

City Language Immersion Charter

City Language Immersion Charter

Family Handbook

2017 – 2018

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(updated March 26, 2018)

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CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Overview and Introduction

Welcome to City Language Immersion Charter (CLIC)

City Language Immersion Charter is a parent-initiated, tuition-free and non-sectarian public school. It offers a dual-immersion, inquiry-based, experienced-centered curriculum to serve the culturally rich and diverse populations of West Adams and the greater Los Angeles area. By law, admission is determined by lottery which is open to all children in California.

Our Mission Statement

CLIC provides an exceptional bilingual education to a diverse student body, through dynamic hands-on learning and a student-centered, multicultural approach. Our community is diverse in thought, experience, heritage, expression, class, and we see our diversity as our strength. In order to fulfill our mission, we:

- Provide a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking.
- Implement a dual language immersion program that develops bilingual fluency and multi-cultural understanding.
- Establish a culture that puts relationships and social-emotional support first so that every student is known and gets the support they need to success.
- Give faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicate regularly with students' families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure an inclusive learning community.

CLIC's Vision

Our students emerge as critical thinkers who ask questions, solve problems, and express ideas creatively and thoughtfully. They engage in meaningful leadership and decision-making experiences, as they learn to think, speak, read, and write in two languages: English and Spanish. As members of a caring community, students feel comfortable, safe, and cared for enabling them to take greater academic risks, express concerns and ask for help, develop character, and become leaders in and outside of school.

City's Values

Educational Excellence: Engaging every student in a child-centered, thoughtful, inspired education that challenges them to think critically, create, and problem-solve.

Diversity: Building a caring and inclusive community of diverse families that celebrate differences and learn from each other.

Community: Harnessing the energy and spirit of our community to create a unified community with a strong sense of belonging and responsibility across stakeholders.

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At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002). “To meet your students where they are, first you have to find them”. When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student’s progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess their own pedagogy’s effectiveness in promoting student learning by examining their practices through action research projects.

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Our People

At CLIC, our community consists of:

Parents – Parents support their children and the school's mission through volunteering, learning about educational issues, providing a home environment that contributes to their child's academic success, and voicing concerns or questions in a productive way according to Board-established protocol. Parents are required to volunteer 30 hours per school year, per family.

Parent Council – The City Language Immersion Charter Parent Council is responsible for supporting the school with regard to the daily tasks of ensuring the school's optimal functioning and growth. The City Language Immersion Charter Parent Council also provides a venue for all parents to be involved with helping CLIC and for parents to voice any concerns and suggestions. City Language Immersion Charter Parent Council is made up of the principal, parents, and teachers. Much like a PTA, City Language Immersion Charter Council meets regularly to ensure the smooth operation of the school, as well as to organize parents to help support the school.

CLIC Parent Council Leadership

Chairperson
Karlyn Johnson

Comité Hispanohablante Co-Chairs
Evelyn Lopez
Laura Flores

Fundraising Co-Chairs
Jennifer Kemmerer
Claudia Cane

Class Ambassador Co-Chairs
Vivian Arlotto
Kylee Connelly

Staff – The school staff is responsible for making educational decisions at the school. Staff works closely with parents to create support for student achievement and social/emotional development of all children.

Administrative Staff

Valerie Braimah	Executive Director
Raúl Alarcón	Principal
Stephanie Romero-Crockett	Director of Community Engagement & Operations
Rocío Chávez	Assistant Principal
Shalott Hazzard	Special Education Coordinator
Gaby Zúñiga	Director of Operations
Stephanie Avila	Office Assistant
Cecilia Salazar	Office Assistant

Specialists

Joseph Iraggi	Theater Arts Teacher
Andrew Frausto	Visual Arts Instructor
Ariana Melton	Music Instructor

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Teachers

TK/Kinder

Suni Cruz
Madeleine Polinsky
Sarah Williams

3rd Grade

Rosa Manzo
Elisa Cabrera
Lorne Wellington (combo class)

1st Grade

Violet Arnold
Esther Gutierrez
Rafaela Parra

4th Grade

Amanda Cermak
Joseph Iraggi
Iris Marin
Lorne Wellington (combo class)

2nd Grade

Pricila Cardenas
Veronica Gonzalez
Elizabeth Thruelsen

5th Grade

Kehli Faulkner

Supporting Staff

Karla Barberena
Joshua Benitez
Guillermina Chavez
Allen Estrada
Ubaldina Gonzalez
Aidee Jimenez
Ada Melchor

Ariana Melton
Andrea Ortega
Luis Ortiz
Emma Perez
Derek Piper
Brandon Rodarte
Jacqueline Rodrigues

Board of Directors – The Board of Directors is the body responsible for the fiscal security of the school to assure its longevity and quality and the oversight to make sure the mission of the school drives decision-making. The Board of Directors hires and oversees the key school administrators who run the day-to-day operations of the school.

Founders and Co-Founders - Our Founders and Co-Founders are responsible for the initial design and implementation of the school. They worked tirelessly in the year before the school opened to develop the charter petition, engage a diverse community of families and partners to enroll in and support the school, raise funds to support the school's initial and ongoing operation, secure a site, and find our school leader, among other things. Even though not all of them have enrolled a student in the school, they all remain actively involved in ensuring the well-being and growth of the school.

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Student Assessment

California Assessment of Student Performance and Progress (CAASPP)

Students in 3rd-5th grade will participate in state assessments managed by the CAASPP system. In 3rd-5th grade, that consists of the Smarter Balanced Assessment Consortium (SBAC) in Math and English Language Arts. These assessments are given in the Spring and determine students' progress toward college and career readiness standards (Common Core Standards). These tests include a computer adaptive test and a performance task. In 5th grade, students will also participate in the California Science Test (CAST). This test measures students' progress towards meeting Next Generation Science Standards.

ELPAC

The English Language Proficiency Assessment of California (ELPAC) will be administered to all students classified as English Learners. Families entering a public school for the first time will be asked to complete a Home Language Survey. If there is another language in the home, other than English, a student will be identified as an English Learner. These students will be given the "Initial" test, in order to determine English proficiency. In the event that a student does not demonstrate proficiency, a student will then be given the "Summative" assessment every Spring. Once a student demonstrates English proficiency, they will no longer have to take the ELPAC, this is considered re-designation. This test includes sections in Reading, Writing, Listening, and Speaking. Because this is a proficiency test instead of a norm-references test, the administration of the test is untimed.

The results from this test will be examined alongside other assessments by CLIC teachers since the school will be focused on providing quality English Language Development instructions to all English Learners. The ELPAC is one of the measures used to determine whether students re-designate from an English Learner to a Fluent English Proficient student. Re-designation will be one of the school's primary goals and measures of success.

Physical Fitness Test

Fifth graders will be required to take the California Physical Fitness Test (PFT) in late Spring. This health-related fitness test, developed by The Cooper Institute, is intended to help students acquire lasting habits of regular physical activity. In addition, the results of this test will also be used to develop physical education curriculum and to help parents and guardians understand their children's fitness levels. The PFT includes tests for six areas of fitness, including Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and overall Flexibility.

Grades/Assignments

While we understand that you and your children are concerned about grades, our main goal as educators at City Language Immersion Charter is not simply to ensure or support your child to get an "A" in every class. We are here to help your child learn how to be an excellent student. Our expectation is that you will work with us in supporting your student to:

- Take responsibility for his/her personal belongings, behavior, attendance, punctuality, and ability to work with others in-group situations.
- Take responsibility for classwork and homework assignments- submitting them in a timely manner and communicating to the teacher when he/she needs extra time, support, assistance, etc. with his/her work.
- Self-advocate by speaking respectfully and directly to teachers when he/she has problems/concerns that need to be addressed.
- Be compassionate, respectful, and supportive to peers in the class that are working on their own academic, social, and emotional growth areas. Part of their growth as students is to contribute to the overall classroom and school community by accepting and embracing others across lines of difference.

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Educational Program

Curriculum Overview

City Language Immersion Charter is a school grounded in dual-immersion and constructivist theory. Our commitment to constructivism and problem-based learning resides in our belief that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students' lives and the diverse experiences they bring with them to school. Our integrated curriculum allows teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction, as necessary.

The Spanish Dual Immersion Program is designed to develop full bilingualism in both Spanish and English. English-speaking students and native Spanish speakers are taught together using both Spanish and English instruction to develop bilingual academic fluency. The program aims to:

- Develop bilingual proficiency and literacy in Spanish and English
- Promote academic achievement at or above grade level in both languages
- Foster positive cross-cultural attitudes in addition to increasing intercultural understandings
- Increase cognitive ability and intellectual flexibility

Dual language immersion, also known as Two-Way immersion, brings together native speakers of a "target" language, in this case Spanish, with native speakers of the English, in the same classroom. The program begins in kindergarten and continues through fifth grade. The amount of English-language instruction increases as children progress through the grades. In kindergarten, 90% of the instruction is in Spanish and 10% is in English. Each year, the amount of English instruction increases by 10%. English-language instruction for this model typically reaches 50 percent by fifth grade. Parents do not need to be bilingual for their children to succeed in a dual-immersion program, and enrollment in such a program is always voluntary.

