a Behavior Contract is developed between the student, behavior dean and teacher.) and the possibility of a convening an SST may be considered. Level II consequences may be provided due to a student's repeated behaviors resulting in Level I consequences or, at the teacher's discretion, behaviors that constitute a major classroom disruption.
- Level III: The classroom teacher will hold a conference with the parent(s) or guardian(s), student, teacher, and school administrator. If the administrator deems it appropriate, Level III conferences may result in a suspension. Level III consequences may be provided due to a repeated violations of a Behavior Contract developed pursuant to a Level II consequence or the determination that the student engaged in one of the enumerated behaviors below.

To preserve and protect this safe and welcoming environment, Lashon Academy applies exclusionary discipline (suspension and expulsion) to serious incidents of student misbehavior that pose a threat to others or that are required under federal or California law. For non-emergency student misconduct, we will favor behavior interventions other than exclusionary discipline as a means to teach appropriate behavior and use progressive disciplinary approaches as needed.

### **Alternatives to Suspension**

To the extent possible, Lashon Academy deploys the following alternatives to suspension rather than applying exclusionary discipline:

- Student Contract: Work with the student to directly teach problem-solving skills to assist in alternative behaviors. Develop a contract between the student and the school to create a plan emphasizing student choice.

- Parent Supervision in School: Invite and encourage parent(s) to come to school to provide additional support and supervision.
- Counseling: Refer student to the Student Study Team for counseling and/or behavior support group.
- Appropriate In-School Alternatives: Provide academic tutoring and behavior instruction, social- emotional skills training, and work habits. Develop a plan to integrate behavior improvements in the general education class.
- Behavior Monitoring: Implementation of behavior charts and logs with daily reports, behavior check-offs, and feedback to the student.
- Alternative Programming: Changes in the student's class and/or teacher, which are tailored to meet their individual needs.
- Behavior Support Plan: Create a structured behavior plan focusing on identifying the inappropriate behavior, working as a team to decrease the behavior and reinforce a desired behavior.

### **INVOLVING STAKEHOLDERS (STAFF, PARENTS, STUDENTS, LEGAL COUNSEL)**

The Lashon Academy Board developed a detailed pupil suspension and expulsion policy and set of procedures with the input of school staff, parents, and legal counsel that will provide students with due process rights when the school considers suspension or expulsion. Stakeholder groups will be trained on policy and procedures through parent meetings, staff meetings, and classroom activities. Federal and state law describing the process that must be adhered to when disciplining students, including court decisions, and extensive laws governing discipline of students with disabilities, will control the design of the policy and procedures. The Principal and Board members will be well versed in these policy and process requirements through workshops and trainings in order to implement the policy and procedures in accordance with the law.

The adopted suspension and expulsion policy, including the offenses that may result in suspension or expulsion, are cognizant of federal and state protections for students, such as First Amendment rights. Prior to enacting any "zero tolerance" provisions, Lashon Academy will consult with legal counsel to determine the limiting factors for such provisions.

The suspension and expulsion policy addresses disciplinary problems when a student's behavior is a danger to other students or staff, or after a school's less severe disciplinary practices (designed to be corrective) have proven ineffective and the student presents a substantial and ongoing disruption to the school's operations. When a student violates this policy, it may be necessary to suspend or expel the student from regular classroom instruction in order to promote learning and protect the safety and well-being of all students and staff.

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

disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

### **Mandatory Suspension and Recommendation for Expulsion**

The Principal will impose mandatory immediate suspension and the recommendation for expulsion of students who commit any of the five offenses below, as listed in Ed. Code § 48915 (c):

- Possess, sell, or otherwise furnish a firearm
- Brandish a knife at another person
- Unlawfully sell a controlled substance
- Commit or attempt to commit a sexual assault or sexual battery
- Possess an explosive

In compliance with the Federal Gun-Free Schools Act of 1994, Lashon Academy - City will impose an expulsion of at least one calendar year of expulsion for any student bringing a firearm to school and will refer the student to law enforcement. The list above aligns to and fulfills this federal mandate.