Spanish/English Language Instruction per grade level

- | | |
|-------------------------|---------|
| • TK/Kinder | 90%/10% |
| • 1 st Grade | 80%/20% |
| • 2 nd Grade | 70%/30% |
| • 3 rd Grade | 60%/40% |
| • 4 th Grade | 50%/50% |
| • 5 th Grade | 50%/50% |

Arts and Physical Education (A.P.E.)

CLIC values the role of the Arts and Physical Education. During the week each child will participate in P.E., Music and Visual arts.

After School Programs

CLIC offers an after-school program provided by YPI, Youth Policy Institute and Team Prime Time. Both programs include daily "Study Hall," snack and a combination of recreational outdoor time and structured extra-curricular activities.

YPI - Students are required to stay M-F until 6pm. Federal funded, no cost to families.

Team Prime Time - Flexible hours/days and runs until 5:30pm. Cost depends on number of students enrolled.

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Homework Policy

We believe that the purpose of homework is to help children deepen their understanding of concepts learned in class and/or to sharpen skills which require repeated practice in order to master. The amount and type of homework given will vary based on a number of factors: age, learning needs, content, and skill. At times, we will assign homework that requires some help from a parent or guardian (i.e., a family game or research project). Although parents or guardians may monitor or assist with homework, it is the student who must assume responsibility for attempting and completing each assignment.

Internet & Technology Use at School

Computers will be available to students throughout the campus. The internet provides an excellent means for learning, researching, and communicating. Using the internet is for educational purposes only and will be closely monitored by adults at school.

Every student must submit a signed in order for the child to use technology and the internet during school hours. (See attachment A).

Healthy Choices During School Hours

We at City Language Immersion Charter believe in educating the whole child. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. It is important that those concerned about the wellness of our children spread a common message to the community, that a child's healthy body and mind has a foundation in the food and beverage choices available and made both at school and elsewhere.

At CLIC, we encourage healthy eating by:

- Working closely with our hot lunch provider to ensure that there will be balanced meals on a daily basis
- Encouraging parents to send snacks and lunches that are healthy, including:
 - a. Fresh fruits and vegetables, protein, complex carbohydrates
 - b. Limited refined sugar, trans fats, and artificial sweeteners
- Asking that students not bring soda, chips or candy to school

We realize that it is unrealistic and unnecessary to prohibit all food with sugar. There are times when teachers and students will want to have class celebrations. For these celebrations, we ask that parents:

- Gain consent from their child's teacher before bringing any food items into the classroom
- Inform teachers of any food allergies or restrictions

Here are some tips to help improve nutrition and encourage smart eating habits at home:

1. Have regular family meals
2. Serve a variety of healthy foods and snacks.
3. Be a role model by eating healthy yourself
4. Avoid battles over food
5. Involve kids in the process of buying and preparing food

We appreciate your participation in contributing to a healthy community! To see a copy of City Charter School's Wellness Policy, please contact the office.

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General Procedures and Information

The following CLIC Procedures will be enforced within our school community:

Breakfast/Lunch Program

Applying to the Free and Reduced Lunch Program (FRL)

To apply for the Free and Reduced Lunch Program (FRL), simply contact the office to receive an application. Applications are available as of July 1st prior to every school year and will continue to be available thereafter. Please note that if your family's circumstances change after you receive an approval/denial letter, you may re-apply to the FRL program. For additional information, please contact our Director of Operations, Gaby Zúñiga at gzuniga@citycharterschools.org.

Cost of Meals

All ordering transactions will be processed on the 20th prior to the new month. The cost of daily breakfast will be \$2.00 and \$4.00 for lunch. For those who qualify either Free or Reduced meals, the cost will apply at the time of ordering.

Please note that refunds are not available if your child does not pick up breakfast/lunch or if your child is absent.

How to Order Meals

All orders must be placed through Boonli.com. All families have a username and a password. If you do not know your username and/or password, please contact the office.

To place your meal orders, please follow the steps below:

- Sign-in to your account and select the ordering month.
- Click on the ordering menu (breakfast or lunch).
- Click on the date
- Select a meal
- Click on "add to cart" (if you are ordering for more than 1 child, you will be given the option to add meals for the other children)
- To order for the next day, click on "GO TO NEXT DAY", otherwise, choose "Go to Cart" or "Go to Calendar"
- When you are finished selecting days/meals, go to cart.
- Click on "Checkout".
- Enter payment method.
- Confirm order. If you do not receive a confirmation email, your order did not go thru, and the office will not see your order.

Meal Vendors

Breakfast - The service provider for the breakfast program for the 2017-18 school year will be Fresh Start Meals. Breakfast will be served from 7:30-7:50am for 3rd-5th graders and from 8:30-8:50am for TK/Kinder-2nd graders.

2nd chance breakfast will be served during recess if you child did not pick up breakfast at his/her allotted time before the start of the school day.

Lunch - The service provider for the lunch program for the 2017-18 school year will be Robertino Cucina. Lunch will be served from 11:00am – 1:00pm depending on the grade level. Meals will include an entrée, with a side of fruit and vegetables and a milk.

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Special Meal Requests

Special meal requests are available to students who require gluten and lactose free meals/milk. If your child has a gluten or lactose intolerance and you need to order a meal, please be sure to contact the office. The office will provide you with a form that your doctor will need to fill out so that we can then submit to our meal vendor(s).

Campus Hours

7:00am-4:00pm Office Hours (school days)
7:30am Early child care begins/Campus opens

Instruction begins

8:00 am 3rd – 5th grades
9:00 am TK/Kinder – 2nd grades

Dismissals (M, T, TH, F)

2:30 pm TK/Kinder, 3rd – 5th grades
3:05 pm 1st & 2nd grade

Wednesday Dismissal

2:00 pm All grade levels

Parent/Teacher Conference Weeks

1:45 pm All grade levels

Minimum Days

12:30 pm June 22, 2018 (last day of school)

*After school programs begin immediately after school thru 5:30pm for Prime Time and 6:00pm for YPI.

Enrollment Process

By law, admission at CLIC is based on lottery. Per our charter, priority is given to: siblings and a small number of children of staff and founding parents (under 10%). All families who have prospective siblings enrolling must put their child's information on the enrollment lottery application.

Lottery applications will become available in the Fall of every school year. Please contact the office for any questions regarding incoming siblings.

Field Trips

For each field trip scheduled, the teacher will send home a note requesting parent/guardian permission and providing specific information pertaining to the trip. Note: Usually a limited number of legal guardians will accompany each class. We request that legal guardians not take it upon themselves to appear at the field trip destination unless previously arranged by the teacher. Chaperones MUST submit a completed Parent Volunteer packet to the office at least 2 weeks prior to the field trip. ***Please refer to the Volunteer Handbook for policies and procedures. Copies are available in the main office.***

Siblings, other family members or friends are not permitted to attend field trips. Parent chaperones are encouraged to carpool with each other on days of field trips. Parking on campus will not be available for parent chaperones.

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Field Trip Fees/Attendance

All field trip fees are suggested donations only and are not mandatory. All students are able to attend school-related field trips whether they can or cannot make an optional donation toward the trip. This applies to both day and overnight trips.

While the philosophy of a constructivist-based school encourages all students to participate in overnight field trips, overnight trips are not mandatory. Students who do not attend overnight trips will be provided on-site education by a credentialed substitute teacher during the duration of the trip and will not be penalized in any way.

Going To and Leaving School

CLIC's top priority is to keep children safe at all times. In order for the carpool lane to function efficiently and with minimum potential hazards, parent must follow the following procedures:

Carpool Hours

Morning

7:30am	Gates open
9:00am	Gates close

Afternoon

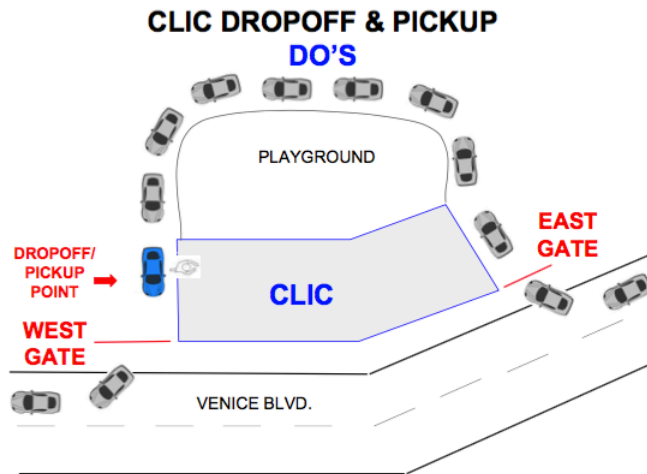
2:00pm	Gates open (Wednesdays)
2:30pm	Gates open (Mon., Tue., Thur., Fri.)
3:20pm	Gates close

Walking your Child in to School

- Park in the neighborhood and walk to campus. Use Main Entrance to enter campus, DO NOT use driveway.
- DO NOT park in the red zone in front of the school.
- DO NOT block/park main drive way entrance or east gate (carpool entrance).

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Carpool Procedures



- Enter carpool lane turning Right using the East gate (gate closest to 6th Avenue).
 - DO NOT make a Left turn from Venice Blvd.
 - DO NOT drive in bike lane to enter campus.
 - DO NOT block drive way if gates are still closed. If you arrive early, you will need to drive around the block until the gates open.
- Keep your child/children in the car until you reach the Drop-off/Pick-up point at the school entrance.
- Keep your “CLIC CARPOOL” card on your dashboard at all time. This will allow carpool staff to move the carpool lane efficiently.
 - DO NOT park on campus during carpool.
 - If you are picking students up early that normally stay for an afterschool program, you MUST call the office at least 30 minutes prior to dismissal so that students are ready in carpool.
 - If you are pick students up early (siblings with later dismissal) you will need to park in the neighborhood and walk to the office to sign the student out.
 - DO NOT request students when you are at the Drop-off/Pick up point. You will be asked to leave the carpool lane and go around the block or park in the neighborhood.
- Always be courteous, safe and follow the instructions of staff members.
- Exit campus by turning Right onto Venice Blvd.

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Parking on Campus

CLIC has 2 visitor parking spots available. If you need to stop by the office briefly for school related business between 9:05am – 2:15pm, you can pull up to the driveway and press the intercom and the office will let you in if the visitor parking spots are available.

- DO NOT park in the disabled parking spaces unless you hold a disabled parking placard.
- DO NOT park in the driveway (east or west gates) at any time.

Pets on Campus

Pets are not allowed on campus at any time.

Visitors on Campus

All school visitors including volunteers must have the consent and approval of the principal/designee. Parents wishing to speak with teachers must arrange appointments. 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 campus unless prior approval of the principal has been obtained. Visitors may not interfere, disrupt, or cause substantial disorder in any classroom or school activity.

Visitors are expected to:

- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not interfere with any school activity
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- 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.

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School & Classroom Behavioral Expectations

A critical component of being a member of our school community is adhering to the high behavioral expectations City Language Immersion Charter has established in order to create an atmosphere of academic excellence, as well as social and emotional safety.

Incorporating our Community values into all aspects of our lives includes ensuring that City Language Immersion Charter students are accountable to themselves, their peers, and their school community.

City Language Immersion Charter is a physically, cognitively, and emotionally safe learning environment. Inherent in all aspects of our curriculum is a commitment to creating and maintaining a school culture that embodies the following community values, which students will discuss and explore at school:

Commitment, communication, creativity, empathy, hard work, honesty, integrity, perseverance, respect, and responsibility.

Anti-Bullying Policy

City Language Immersion Charter believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. City Language Immersion Charter will not tolerate behavior that infringes on the safety of any student.

What Is School Bullying?

School bullying is when one or more students intentionally and repeatedly act towards another student in a way which is intended to hurt, intimidate, or diminish that other student. Bullying is seen by many researchers as referring to a cluster of different behaviors unified by the theme of aggression.

These behaviors are generally categorized as follows:

- **Relational bullying** is sometimes referred to as "social" or "psychological" bullying. This takes the form of disrupting another student's peer relationships through gossiping, whispering and spreading rumors. It also includes turning your back on them, giving them the silent treatment, or leaving them out. In contrast to face-to-face bullying, social bullying is often indirect; students communicate negative representations of the target to third parties, often through cyber-bullying, such as instant messaging, chat rooms, postings on web pages or blogs.
- **Verbal bullying**, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes and other gestures.
- **Physical bullying** both to the person (such as hitting, pushing, shoving, kicking, pinching, holding down) and to their possessions (through extorting money, stealing or causing their possessions damage).
- **Sexual bullying** which includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student's body, molestation, assault, and rape. Sexual bullying is often referred to as sexual harassment.

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Education Code: Those behaviors listed above that are considered bullying are often violations of Ed. Code and/or criminal code. It is very important to be aware of this. The Ed. Code violations associated with bullying are from EC 48900: A1, caused, attempted, threatened physical injury. Also, Penal Code Section 415; 1, committing an obscene act or engaging in habitual profanity; K, willful defiance of valid authority; O, witness harassment or intimidation; Q, hazing; 48900.3 Hate Violence; and Penal Code 212.5, committed sexual harassment.

Reporting Procedures

1. Immediately tell a teacher or another adult at school.
2. Incident Reports may be picked up and filled out in the office.
3. An Administrator will review and investigate the report from the student and/or reporting adult to verify incident. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.

Disciplinary Action

- Student offenders will be disciplined in a progressive manner including warnings, principal/parent conversations, suspension, and recommendation for expulsion.
- Interventions to correct inappropriate behaviors may include, but are not limited to the following, counseling, violence prevention intervention meetings, and behavior intervention packet completions.

Classroom Behavior

If a student experiences an in-class behavioral infraction, depending on the infraction, they will be given a warning or an accommodation (i.e. seat change, offer of taking a brief walk, chat with teacher outside, etc.). If the student is unable to modify his/her behavior despite teacher intervention, the student will be sent out of the class (to Administration) until he/she is ready to return to class ready to learn.

In addition, the following behavioral infractions will most likely result in suspension and/or you will be contacted if your child is involved in any of these actions:

- Disrespecting or arguing with a teacher
- Continued teasing/bullying
- Weapons at school
- Sexual harassment
- Any behaviors that intentionally endanger any students and or adults
- Fighting
- Vandalism/theft
- Physical harassment

Plagiarism

Integrity is a critical component of the City Language Immersion Charter philosophy. CLIC students learn to make ethical decisions, which include the decision to complete and submit their own work.

Plagiarism/Cheating includes:

- **Directly copying** the work of another person without using all of the following: (1) quotation marks, (2) proper credit immediately following the quote, and (3) listing any sources on the “works cited” page at the end of the assignment.
- **Paraphrasing** the ideas of another person without using all of the following: (1) proper credit immediately following the paraphrase, and (2) listing the source on the works cited page at the end of an assignment.

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- **Using and failing to properly credit** any work or answers that have been written, created, or developed by another person. This includes work or answers that have been generated through electronic translation engines, literary summary sources, and inappropriate collaboration with other students.
- **Recycling previously submitted work.** Recycling an assignment is the resubmission of academic work that has been previously submitted by oneself or another student.
- **Using artwork or pictures without proper citation.** Students may not use artwork or pictures, including clip art that was created by another person, without proper citation.

Below is a list of consequences for plagiarism/cheating that will be utilized at the discretion of the teacher and administrator in whole or in part:

- A zero on the assignment and student must repeat the assignment
- Parent notification
- Meeting with principal, parents, and teacher

Safety Policy

Safety violations for which a student action or intention can be deemed as violating the safety of oneself or others will also result in immediate consequences.

Examples of safety violations include:

- Verbal abuse of others (using profanity, insults, etc.)
- Intentionally hurting another person
- Not following directions or walking off of school grounds
- Threatening the physical or emotional safety of others

The Education Code enumerates safety policies that also relate to suspension and expulsion. For example, a student will be recommended for suspension and may be recommended for expulsion upon a determination that he student has committed one of the acts listed below:

- Used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 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 responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property.

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- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted the infliction or attempted infliction or physical injury to another person.
- Engaged in sexual harassment as defined in Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.

In terms of mandatory expulsion, federal laws state that a school must expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students shall be expelled upon determination that the student has committed one of the acts listed below:

- Assault or battery upon any school employee - Section 48915(a)(5).
- Brandishing a knife - Section 48915(c)(2).
- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense - Section 48915(a)(1).
- Hate violence - Section 48900.3.
- Possession, selling, or furnishing of a firearm - Section 48915(c)(1).
- Possession of an explosive - Section 48915(c)(5).
- Robbery or extortion - Section 48915(a)(4).
- Offering, negotiating a sale or selling a controlled substance - Section 48915(c)(3).
- Committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900) - Section 48915(c)(4).
- 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.

School and Personal Property

Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. In addition to the violations described above, examples of property violations include:

- Stealing
- Defacing school property or the property of others
- Unauthorized use of equipment
- Inappropriate use of the internet

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Emergency Procedures

The complete School Safety and Emergency Response Plan is available to be viewed in the office.