### **Discretionary Recommendation for Expulsion**

For the five offenses below, as listed in Ed. Code § 48915 (a), the Principal may recommend expulsion or may find that "expulsion is inappropriate due to the particular circumstance." These significant but discretionary offenses include:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance listed in Chapter 2 (§ 11053 *et seq.*) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery, as defined in Penal Code § 240 and § 242, on any school employee

The Board's decision to expel a student because of one of these offenses will be based on one of the following findings:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the act, the presence of the pupil causes continuing danger to the physical safety of the pupil or others

### **GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS**

A student may be suspended or expelled for prohibited misconduct if the act is related to school

activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **ENUMERATED OFFENSES DISCRETIONARY SUSPENSION OFFENSES**

Students may be suspended for any of the following acts when it is determined the pupil:

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

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

more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall

include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - (c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- b) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- c) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

**Non-DISCRETIONARY SUSPENSION OFFENSES:**

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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 Executive Director or designee’s concurrence.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance listed Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- e) Possessed an explosive.

**DISCRETIONARY EXPELLABLE OFFENSES:**

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any

controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a

reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in

subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

#### **NON-DISCRETIONARY EXPELLABLE OFFENSES:**

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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

- Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
  - e) Possessed an explosive.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

#### **DUE PROCESS AT LASHON ACADEMY**

1. **Adopt Policies:** The Lashon Academy Board will review, adopt, and periodically revise a student discipline policy and a suspension and expulsion policy at open meetings where parents, staff and other community members may observe and offer comments. The CEO shall monitor developments to the law regarding student discipline and advise the Board regarding potential changes to the Policy.
2. **Inform Students, Parents & Guardians:** The discipline policy will clearly describe student behavioral expectations and disciplinary consequences. The Principal shall ensure that students and their parents or guardians receive written notice of all discipline policies and procedures upon enrollment. The notice shall state that copies are also available on request at Lashon Academy's main office. The school will prepare copies in English, Spanish, and Hebrew and in other languages if required to serve the school's enrolled families.

3. **Report Violation:** Students who observe or have knowledge of any planned or actual violation of the discipline policy, or students who are victims of any planned or actual violation of the discipline policy, should immediately report the incident to a teacher, staff member or the Principal. A teacher or staff member who observes or has knowledge of any planned or actual violation or who is the victim of any planned or actual violation shall immediately report the violation to the Principal.
4. **Investigate Violation:** The Principal shall expeditiously investigate the occurrence, collect evidence, and take statements, then determine whether the incident merits suspension or expulsion. This investigation may include conducting a lawful search of a student's person and/or personal effects (e.g. backpack, purse, etc.) if a school official has reasonable suspicion that the student has violated or is violating either the law or the Charter School's rules and policies. This includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Articulate facts must support a school official's reasonable suspicion that a search is justified, and the scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials, and any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible.

## **SUSPENSION PROCEDURES**

1. **Informal Conference:** Unless a student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal will conduct an informal conference with the student and parent/guardian before deciding to suspend the student. At this conference, the Principal will orally inform the student of what the student is accused of doing and the basis of the accusation. The student will be given the opportunity to present informal proof and the student's side of the story before the Principal decides whether to suspend the student. If the Principal determines that an emergency situation exists, the Principal may suspend the student prior to the informal conference. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the Principal suspends a student without the informal conference, both the student and the parent or guardian will have the right to a conference within five (5) school days, or at the parent's or guardian's earliest opportunity. The Principal or designee shall make a reasonable effort to contact the parent/guardian by email or phone.
2. **Duration of Suspension:** The Principal determines the appropriate length of the suspension, up to five (5) consecutive school days. When suspensions do not include a recommendation for expulsion, they shall not exceed twenty (20) school days in any school year in accordance with Education Code 48903. (If the suspension also includes a recommendation for expulsion, then additional steps apply. See "Expulsion Procedures" below.)
3. **Contact Parent or Guardian:** At the time of the suspension decision, a Lashon Academy Principal or designee will make a reasonable effort to contact the parent or guardian by telephone or electronic message to inform him or her of the suspension and the reasons for the suspension. If the suspension is to begin that school day and Lashon Academy cannot reach a parent or guardian to arrange for supervision of a suspended student, then the

school will hold the suspended student in an isolated but supervised manner at the school, unless hospitalized or detained in a correctional facility, until the close of that school day. During all suspensions, the Principal, working with the student's classroom teacher, will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension (homework and class work missed). All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