Fire Drills

Fire drills will be held on a monthly basis. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, we will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills (i.e., EARTHQUAKE)

Disaster drills will be conducted at least once every quarter. Students will be made familiar with the "duck and cover" procedure. During the "duck and cover" procedure in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement by teachers or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the "duck and cover" procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disaster other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments, such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of a real emergency, all personnel, students and parents on site must adhere to LAUSD's safety policies and procedures. All school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

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Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room of any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments, such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Lockdown Plan

In the event that there is a potentially dangerous situation around the school or in the neighborhood, we will be contacted by L.A.P.D and they will determine if we should go to lockdown. If students are in class, teachers will be asked to immediately lock their classrooms and move all children away from doors and windows. Administration will call each classroom and will perform a student/adult accountability report. In-classroom instruction will continue as usual; however, students, visitors, or staff will NOT be allowed to leave their classrooms/office until we have been cleared by L.A.P.D.

In the event that there is a potentially dangerous situation around the school or in the neighborhood while students are outside, everyone will drop to the ground and remain there until further instructions are given by administration. When it is safe to do so, school staff will direct all students to the nearest enclosed building. Once indoors, the administration will conduct a student and adult accountability report. Student activities will continue as usual for the duration of the lockdown; however, students, visitors, or staff will NOT be allowed to leave their classrooms/office until we have been cleared by L.A.P.D.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administration will give the evacuation code word "safe school drill."

Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

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Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated a "Civil Defense Worker" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

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Attendance Policy

It is the intent of City Language Immersion Charter to ensure that students attend school **every day on time**. At CLIC, we view every day as an essential learning opportunity. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goal and achieve success. Chronic absenteeism and tardiness has been linked to an increase likelihood of poor academic performance, disengagement from school, and behavior problems. In addition, tardiness impacts the learning environment for all students. **Please keep in mind that all absences and tardies are part of a student's permanent record.**

Absence Procedures

A child is considered absent when he/she is not in school. When a child has a fever or symptoms of illness or has a communicable illness, it is best for the child to stay at home to rest and recover. **A parent or caregiver adult must notify the school the same day as the absence by telephone, letter, fax, e-mail, or in person.** Please do your best to inform us of an absence by 8:15 am. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered **unexcused**.

Documentation is required for all absences to help us understand why a student is not in school and correctly report it in our records. **Absences are reported to the state as "excused" or "unexcused."** Nonetheless, the school does NOT receive money from the State for absences of any kind.

**Once attendance is reported to the state it cannot be changed.
Please do your best to inform the office the same day of the absence.**

To report an absence, please call (323)294-4937 or email CLICattendance@citycharterschools.org

Excused Absence

As permitted by our governing Board the following are reasons for **student related** excused absences:

- Illness;
- Quarantine under the direction of a county or city health official;
- Medical, dental, optometric, or chiropractic appointment;
- Attendance at funeral services for a member of the immediate family;
 - o Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - o "Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister, or any relative living in the student's immediate household.
- Participation in religious instruction or exercises in accordance with Charter School policy:
 - o The student shall be excused for this purpose on no more than four school days per month.

When a student has had 14 absences in the school year for illness verified by parent note, telephone, email, or fax without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider. If a student is suffering from a serious illness that is impacting their ability to attend school and learn, it is critical that parents communicate with school personnel in order to determine appropriate next steps (i.e. SST, Individual

Student Health Plan, Section 504, etc.). If your child has a communicable disease (i.e. measles), the office must be informed so that we can notify other parents.

Family vacations are considered unexcused absences. Please do not extend your travel plans, as there is a cost to the school and your child's learning.

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Unexcused Absence

A student will be classified as having an unexcused absence when a parent/guardian or parent representative fails to inform the school the reason for such absences. In addition, a student can have an unexcused absence if a reason is given that is not in the board approved list (see above). **All unexcused absences will count towards a truancy** (for more information on truanancies please read “Truancy” section).

Students who are absent for 5 consecutive days without any notification to the school, the student will be unenrolled. Should the family wish to reenroll, parent(s) will be required to meet with principal or administrative designee prior to reenrollment (space permitting).

Tardy Procedures

It is highly recommended that students arrive at school between 7:30 and 8:25. A student is considered tardy if he or she is not in class by 8:30 am. A parent must accompany their child to the office in order to sign in and receive a late pass. **NOTE: A student will not be admitted into class without a late pass.** It is critical that students arrive to school on time every day. Tardiness not only impacts the late student, but also disrupts the learning that is taking place.

Tardies will be reported to the state as “excused,” “unexcused,” or “extreme” according to the following:

Excused Tardy

A tardy can be classified as “excused” if the parent provides the proper documentation or notifies the school staff, with a valid excuse.

Tardiness is excused under the following conditions:

- Illness (i.e. stomach pain, headache, etc.);
- Medical, dental, optometric, or chiropractic appointment;
- Attendance at funeral services for a member of the immediate family;
 - o “Immediate family” shall be defined as mother, father, grandmother, grandfather, brother, sister, or any relative living in the student’s immediate household.
- Participation in religious instruction or exercises in accordance with Charter School policy

Traffic congestion (including dropping other siblings at school or living far) **will not** be considered a valid excuse. Plan for extra time if you are driving.

Unexcused Tardy

A tardy will be classified as “unexcused” if it is less than 30 minutes and the parent does not provide a valid reason. **This type of tardy does not count towards truancy.** Please note that an excessive amount of unexcused tardies can impact students’ academic success. In addition, every time a student walks in late to class instruction is disrupted.

Chronic Tardiness Process

- When a student reaches 10 unexcused tardies an additional parent and teacher conference will be held.
- When a student reaches 20 unexcused tardies a meeting will be held with the administration or designee.

Extreme Tardy

A tardy is classified “extreme” when a student arrives 30 or more minutes late without a valid excuse. **An extreme tardy will count towards truancy.**

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Truancy

Student shall be classified as truant if the student has 3 unexcused absences, or 3 extreme tardies, or any combination thereof. A student continues to collect truanancies as he/she continues to acquire unexcused absences and extreme tardies. **Truanancies are reported to the state annually.** Truanancies impact a student’s academic success, the learning environment, and it negatively impacts our school’s standing with the State. **Schools are graded annually by the California Department of Education based on a number of factors including the school’s attendance and truancy rates.**

In addition, students shall be classified as chronically truant if the student is absent from the school without a valid excuse for 10 percent or more of the school year, from the date of enrollment.

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. If all attempts to resolve the student’s attendance problem are unsuccessful, the process below will be implemented.

Truancy Process

Quantity

2nd – Unexcused absences, extreme tardy

Action

- Call home to the parent/guardian by the Principal, designee, or teacher.

3rd or 4th – Unexcused absence, extreme Tardy or a combination

- Call home or email to the parent/guardian by the Principal, designee, or teacher.

- Parent/guardian will receive “Truancy Letter #1.” This letter Must be signed by the parent/guardian and returned to CLIC. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letters sent home, shall be sent by Certified Mail, return receipt requested, or some other form of delivery that can be tracked.

7th – Unexcused absences, extreme tardy Or a combination

- Parent/guardian will receive “Truancy Letter #2.” This letter will request a parent conference, during which the student’s Record will be reviewed and an intervention plan/contract will be developed.

10th – Unexcused absences, extreme tardy Or a combination

- The student will be referred to a Student Success Team (“SST”) and the School Attendance Review Team (“SART”).

- Parent/guardian will receive a “Habitual Truancy Re-Classification Letter #3.”

- Parents/guardians will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.

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The SART panel will be composed of the Principal, Resource Teachers, and other designated teachers as appropriate. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
- b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - i. Parent/guardian to attend school with the child for one day
 - ii. Student retention
 - iii. After school detention program
 - iv. Required school counseling
 - v. Loss of field trip privileges
 - vi. Loss of school event privileges
 - vii. Required remediation plan as set by the SART
 - viii. Notification to the local District Attorney
- c. The SART panel may discuss other school placement options.
- d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from CLIC and notification of the disenrollment sent to the student's district of residence. For all communications set forth in this process, CLIC will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update CLIC with any new contact information.

If student is absent five (5) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to CLIC's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily dis-enrolled and notification of the disenrollment be sent to the student's district of residence.

Removal from CLIC

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The parent will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily dis-enrolled from CLIC. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to dis-enroll, notice will be sent to the student's district of residence within thirty (30) days.

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A Board decision not to dis-enroll the student does not prevent the SART panel from making a similar recommendation in the future.

Referral to Appropriate Agencies or County District Attorney

It is CLIC's intent to identify and remove all barriers to the student's success, and CLIC will explore every possible option to address student attendance issues with the family. For any unexcused absence, CLIC may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents fail to attend a required SART meeting, CLIC shall notify the District's Attorney's office, which then may continue with disciplinary action through the court system. Students 12 years of age and older may be referred to the juvenile court for adjudication.

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Updated March 2017

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Communication Policy

Parent Communication

Although we feel strongly that communication is important at our school, please do not "drop in" immediately before or after school, without an appointment, to talk to the teachers. Teachers will be busy with student-related duties during these times and will not be able to give you the time and attention you deserve.

Parents who wish to speak to a teacher should email the teacher or call the school to leave a message for the teacher. Teachers should respond to all parents within 24 hours to set up a meeting or a phone conversation. If a situation is urgent, please call the office for immediate assistance. Furthermore, parents who have a concern with regard to a teacher are asked to address this concern directly with the teacher in a calm and thoughtful manner. If further assistance is necessary after the initial contact with the teacher, the parent may ask the principal for help in addressing the situation.

School Communication

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

Communication avenues:

- School Newsletter – monthly
- Classroom newsletters - monthly
- School Website- www.citycharterschools.org/CLIC
- CLIC Parent Council meetings - monthly
- Coffee with the Principal – monthly
- Comité Hispanohablante – monthly

Classroom Communication

Parents may be able to reach their child during the school day if it is an emergency. Call the office and we will relay the message. The policy is not to interrupt the learning process. Children will not be permitted to have cell phones at school or to call home on a casual basis. They will be permitted to call home from the office in cases of emergencies and illness.

Class Lists and Family Directory

The directory is prepared for CLIC Parents. Any and all information in the directory is voluntary. Please respect the privacy of the families listed herein. Refrain from sharing the information contained in the roster for charitable, political or commercial use.

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Complaint Policy/Resolving Conflict

Gossip is detrimental. Please go to the source if you have a problem. Do not talk to anyone else at school. Collect your thought by talking to a family member or friend outside of CLIC.

Conflicts between Students:

- Speak to your child's teacher.
- If the conflict is with a child in a different classroom, your child's teacher will speak to the other Child's teacher. Both teachers will work together to solve the problem.
- If the problem is not resolved, go to Administration.

Conflicts between Parents:

- Speak directly to the parent.
- If the two of you cannot resolve the problem, go to the Principal.

Conflicts between Parents/Teachers:

- Speak directly to the teacher.
- If the problem is not resolved, go to the Principal.

Conflicts between Parents/Principal:

- If the problem is with the Principal and you have discussed it with him/her and it was not resolved, you may take the issue to Valerie Braimah, Executive Director by filling out a grievance form and sending it to vbraimah@citycharterschools.org. (See attachment C)

Internal Grievance Procedures

The following consists of City Language Immersion Charter's Grievance Procedure for disputes arising within the school:

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, Board members, and partner organizations, will be resolved pursuant to policies and practices developed by the school. The following Dispute Resolution Process will be used for INTERNAL disputes- as indicated by the subheading above:

1. First attempt to discuss one's conflict with the people directly involved and try to resolve it without turning to uninvolved parties.
2. If discussion does not resolve the conflict, ask the CLASSROOM TEACHER to act as an objective mediator (unless the situation involved a classroom teacher who prefers privacy for any reason, who may then request the next level of mediation).
3. If CLASSROOM TEACHER mediation does not resolve the conflict, ask them to serve as mediator or, if mutually agreeable, as arbitrator.
4. If the conflict is between two teachers or a parent and teacher, they should go to the PRINCIPAL only after discussion between the two initial parties is deemed unsuccessful.
5. If the conflict is between the principal and a parent or the principal and a teacher, the parent or teacher may submit a complaint within the following procedures:
 - a. Complaint must be written, dated, and submitted to the Principal- please be sure to include:
 - i. The nature of your grievance or complaint and the outcome you are seeking
 - ii. A timeline of events that detail your efforts to resolve the issue locally and the results of these efforts.
 - iii. The specific resolution you seek
6. The Principal must provide a written response within 10 school days.

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If the parent or employee is not satisfied with this response, s/he may submit a written and dated complaint to the Board of Directors. The Board members may answer the complaint directly in writing within 10 school days or may confirm the Principal's response.

If the complaint is against the Principal (or Executive Director), it must be written, dated, and submitted to the Board of Directors who will provide a response within 10 school days.

Uniform Complaint Procedures

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by *City Charter Schools* of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities in which we receive state or federal funding. A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The responsibilities of *City Charter Schools*

We have the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including, including, but not limited to, allegations of discrimination, harassment, intimidation, bullying or noncompliance with laws relating to all programs and activities implemented by City Charter Schools that are subject to the UCP.

We shall ensure annual dissemination of the written notice of our complaint procedures to students, employees, parents or guardians of its students, school and City Charter Schools advisory committees member, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

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The following is responsible for receiving and investigating complaints and ensuring our compliance:

*Title IX/UCP Coordinator
City Charter Schools
11625 W. Pico Blvd.
Los Angeles, CA 90064
310-273-2489*

equitycoordinator@citycharterschools.org

The above, responsible for compliance and investigations, is knowledgeable about the laws and programs assigned to investigate.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

An unlawful discrimination, harassment, intimidation and bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by our Executive Director or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by our Executive Director or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six months' time period. Our Executive Director shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

We ensure that complainants are protected from retaliation.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Complainants are advised of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time.

If we find merit in a pupil fees, and/or LCAP complaint, we shall provide a remedy. In LCAP and pupil fee complaints, the remedy shall go to all affected pupils, parents and guardians, which in the case of pupil fees, also includes reasonable efforts by us to ensure full reimbursement to all affected pupils, parents and guardians subject to procedures established through regulations adopted by the state board.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem-solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

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We submitted our UCP policies and procedures to our local governing board or authorized designee for approval and adoption (see the top of this document for final adoption date).

Copies of these Uniform Complaint Procedures shall be available free of charge.

Uniform Complaint Procedures Process Jurisdiction

A. Complaints Under the Jurisdiction of City Charter Schools' UCP Process:

1. Bilingual Education
2. Career Technical and Technical Education and
3. Child Nutrition
4. Every Student Succeeds Act
5. Foster and Homeless Youth Services [City Charter Schools shall post a standardized notice of the educational rights of foster and homeless youth, as specified in E.C. §§48853, 48853.5, 49069.5, 51225.1, 51225.2; the notice shall include complaint process information, as applicable.]
6. No Child Left Behind Act (2001) programs, including but not limited to, improving academic achievement, compensatory education, limited English proficiency, and migrant education
7. School Safety Plans
8. Special Education

B. Unauthorized Charging of Pupil Fees, per Education Code §49011 and §5 of Article IX of the California Constitution, for Educational Activities

- a. A City Charter Schools pupil shall not be required to pay a pupil fee for participation in an educational activity.
- b. All supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.

C. Elementary School Adopted Course of Study for Physical Education

D. Failure to Comply with Legal Requirements Pertaining to LCAP

Complaints Not Under the Jurisdiction of City Charter Schools' UCP Process:

1. Allegations of employment/work, employee-to-employee and/or student- to-employee discrimination, harassment, intimidation, and/or bullying may be referred to the Equal Opportunity Section at (213) 241-7685.
2. Allegations of suspected child abuse shall be referred to Los Angeles County Department of Children and Family Services or an appropriate city or county law enforcement agency, as applicable.
3. Allegations of fraud may be referred to Office of the Inspector General.
4. Personnel action complaints may be referred to the responsible administrator in the school or the Executive Director.
5. Bullying complaints not based on protected classes may be referred to the school's Principal/Designee.
6. Complaints involving classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, public meeting laws (Brown Act, Greene Act), student advancement and retention, student discipline, students' records, and other general education requirements should be referred to the appropriate Principal/Designee or Executive Director.

Important Definitions:

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school City Charter Schools, charter school, or county office of education

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that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

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

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

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

Filing Procedures

How to File a Complaint:

1. Any individual, public agency or organization may file a written complaint, alleging a matter which, if true, would constitute a violation by City Charter Schools of federal or state laws or regulations governing the programs and activities as well as allegations of discrimination, harassment, intimidation, and/or bullying identified in the Uniform Complaint Procedures Jurisdiction section of this policy.
2. Any parent/guardian/individual/organization has the right to file a written complaint of discrimination, harassment, intimidation, and/or bullying within six months from the date the alleged incident occurred, or the complainant first obtained knowledge/facts of the alleged incident.
3. A complaint may be filed anonymously if it provides evidence or information leading to evidence to support an allegation of noncompliance, including in pupil fees and LCAP complaints.
 - a. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.
4. Complainants making a verbal complaint shall be referred to an administrator/designee who will assist any person with a disability or unable to prepare a written complaint.
5. The complainant will submit a written complaint to:

Title IX/Equity Coordinator

City Charter Schools

11625 W. Pico Blvd.

Los Angeles, CA 90064

Fax: (310) 273-2499

equitycoordinator@citycharterschools.org

This individual/office shall be considered the representative of City Charter Schools for purposes of receiving and coordinating responses to complaints and correspondence related to this policy. City Charter Schools ensures the administrator/designee assigned to investigate complaints is knowledgeable of the laws/programs assigned to be investigated and is responsible for compliance. In addition, the administrator/designee responsible for providing a written report should be trained in the UCP investigative process. As such, this designee must have knowledge of federal and state laws/regulations pertaining to UCP.