4. **Written Notice of Suspension:** The Principal will send written notice of the suspension either in person or via mail within one (1) school day to the parent or guardian and to the student. A copy of this notice will be placed in the student's cumulative file at Lashon Academy. The notice of suspension will state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice shall state the date and time when the student shall return to school. The notice will also state that the student has the right to present his/her case before the Principal decides whether to suspend the student, unless this right is waived. Additionally, the notice will state that if the Principal has suspended a student without the informal conference, both the student and the parent or guardian have the right to a conference within five (5) school days, or at the parent's or guardian's earliest opportunity.
5. **Behavior Contract:** The Principal may require the student and the student's parent or guardian to sign a contract that states the conditions that the student is expected to meet while enrolled at Lashon Academy. The behavior contract will not exceed or be different from grounds for suspension and expulsion listed in this charter petition. If the behavior contract is broken by the student, a more severe form of discipline, such as expulsion, may be appropriate depending upon the circumstances. The school will keep the signed contract and give a copy to the parent or guardian and to the student.
6. **Right to Appeal Suspension:** The student's parent or guardian may appeal the suspension decision within five (5) school days of Lashon Academy sending the Notice of Suspension to the student and parent or guardian. If no appeal is requested the decision is final and accepted.
7. **Written Appeal of Suspension:** If the student's parent or guardian requests an appeal, it must be in writing, signed by the parent or guardian, directed to the Principal, and received by the Lashon Academy front office by 4:00 pm of the fifth school day. Parents or guardians may compose their appeal requests in their home language.
8. **Suspension Appeal Process:** The Principal will attempt to resolve the appeal with a written response within ten (10) school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or the student's parent or guardian may appeal in writing, e.g. hand delivery or via mail, to the Executive Director of Lashon Academy within five (5) school days of the date of the Principal's written response. The Executive Director will review the appeal, and, if necessary, hold a hearing to learn more about the incident that resulted in suspension. The Executive Director will make the final determination of any suspension appeal. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record, and any remaining days will not have to be served.

## **IN-SCHOOL SUSPENSION PROCEDURES**

At times, after following the Tiered System of Consequences, it may be determined that an in-school suspension is a more appropriate response than a suspension or expulsion. Lashon Academy may implement in-school suspension as an alternative to suspension at the discretion of the Principal if the student's presence does not present a risk to the safety of the school community. The Principal may choose to require in-school suspension for the same grounds for out-of-school suspensions. Suspension of either form will be implemented only after considerations have been made to implement one of the aforementioned alternative activities. Students receiving in-school suspension shall be under appropriate supervision by a certificated Lashon employee. Students with IEPs will continue to receive the services prescribed in their IEPs during an in-school suspension.

## **EXPULSION PROCEDURES**

1. **Expulsion Recommendation:** After the Principal investigates an incident, determines the offense should result in a suspension, and initiates the procedures to suspend the student as outlined above, the Principal may also decide to recommend, or be required to recommend, expulsion. The Principal shall submit a written recommendation to the Administrative Panel who is responsible for making a determination regarding the expulsion. The Administrative Panel shall consist of at least three to five members who are neutral and impartial teachers or administrators who have not taught the student. Qualifications for the Administrative Panel include a teaching or administrative credential and at least 3 years of classroom teaching experience. Volunteer employees who qualify to serve on an Administrative Panel will be selected by the Executive Director and Principal, and will receive annual training in the Charter School's expulsion policy and procedures, including due process, rights of students with disabilities, and alternatives to expulsion.
2. **Extension of Suspension Pending Expulsion:** If the Principal wants to consider extending a student's suspension pending an expulsion decision, the Principal will invite the student and the student's parent or guardian to a meeting held within five (5) school days of the student's suspension to discuss extending the suspension.

The purpose of the meeting will be to discuss the extension of the suspension and may be conducted as part of the initial suspension meeting with the parent or guardian after the suspension. At this meeting, the participants (administrator, student, parent/guardian) will discuss the offense and its repercussions. If the student has committed an offense that requires a mandatory expulsion recommendation, this will be discussed at the meeting so that all parties understand why the Principal must recommend expulsion.