6. City Charter Schools shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to

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support the allegations of noncompliance with state and federal laws and/or regulations. Refusal by the complainant to provide the investigator with documents or other evidence related to the complaint allegations, or to otherwise fail or refuse to cooperate in the investigation or engage in any obstruction of the investigation, may result in dismissal of the complaint because of a lack of evidence to support the allegations.

7. Refusal by *City Charter Schools* to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Complaint Receipt

City Charter School's administrator/designee shall:

1. Acknowledge receipt of the complaint and review it to determine whether it meets the criteria for filing under the procedures or falls within the exceptions listed in the Uniform Complaint Procedures Jurisdiction section of this policy.
2. Inform the complainant of City Charter Schools policy and appeal procedures in those instances when a complaint may be filed directly with the State Superintendent of Public Instruction or another appropriate state or federal agency.
3. Determine whether the complainant and City Charter Schools representative will participate in mediation to resolve the complaint prior to formal investigation. If the complainant agrees to mediation, the complainant must be informed that the mediation process may be terminated at any time and may proceed directly to an investigation. Mediation may not extend the timeline for investigation and resolution of the complaint unless the complainant agrees, in writing, to the extension. Upon reaching resolution or a remedy that satisfies the complainant, City Charter Schools will present the complainant with an opportunity to withdraw or proceed with the formal complaint investigation.
4. Determine whether a discrimination, harassment, intimidation, and/or bullying complaint has been filed within six months from the date the alleged incident occurred or the date the complainant first obtained knowledge of the facts of the alleged incident. Confidentiality of complaints alleging discrimination, harassment, intimidation, and/or bullying will be observed to the maximum extent possible.
5. Deny the discrimination, harassment, intimidation, and/or bullying complaint if it has not been filed in a timely manner and notify the complainant of the right to appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.
6. Refer the complaint for investigation to the appropriate office/division/branch/unit.
7. Ensure that, within 60 days of receipt of the written complaint, the complaint has been resolved and/or investigated and that a written report of findings is issued to the complainant. The written report of the investigative findings must contain the allegations, method of investigation, policy, findings, conclusions, and corrective actions, if applicable.
8. Obtain an extension of time, if appropriate, to conduct the investigation.

Investigation and Decision

Complaints shall be investigated by an appropriate office. The investigating office of City Charter Schools shall:

1. Adhere to a 30-day timeline to request additional information from the complainant as necessary, conduct the investigation, and prepare the final written report of findings.
2. Provide an opportunity for the complainant and/or complainant's representative and City Charter Schools representative to present information relevant to the complaint during the mediation or investigative process. Refusal by the complainant to provide the investigator with evidence related to the complaint

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allegations, or to otherwise fail or refuse to cooperate in the investigation or engage in obstruction of the investigation may result in dismissal of the complaint because of lack of evidence to support the allegations.

3. Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
4. Review documents that may provide information relevant to the allegation.
5. Have access to applicable records and/or information related to the complaint allegations. Staff who refuse or fail to cooperate in the investigation or engage in any obstruction of the investigation, may cause a finding, based on evidence collected, that a violation has occurred and may result in imposition of a remedy in favor of the complainant.
6. Prepare a written report (in English and in the language of the complainant) of the investigative findings which contains the following elements:
 - a. Findings of fact based on evidence gathered
 - b. Conclusion of law
 - c. Disposition of complaint
 - d. Rationale for the disposition
 - e. Corrective actions, if any warranted
 - f. Notice of complainant's right to appeal City Charter Schools' decision to California Department of Education
 - g. Procedures to be followed for initiating an appeal to CDE

Complaint Response

Within 60 days of receipt of the complaint, City Charter Schools will provide a written response to the complainant and appropriate administrator/designee, and will include the following:

1. Findings of fact based on evidence gathered
2. Conclusion of law
3. Disposition of complaint
4. Rationale for the disposition
5. Corrective actions, if any warranted
6. Notice of complainant's right to appeal City Charter Schools' decision to California Department of Education within 15 days
7. Procedures to be followed for initiating an appeal to CDE
8. Assurance City Charter Schools will not tolerate retaliation against the complainant for opposing City Charter Schools actions, reporting, or threatening to report such actions or for the complainant's participation in an investigation of those actions.

Appeals

1. Appeals of Decisions Regarding Allegations of Discrimination, Harassment, Intimidation, and/or Bullying
 - a. Appeals of decisions/findings regarding discrimination, harassment, intimidation, and/or bullying allegations, as well as findings regarding provision of accommodations to lactating students, may be appealed to CDE's Education Equity UCP Appeals Office by filing a written appeal within 15 days of receipt of City Charter Schools' decision.
 - i. The written appeal should specify reasons for appealing the decision and include a copy of the original complaint and City Charter Schools' decision.

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- ii. The appeal may be sent to:

*California Department of Education
Education Equity UCP Appeals Office
1430 N Street
Sacramento, CA 95814*

2. Appeals of Decisions Regarding Educational Program Complaints

- a. Appeals of decisions/findings regarding educational programs listed in the Uniform Complaint Procedures Jurisdiction section of this policy, including foster/homeless youth services, pupil fees, and elementary physical education instructional minutes, may be appealed to CDE's Categorical Programs Complaints Management Office by filing a signed written appeal within 15 days of receipt of City Charter Schools' decision.
 - i. The written appeal should specify reasons for appealing the decision and include a copy of the original complaint and City Charter Schools' decision.
 - ii. The appeal may be sent to:

*California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814*

3. Appeals of Decisions Regarding Special Education Compliance

- a. Appeals of decisions/findings regarding special education compliance may be filed with CDE's Special Education Division by sending a written appeal within 15 days of receipt of City Charter Schools' decision.
 - i. The written appeal should specify reasons for appealing the decision and include a copy of the original complaint and City Charter Schools' decision.
 - ii. The appeal may be sent to:

*California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street
Sacramento, CA 95814*

4. Appeals of Decisions Pertaining to LCAP Requirements

- a. Appeals of decisions/findings regarding legal requirements pertaining to LCAP may be filed with the CDE by sending a written appeal within 15 days of receipt of City Charter Schools' decision.
 - i. The written appeal should specify reasons for appealing the decision and include a copy of the original complaint and City Charter Schools' decision.
 - ii. The appeal may be sent to:

*California Department of Education
Local Agency Systems Support Office
1430 N Street
Sacramento, CA 95814*

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Civil Remedies

Pursuant to Education Code §262.3, persons who have filed a UCP complaint should be advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available under California or federal discrimination, harassment, intimidation and/or bullying laws.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem-solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Federal and State Laws cited:

20 United States Code [USC] § 6301 *et seq.*

34 Code of Federal Regulations [CFR] §§ 299.11 & 300.510–511

California Education Code [EC] §§ 200, 220, 222, 234.1 - 234.5, 262.3, 8200 - 8493, 8500 - 8538, 32280 - 32289; 33380 - 33385, 35186, 44500, 47606 - 47606.5, 47607.3, 48204, 48645.5, 48853, 48853.5, 48985, 49010 - 49013, 49069.5, 49490 - 49570, 51210, 51223, 51225.1, 51225.2, 51226 - 51226.1, 51228.1 - 51228.3, 52059, 52060 - 52075, 52160, 52300 - 52480, 52500 - 52616.4, 52800, 54100, 54440 - 54445, 56000 - 56865, 59000 - 59300, 64000 (a)

California Government Code [GC] §§ 11135, 11138

California Health and Safety Code [HSC] § 104420

California Penal Code [PC] § 422.55

California Welfare and Institutions Code [WIC] §§ 300, 309, 602

California Code of Regulations [CCR] Title 5 §§ 4600–4687

Fundraising Event Coordination

Fundraising Events will be coordinated by the Fundraising Committee.

General Communication Questions

323-294-4937 – Main Office

323-737-3018 – Fax

CLICinfo@citycharterschools.org

Meetings and Events

Meetings and Events will be posted on the CLIC website and in the monthly school newsletter. Those who do not have internet access will be notified by phone, regular mail or flyer.

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Health Policy

Illness Policy

We wish to keep all children healthy. Please keep your child at home if he/she shows any signs of a serious illness. Children who run a fever should be free of fever for 24 hours before returning to school. When children are absent on 3 consecutive days or more, a doctor's note will need to be provided. The school will send a student home when it appears necessary.