Suspensions may be extended by 10 days while pending an expulsion hearing. Students will have meaningful access to their academic work during the term of the suspension so as to not fall behind.

3. **Authority to Expel:** A student may be expelled based on the determination of the Administrative Panel following a hearing before the Panel.
4. **Timely Scheduling of Expulsion Hearing:** The Lashon Academy Administrative Panel will schedule an expulsion hearing within 30 school days of the date the Principal recommended

expulsion.

5. **Letter Regarding Expulsion Hearing:** The Principal will send an email or certified letter to the student and the student's parent or guardian regarding the expulsion hearing, including written notice of the charges against the student and an explanation of the student's basic. The school will send this letter to the address reflected in the pupil's student file at least ten (10) calendar days before the date of the hearing.

The letter shall notify the student and the student's parent or guardian of the following:

- the date, time and place of the expulsion hearing;
  - the student's right to postpone the expulsion hearing, if requested by the student and the student's parent or guardian in writing, for a period of time not to exceed 30 calendar days;
  - the Administrative Panel's discretion to grant any further extension of time requested by the student and the student's parent or guardian in writing.
  - a statement of the facts, charge(s) and offense(s) upon which the proposed expulsion is based;
  - a copy of Lashon Academy disciplinary policy relating to the alleged violation;
  - notice of the obligation for the student and the parent or guardian to provide information about the student's status at Lashon Academy - City to any other school district or school to which the student seeks enrollment;
  - the opportunity for the student and the student's parent or guardian to appear at the expulsion hearing in person and to employ and be represented by legal counsel or an advocate at the expulsion hearing;
  - the right of the student and the student's parent or guardian, legal counsel or advocate to inspect and obtain copies of all documents to be used at the expulsion hearing;
  - the opportunity of the student and the student's parent or guardian, legal counsel or advocate to confront and question witnesses who testify at the expulsion hearing (unless revealing the name of a student witness or requiring that the student testify could subject the student to risk, in which case statements and reports of such students may be relied on in lieu of live testimony and student names do not have to be revealed);
  - the opportunity of the student and the student's parent or guardian, counsel or advocate to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.
6. **Lashon Academy Record of Expulsion:** Lashon Academy shall maintain documents that may be used at the hearing and make them available for review by the student and the student's parent or guardian. These papers may include, but are not limited to, the following: a record of the student's attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by the Principal; a statement of the facts surrounding the case made by witnesses; a law enforcement agency's report; and any other relevant matter.
  7. **Expulsion Hearing:** The Lashon Academy - City Administrative Panel will conduct the

expulsion

hearing in closed session unless the student or the student's parent or guardian requests, in writing, at least five (5) days before the date of the hearing, that the hearing be conducted at a public meeting. The expulsion hearing shall be confidential. The student will have the right to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and to bring legal counsel or an advocate.

8. A record of the hearing shall be made and may be maintained in a manner that permits a complete written transcription of the proceedings to be made.
9. **Evidence & Testimony:** While the technical rules of evidence do not apply to expulsion hearings, parties may provide the kind of evidence on which reasonable persons could rely in the conduct of serious affairs. The Principal's recommendation to expel must be supported by substantial evidence that the student committed an expellable offense.

The Administrative Panel will base its findings of fact solely on evidence produced at the hearing. Hearsay evidence is admissible, but the Administrative Panel will not base a decision to expel solely on hearsay evidence. The Administrative Panel may admit sworn declarations as testimony from witnesses who the Board determines may be subject to an unreasonable risk of physical or psychological harm if their identities were disclosed or if they testified in person at the hearing.

If, due to a written request by the expelled pupil, the Administrative Panel holds the expulsion hearing at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, then a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

10. **Expulsion Decision:** The Administrative Panel shall make its decision within ten (10) school days following the conclusion of the expulsion hearing, unless the student or parent/guardian has requested in writing that the decision be postponed.
11. **Decision Not to Expel:** If the Administrative Panel decides not to expel, then the student shall be reinstated and permitted to return to classroom programs. Decisions not to recommend expulsion or not to expel shall be final.
12. **Decision to Expel:** If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Lashon Academy - City Board. The Principal shall send a written notice of the decision to expel via mail to the student and the student's parent or guardian within five (5) school days. The notice shall include the following:
  - notice of the specific offense(s) committed by the student;
  - the Administrative Panel's findings of fact;
  - the student's rehabilitation plan;
  - the process for readmission;
  - notice of the right to submit a written appeal and request for reconsideration to the

school's Board of Directors within 10 school days;

- notice that the decision of the Lashon Academy - City Board of Directors shall be final; and
- notice of the student's and parent or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.

13. **Request for Appeal:** The student or student's parent or guardian may submit a written appeal (in English or native language) and request for reconsideration to the Lashon Academy - City Board of Directors within ten (10) days of the Administrative Panel's decision via hand delivery or mail.
14. **Appeal Procedure:** Reconsideration will be posted and conducted in compliance with the Brown Act. The Board of Directors shall hear the appeal in a closed session. Reconsidered decisions of the Lashon Academy - City Board shall be completed within 15 school days or 30 calendar days of the submission of the appeal, whichever first occurs, and shall be final.
15. **Notification of Expulsion to the District:** The Principal shall send written notice of the decision to expel to the student's district of residence and the Los Angeles County Office of Education. This notice shall include the student's name and the specific expellable offense committed by the student.
16. **Continuing Education:** The school will facilitate assisting the parent in seeking alternative education programs, including but not limited to their school district of residence.
17. **Rehabilitation Plan:** The rehabilitation plan to which the pupil is assigned may provide for the involvement of the student's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. If the student satisfactorily completes the rehabilitation program, then the expulsion will be expunged from the student's record.
18. **Records:** Lashon Academy - City will maintain records of all student suspensions and expulsions at the Charter School site and make such records available for LAUSD's review upon request.

Appendix C: SCHOOL CALENDAR



School Calendar 2026-2027											
July 2026					January 2027					SCHOOL EVENTS & HOLIDAYS	DATES
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri		
		1	2	3					1	Professional Development-No School	Jul. 27-31
										Professional Development-No School	Aug. 3-7
6	7	8	9	10	4	5	6	7	8	Student Orientation	August 6
13	14	15	16	17	11	12	13	14	15	1st Day of School	August 10
20	21	22	23	24	18	19	20	21	22	Back to School Night	August 27
27	28	29	30	31	25	26	27	28	29	Professional Development-No School	September 4
									19	Labor Day-No School	September 7
										Holiday - No School	September 21
August 2026					February 2027						
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri		
3	4	5	6	7	1	2	3	4	5	Professional Development-No School	October 16
10	11	12	13	14	8	9	10	11	12	Picture Day	TBD
17	18	19	20	21	15	16	17	18	19	Picture Day - (Retakes)	TBD
24	25	26	27	28	22	23	24	25	26	End of Trimester 1	November 6
31										Veterans Day - No School	November 11
				16					18	Parent Teacher Conferences	Nov. 16-20
										Professional Development-No School	Nov. 23 & 24
September 2026					March 2027						
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri		
	1	2	3	4	1	2	3	4	5	Thanksgiving Break - No School	Nov. 25-27
7	8	9	10	11	8	9	10	11	12	Winter Break - No School	Dec. 21-Jan. 1
14	15	16	17	18	15	16	17	18	19	MLK Day-No School	January 18
21	22	23	24	25	22	23	24	25	26	Presidents Day-No School	February 15
28	29	30			29	30	31			Professional Development-No School	February 26
				19						End of Trimester 2	February 26
										Parent Teacher Conferences	March 1-5
										Spring Break-No School	April 22-30
October 2026					April 2027						
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri		
			1	2				1	2	SBAC Testing	April 5-May 21
5	6	7	8	9	5	6	7	8	9	Open House	TBD
12	13	14	15	16	12	13	14	15	16	Memorial Day - No School	May 31
19	20	21	22	23	19	20	21	22	23	End of Trimester 3	May 28
26	27	28	29	30	26	27	28	29	30	Last day of Instruction	May 28
				21					15	Staff Professional Development	June 1-4
November 2026					May 2027						
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri		
2	3	4	5	6	3	4	5	6	7	<b>DISMISSAL TIME</b>	
9	10	11	12	13	10	11	12	13	14	Dismissal Time on Regular Days TBD	
16	17	18	19	20	17	18	19	20	21	Minimum Day Dismissal is 1:30 pm	
23	24	25	26	27	24	25	26	27	28		
30					31						Nov. 9, 10, 12 & 13
				15					20		March 1-12
December 2026					June 2027						
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri		
	1	2	3	4		1	2	3	4	<b>LEGEND</b>	
7	8	9	10	11	7	8	9	10	11	Students Return	
14	15	16	17	18	14	15	16	17	18	No School Day	
21	22	23	24	25	21	22	23	24	25	End of Trimester	
28	29	30	31		28	29	30			Parent Teacher Conferences	
				14					0	Professional Development-No School	
										SBAC Testing	
										Number of days of school=	180