Immunizations

All students who enroll for the first time must show a written report that they have received the following immunizations: polio (four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots) and any other required immunizations. The office will review all immunization records, and children who do not meet state requirements will be excluded from school until these requirements are met. Documentation from a physician is required for all waived immunization requirements.

Injuries

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details. Children with casts and splints are not allowed to participate in physical education activities, but alternative activities are arranged until the cast or splint is removed.

Head Lice

Children with head lice are excluded from school until all nits/eggs are removed and clearance is given by the CLIC school health specialist for the child to return to class. If you suspect your child of having head lice or you detect lice, please inform the school health office right away so all other children can be checked.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must submit a "REQUEST FOR MEDICATION TO BE TAKEN DURING SCHOOL HOURS" form completed by the physician and bring the medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of an inhaler for which the doctor has given permission.

If your child takes medication regularly during non-school hours, you should leave a short-term supply in the office to be used in case of emergency, such as an earthquake. Please fill out the Medication Request Form and label it in red "For Emergency Use Only."

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Parent Participation and Volunteer Policy

Parent Volunteering

Parent volunteerism is key to the success of any school, but especially important at CLIC where our charter recommends and encourages that each family volunteer a minimum of 30 hours per school year. Parent volunteers:

- Ensures that parents are key partners in their child's success.
- Enable us to successfully plan events that support our school.
- Enable our school to function well in day-to-day routines.

All families are encouraged to contribute the hours described above, but the enrollment and good standing of students will not be impacted by a parent's ability to volunteer. If you have difficulty finding ways to contribute, please do not hesitate to call our office, leave a message for our Parent Council or send the Parent Council an email at CLICparentcouncil@citycharterschools.org.

All parent volunteers must be approved by CLIC administration prior to any type of volunteering. Please refer to the Volunteer Handbook for policies and procedures. Copies are available in the main office.

Classroom Observations

Classroom "visits/observations" are **limited to 20 minutes** and only granted to parents/legal guardians when there is a concern related to their child. However, prior to stopping by to "visit/observe" the classroom, the parent/legal guardian must follow the following procedures:

Prior to the Visit/Observation:

1. Contact the teacher and discuss the concern.
2. Set a date and time with the teacher to come in to "visit/observe" the classroom.
3. Contact Administration to obtain approval.
4. Read the Volunteer Handbook policies and procedures.

Before Entering the Classroom:

1. Sign in at the front office and receive a visitor's pass.
2. Check in with Principal if you have any questions or concerns.

In the Classroom:

1. Enter quietly.
2. Do not interrupt the teacher or learning that is taking place.
3. The teacher will let you know where you can sit to observe.
4. When 20 minutes are over, leave the classroom without interruption.

Prior to Leaving the Campus

1. Check out at the front desk and return the visitor's pass.
2. Please check in with the Administration if you have any more questions.

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Traffic Management Policy

To all parents, faculty, staff and members of the CLIC school community:

As required by the City of Los Angeles, CLIC is adopting this Traffic Management Plan which provides a set of rules and requirements applicable to vehicle visits to the school. This Plan is intended to:

- Provide a safe and efficient means for dropping-off and picking-up students.
- Ensure that our drop-off and pick-up procedures minimize circulation impacts.
- Meet requirements set by the City to minimize the school's traffic impact on nearby streets.

Rules and Requirements of the Traffic Management Plan:

Access

- All vehicle access will be restricted to Venice Boulevard via the two driveways on the eastern and western ends of the school property. The eastern driveway will be restricted to inbound traffic only, during the drop-off and pick-up time periods. At other times, the gate to this driveway will be closed. The western driveway will allow both inbound and outbound movements by vehicles, except during drop-off and pick-up time periods, when it will be restricted to outbound movements. Parents and other visitors to the school outside of the drop-off and pick-up time periods shall use the western driveway for ingress and egress.
- Parents dropping off school children in the morning during the drop-off time period will enter on the eastern driveway and exit on the western driveway.
- Staff and faculty will enter using the western driveway.
- Both driveways will be restricted to right-turn in / right-turn out movements. (No left turns are permitted, either entering or exiting the school site.)
- No vehicle or pedestrian access will be allowed through Norton Avenue, except for emergency vehicles and trash services. The gate at Norton Avenue will remain closed and no access will be provided to students walking down Norton Avenue. Instead, students walking, biking or skateboarding to school from the north (e.g., north of Pico Boulevard) should walk south to the school's Venice Blvd. entrance using either 6th Avenue or 12th Avenue.

Monitors

- In order to ensure traffic safety, three staff members or traffic monitors will be required during the pick-up/drop-off periods, and vehicles entering or leaving the school must follow the monitors' directions.
- One traffic monitor will be stationed at the east driveway to facilitate vehicles entering the driveway and ensure children walking on the sidewalk can do so safely.
- One traffic monitor will be stationed at the west driveway to facilitate vehicle ingress and egress, ensure that conflicts are avoided, and that children walking on the sidewalk can do so safely.
- One traffic monitor will be stationed at the pick-up/drop-off area on-site. This monitor will ensure that children who are picked up or dropped off can safely walk between the vehicle and school building.

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Schedule

- The school will operate under a 1-hour staggered schedule to reduce peak hour traffic congestion on nearby intersections and roadways.
- During the morning, school will start at 8:00am for grades 3-5, and at 9:00am for grades TK-2.
- During the afternoon, TK, 3rd-5th grade will be dismissed at 2:30pm, and grades 1-2 will be dismissed at 3:05pm.
- The easterly gate on the east driveway will be closed during non-pickup/drop-off hours. During these hours, the two-way west driveway will be used only to access the parking lot.

Additional Notes

- The easterly gate is to be open from approximately 7:30 – 9:05am, and 2:00 – 3:20pm.
- Drop-offs arriving when the easterly gate is closed will enter and exit at the westerly driveway.
- Students who arrive with siblings or via a carpool before their classes start will be accommodated.
- No drop-off or pick-up of students is permitted on Venice Blvd., in the neighborhood, or on Norton Avenue.
- Please keep in mind that the provisions of the Traffic Management Plan listed above are City requirements, and not just recommendations.
- See the attached Pick-up and Drop-off diagram (on page 11).
- No parking in the driveway.
- Staff and faculty may enter through the western driveway.
- The two-way west driveway will be used only to access the parking lot.
- All parents must sign a Traffic Management Agreement committing to comply with these rules and requirements (see attachment C).

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Uniform Policy

Students must come to school dressed in the SCHOOL UNIFORM.

School Uniform Policy

All students are expected to wear the approved school uniform to school each day. Students who are not dressed in proper school uniform will be given an opportunity to change into the appropriate school uniform or wait in the office until a parent brings the appropriate attire.

Furthermore, ALL clothing must be labeled – this includes jackets, shirts, pants, and shorts. This will drastically decrease the amount of clothing placed in Lost & Found and never retrieved.

Pants, Shorts, Skirts, Skorts

- Must be solid navy blue
- No jeans, sweatpants or stretch pants
- Must be worn at the waist and remain at the waist if the belt is removed

Blouses/Shirts

- Solid royal blue polo or button-down shirts.
- Must be long or short sleeved
- Undershirt may be white or royal blue only
- Official CLIC T-shirts or Fun Run shirts may be worn on Fridays

Jackets/Coats/Sweaters/Sweatshirts

- Must be **solid** navy blue, or grey only
- Vests are permitted as long as they meet these requirements

Shoes

- Must wear closed toe shoes
- No slippers, sandals, open toes, backless, slip-ons, light up or “wheelies”
- Must have athletic shoes for P.E. daily

Accessories

- Socks in any color may be worn
- Belts should be solid black, navy blue, or brown with a small unadorned belt buckle
- Hats, scarves, or gloves to be worn outside during school hours – not in the classroom or inside the building
- Small studded earrings may be worn. Necklaces, bracelets, rings, etc. in not allowed. CLIC is not responsible for lost or stolen items.

Student clothing should be in good repair and of appropriate size. Clothing should not contain any pattern, design, or logo that is disruptive or inappropriate, vulgar, violent, or discriminatory. Students should dress in a way that is appropriate to the learning environment and is safe.

Personal Belongings

All personal belongings should be labeled with the student's name. Please note that the school cannot be responsible for students' belongings. All personal belongings should be placed in designated classroom location.

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Parent/Student Signature Page for CLIC Policies

Parent:

I, _____ parent of CLIC student _____
acknowledge that I have received, read, and understand City Language Immersion Charter’s policies, procedures,
and behavioral consequences for my student and I agree to help my student abide by these school
policies/expectations.

Student:

I, _____ (child’s name) agree to adhere to these policies and procedures to the
best of my ability and to accept responsibility for the consequences if I do not adhere to any of the them at any
time.