## School Calendar 2026-2027

July 2026					January 2027					SCHOOL EVENTS & HOLIDAYS		DATES
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
		1	2	3					1	Professional Development-No School		Jul. 27-31
6	7	8	9	10	4	5	6	7	8	Professional Development-No School		Aug. 3-7
13	14	15	16	17	11	12	13	14	15	Student Orientation		August 6
20	21	22	23	24	18	19	20	21	22	1st Day of School		August 10
27	28	29	30	31	25	26	27	28	29	Professional Development-No School		September 4
									19	Labor Day-No School		September 7
										Holiday - No School		September 21
										Professional Development-No School		October 16
August 2026					February 2027							
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
3	4	5	6	7	1	2	3	4	5	Picture Day		TBD
10	11	12	13	14	8	9	10	11	12	Picture Day - (Retakes)		TBD
17	18	19	20	21	15	16	17	18	19	End of Trimester 1		November 6
24	25	26	27	28	22	23	24	25	26	Veterans Day - No School		November 11
31										Parent Teacher Conferences		November 16-20
				16					18	Professional Development-No School		Nov. 23 & 24
										Thanksgiving Break - No School		Nov. 25-27
September 2026					March 2027							
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
	1	2	3	4	1	2	3	4	5	Winter Break - No School		Dec. 21-Jan. 1
7	8	9	10	11	8	9	10	11	12	MLK Day-No School		January 18
14	15	16	17	18	15	16	17	18	19	Presidents Day-No School		February 15
21	22	23	24	25	22	23	24	25	26	Professional Development-No School		February 26
28	29	30			29	30	31			End of Trimester 2		February 26
				19					23	Parent Teacher Conferences		March 1-5
										Spring Break-No School		April 26-30
										SBAC Testing		April 12-May 21
October 2026					April 2027							
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
			1	2				1	2	Open House		TBD
5	6	7	8	9	5	6	7	8	9	End of Trimester 3		May 26
12	13	14	15	16	12	13	14	15	16	Last day of Instruction		May 26
19	20	21	22	23	19	20	21	22	23	Memorial Day -		May 31
26	27	28	29	30	26	27	28	29	30	Staff Professional Development		June 1-4
				21					17			
November 2026					May 2027					DISMISSAL TIME		
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
2	3	4	5	6	3	4	5	6	7	Dismissal Time on Regular Days TBD		
9	10	11	12	13	10	11	12	13	14	Minimum Day Dismissal is 1:30 pm		
16	17	18	19	20	17	1	19	20	21			
23	24	25	26	27	24	25	26	27	28	PARENT TEACHER CONFERENCES		
30					31					Nov. 9, 10, 12 & 13		
				15					18	March 1-12		
December 2026					June 2027					LEGEND		
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri			
	1	2	3	4		1	2	3	4	Students Return		
7	8	9	10	11	7	8	9	10	11	No School Day		
14	15	16	17	18	14	15	16	17	18	End of Trimester		
21	22	23	24	25	21	22	23	24	25	Parent Teacher Conferences		
28	29	30	31		28	29	30			Professional Development-No School		
				14					0	SBAC Testing		
										Number of days of school= 180		