- Attendance Policy
- Community Accountability
- Education Program
- School and Classroom Behavioral Expectations
- Uniform Policy

Teacher: _____

Student Signature

Date

Print Parent Name

Date

Parent Signature

For Office Use only

Signed parent policy page received on _____ by _____.

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2017-2018 School Calendar

August 2017

August 15 & 17	TK & Kinder Assessments
August 24	Welcome Day and Classroom Visits
August 28	First Day of School

September 2017

September 4	Labor Day NO SCHOOL
September 18	Back to School Night, 6pm – TK – 1 st grade only
September 19	Back to School Morning, 8:30am – 2 nd – 3 rd grade only
September 20	Back to School Morning, 8:30am – 4 th & 5 th grade only
September 21	Rosh Hashanah NO SCHOOL

October 2017

October 30 & 31	Professional Development NO SCHOOL
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November 2017

November 10	Veterans Day NO SCHOOL
November 20-21	Professional Development NO SCHOOL
November 22-24	Thanksgiving Holiday NO SCHOOL

December 2017

December 4-8	Parent/Teacher Conferences; Dismissal at 1:45pm
December 15	Trimester 1 Ends
Dec. 18-Jan. 1	Winter Break NO SCHOOL

January 2018

January 2	Professional Development NO SCHOOL
January 3	RETURN TO SCHOOL
January 15	Martin Luther King, Jr. Day NO SCHOOL

February 2018

February 16	Staff Development NO SCHOOL
February 19	Presidents Day NO SCHOOL

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March 2018

March 20-23 Parent/Teacher Conferences; Dismissal at 1:45pm
March 23 Trimester 2 Ends
March 26-30 Spring Break NO SCHOOL

April 2018

April 2 Cesar Chavez Day NO SCHOOL
April 3 Staff Development NO SCHOOL
April 4 Return to School
April 23-30 SBAC Testing (3rd - 5th grade only)

May 2018

May 1-4 Teacher Appreciation Week
May 1-4 SBAC Testing (3rd - 5th grade only)
May 25 Staff Development NO SCHOOL
May 28 Memorial Day NO SCHOOL

June 2018

June 18-20 Parent/Teacher Conferences; Dismissal at 1:45pm
June 22 Trimester 3 Ends
June 22 Last Day of School (12:30 dismissal)

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Glossary – Helpful Pedagogical and Charter Terms

Action Research: Teachers collaborate in evaluating their practice jointly, raise awareness of their personal theories, articulate a shared pedagogical model, try out new strategies that make practice consistent with educational philosophy, and record work and outcomes.

Charter School: A public school that is freed from some of the rules and regulations required of ordinary public schools and held accountable for student achievement.

Constructivism: CLIC’s teaching model is comprised of experience-centered and inquiry-based learning that is immediately relevant to students and based on the belief that knowledge is built through experience.

ESLRs: Expected School-wide Learning Results: what we expect of a CLIC graduate.

Experience-centered: Students are actively involved in the learning process. This may include hands-on and small group work. The work is meaningful and reflects the life experience and prior knowledge of the students.

Inquiry-based: Includes questioning and investigations of complex questions and ideas that may not have a “right” answer. Students involved in inquiry-based learning formulate and revise their ideas as new experiences challenge and develop their prior knowledge.

Problem-based Learning: Curriculum is typically driven by an overarching theme or problem to be solved, and ideally is integrated throughout many disciplines. The focus of problem-based learning is on the process of learning, not an end product. Students work independently and in groups to solve curriculum-related problems using a variety of resources to aid them.

Standards-based: The given set of standards (from a school district, state or national academic agency) forms the basis for curriculum development. Standards-based instruction is compatible with many teaching methodologies. Public schools are held accountable to Common Core State Standards, and we align our curriculum to those.

Diversity/Multiculturalism: The concept of diversity combined with multiculturalism means recognizing and *valuing* our individual differences along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, ability, religious beliefs, political beliefs, or other ideologies. Multiculturalism focuses on building inter-group relations and understanding among and across minority *and* majority groups. For our students, it means learning to play and work across lines of difference through the exploration of these differences in a safe, positive, and nurturing environment that reaches beyond simple “tolerance” to *embracing* and celebrating the rich dimensions of diversity contained within each individual.

CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Attachment A

Computer and Internet Usage Agreement

The purpose of this *Computer and Internet Usage Agreement* is to prevent unauthorized access and other activity when utilizing school technology. The only purpose for school computers and other information technology resources is to support classroom learning and teaching. It is important that both students and families are aware of such agreement to ensure that technology is properly being managed.

Student Responsibility

I am responsible for:

- Practicing digital citizenship (appropriate behavior)
- Using technology to support learning
- Assessing only educational content
- Keeping my personal information private (address, phone number, photographs, etc.)
- My password and my actions on my school account (illuminate portal)
- Taking all reasonable care when handling equipment
- Respecting the work of others and following copyright guidelines
- Notifying my teacher when accidentally coming across any inappropriate material

For the Student: I have read this agreement and know the importance of the school rules for the use of computers and the Internet. I know that if I break these rules, I may lose the right to use a school computer, and there may be other consequences.

Student Signature:

Date:

For the Parent/Guardian: I have read this agreement and know the importance of the school rules for the use of computers and the Internet. I know that if my child breaks these rules, he/she may lose the right to use a school computer, and there may be other consequences.

Parent Signature:

Date:

CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Attachment B

Traffic Management Plan Agreement

I/WE _____
parent/legal guardian name(s)

parent(s) of CLIC student(s) _____
name of student(s)

acknowledge that I/WE have received, read, and understand City Language Immersion Charter’s Traffic Management Plan rules and requirements. I/WE agree to abide by these school rules and requirements.

PARENT/LEGAL GUARDIAN 1

Print Parent/Legal Guardian Name

Parent Signature

Date

PARENT/LEGAL GUARDIAN 2

Print Parent/Legal Guardian Name

Parent Signature

Date

FOR OFFICE USE ONLY

Signed parent policy page turned in on _____

Received by _____

CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Attachment C

CLIC GRIEVANCE FORM

Name: _____

Date: _____

Date and Time 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 certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date

Print Name

To be completed by School:

Received by: _____

Date: _____

CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Attachment D

UNIFORM COMPLAINT PROCEDURES FORM

Last Name _____ First Name _____
Student Name (if applicable) _____ Grade _____ DOB _____
Address _____ Apt. # _____
City _____ State _____ Zip _____
Home Phone _____ Cell Phone _____ Work Phone _____
Email Address _____
Date of Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

<input type="checkbox"/> Child Nutrition	<input type="checkbox"/> Local Control Accountability Plan
<input type="checkbox"/> Bilingual Education	<input type="checkbox"/> Physical Education Minutes
<input type="checkbox"/> Consolidated Categorical Aid	<input type="checkbox"/> Pupil Fees for Educational Activities
<input type="checkbox"/> Every Student Succeeds Act	<input type="checkbox"/> School Safety Plans
<input type="checkbox"/> Foster/Homeless Student Services	<input type="checkbox"/> Special Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to student, student-to-student, and third party-to-student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

<input type="checkbox"/> Age	<input type="checkbox"/> Lactating Student
<input type="checkbox"/> Ancestry	<input type="checkbox"/> Mental or Physical Disability
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Nationality
<input type="checkbox"/> Gender	<input type="checkbox"/> Race
<input type="checkbox"/> Gender Expression	<input type="checkbox"/> Religion
<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Sex
<input type="checkbox"/> Sexual Orientation	
<input type="checkbox"/> Association with a person or group with one or more of the actual or perceived categories listed above	

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your school Principal.

If you have contacted your School Principal and Title IX Coordinator and still require assistance, referrals or resources, please contact the Executive Director at 818-877-3557 or vbraimah@citycharterschools.org.

CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (including but not limited to names, dates, whether witnesses were present; names of those witnesses; specific statements; etc.). Include all information that may be relevant or helpful to the complaint investigator. (Attach additional pages, if needed):

Have you attempted to discuss your complaint with any City Charter Schools personnel? If so, with whom and what was the result?

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

- I have attached supporting document: Yes No

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

Deliver, mail, or fax your complaint to:

ATTN: Stephanie Romero-Crockett
Title IX Coordinator
City Charter Schools
11625 W. Pico Blvd.
Los Angeles, CA 90064
Fax: 310-273-2499
equitycoordinator@citycharterschools.org

To be completed by Equity Compliance Office:

Received by: _____

Date: _____

CITY LANGUAGE IMMERSION CHARTER FAMILY HANDBOOK

Legal Disclaimers

The information contained in City Language Immersion Charter (CLIC) Family Handbook is provided for informational purposes only. Information may be changed or updated without notice. CLIC expressly disclaims all liability with respect to actions taken based on any content in this handbook or in any newsletter articles. CLIC assumes no responsibility for errors or omissions in this handbook or other documents which are referenced in this handbook. CLIC does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.