



THE CITY SCHOOL (6-8)

Family Handbook

citycharterschools.org/tcs/

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Overview & Introduction

Founded in 2012 by visionary educators and brought to life through the hard work of dedicated parents, The City School is a public charter middle school currently serving 365 students in 6-8th grades. It offers an inquiry-based, experienced-centered curriculum to serve the culturally rich and diverse populations of the greater Los Angeles area. Admission is based on a lottery system. Our school is open to all residents of California.

Our Mission

The City School provides an exceptional education to a diverse student body. Through individual attention in a supportive and dynamic environment, students become creative and critical thinkers who ask questions, debate and express ideas fearlessly and respectfully. With a focus on civic responsibility, communication, and problem-solving, our students are prepared for a lifetime of critical thinking, meaningful work, and ongoing service to causes greater than themselves.

- Providing a constructivist, problem-based learning environment in which teachers guide students through active learning processes that develop conceptual understanding and self-knowledge.
- Implementing rigorous, subject-specific curriculum that incorporates multiple assessments and projects in order to develop academic, interpersonal, intrapersonal and artistic skills.
- Creating a culture that values character and citizenship as much as achievement, process as much as product.
- Providing support and freedom for faculty to analyze research studies on learning and to experiment with its applications in order to help all students succeed.
- Giving 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.
- Communicating regularly with students' families, seeing family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

The City School's vision is to prove the power and impact of a truly collaborative public school organization. This means that we create schools in which diverse stakeholders exercise self-determination, autonomy, and collective and personal responsibility to pursue the collective goal of a world-class education for all of our students:

- Students pursue their interests and engage in meaningful leadership and decision-making experiences, while excelling academically, and developing as critical thinkers, problem solvers, and strong communicators.
- Families have a voice in the school and are actively engaged in supporting its success.
- Faculty has the freedom and responsibility to develop a hands-on, standard-based curriculum that begins with student interests and prepares all students for success.
- School leaders are empowered as decision-makers to design a school that is right for the local community and the enrolled families.

The result is a family of schools in which diverse stakeholders feel ownership and connection to student outcomes, and remain actively engaged during and beyond their time with the community.

Our Values

Our core values are Educational Excellence, Diversity, and Community. By educational excellence we mean that we engage every student socially, emotionally, and academically in a project-based rigorous education that challenges them to think critically, collaborate, create, and problem-solve. By diversity we mean that we proactively build a caring and inclusive community of diverse families that celebrate differences and learn from each other. By community we mean that we harness the energy and voice of all of our partners and stakeholders through collective input, shared responsibility, and active engagement to better serve our students.

Our Educational Philosophy

We believe that true learning and growth happens in the context of an engaged and caring community. We are dedicated to fostering an environment in which students feel connected and safe which allows them to explore, ask questions, self-advocate, create learning goals, and reflect on their process and progress. Our educational program is guided by three key aspects:

School Culture

Creating and sustaining a positive and dynamic school culture is central to what we do at City. We believe that students cannot be academically successful apart from an environment of care and respect. Thus, we prioritize supporting our students by building relationships and teaching them to build healthy relationships with their peers. One of the primary ways we seek to develop and reinforce our school culture is through our Advisory program. In addition to Advisory, whole-school activities such as our weekly All-School Meeting, monthly All-School Lunch, and regular student-centered activities inside and outside of the classroom, contribute to our thriving school culture. With the unique opportunities for connection, we utilize our community agreements of RISEUP (respect, integrity, service, excellence, unity, and participation) to guide and reflect on our actions and discussions at school. Finally, we practice a restorative approach to discipline through which we address discipline issues with respect for the students, work with them to reflect on the community impact of their actions, and employ consequences that proceed logically from student actions.

Constructivism

Constructivism is the pedagogical approach utilized in all our classrooms and school activities. Constructivism as a pedagogical theory asserts that human beings learn best when they construct knowledge for themselves through experiences and reflection. Thus, we seek to create an experiential standards-aligned curriculum in which students can make connections to the content and skills presented. In our classrooms, students build, research, and talk with others in order to gain a deeper understanding of concepts and get practice with the skills that will help them to be successful. Graduates of The City School are critical thinkers and problem-solvers who value curiosity and learning.

Diversity & Multiculturalism

At The City School diversity is more than just visual. We diligently seek and provide opportunities for students to interact, create, and problem solve across difference. We are intentional about discussing all aspects of diversity and teaching students how to engage in conversations around difference. Additionally, our teachers work hard to ensure that our curriculum includes examples that reflect the diversity of our students so that students see themselves in the curriculum.

[Our People](#)

At The City School, we have:

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

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

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

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.

[City School Parent Council](#)

All of the following individuals can be reached via ParentSquare

- ❑ Co-Chair – Jennifer Misher (tcsparentcouncil@citycharterschools.org)
- ❑ Co-Chair – Tracy Grand (tcsparentcouncil@citycharterschools.org)

[Administrative Staff](#)

- ❑ Co-Principal – Hugo Carrillo (hcarrillo@citycharterschools.org; tcsprincipals@citycharterschools.org)
- ❑ Co-Principal – Candice McCray-Proctor (cproctor@citycharterschools.org; tcsprincipals@citycharterschools.org)
- ❑ Dean of Students – Shariff Hunt (shunt@citycharterschools.org)
- ❑ Office Manager/Operations – Pamela Orellana (porellana@citycharterschools.org)
- ❑ Office Assistant – Channon Ware (cware@citycharterschools.org)
- ❑ Office Assistant – Katherine Qureshi (aramirez@citycharterschools.org)

[Teachers](#)

Resource

- ❑ School Psychologist - Tanisha Tatum (ttatum@citycharterschools.org)
- ❑ Resource Teacher- Isabelle Boguski (iboguski@citycharterschools.org)
- ❑ Resource Specialist - Cybele Zavala (czavala@citycharterschools.org)

Visual Arts

- ❑ Charles Logan (clogan@citycharterschools.org)

Theater Arts

- ❑ Kasey Fraser (kfraser@citycharterschools.org)

Spanish

- ❑ Spanish - Sahee Kim (skim@citycharterschools.org)

Physical Education

- ❑ Athletic Director - Boris Suarez (bsuaraze@citycharterschools.org)
- ❑ P.E. Assistant - Jakeil Reynolds (jreynolds@citycharterschools.org)

Science

- ❑ Grade 6 - Jack Elrich (jelrich@citycharterschools.org)
- ❑ Grade 7/Department Head - Mini Tharakkal (mtharakkal@citycharterschools.org)
- ❑ Grade 8 - Yasmin Esmail (yesmail@citycharterschools.org)

English Language Arts

- ❑ Grades 6 - Edward Gray (egrays@citycharterschools.org)
- ❑ Grade 7 - Sara Poteshman (spoteshman@citycharterschools.org)
- ❑ Grades 8 - Howe Lin (hlin@citycharterschools.org)

Math

- ❑ 6th Common Core - Maryel Kindem (mkindem@citycharterschools.org)
- ❑ 7th Common Core - Donna Rahimian (drahimian@citycharterschools.org)
- ❑ Pre-Algebra - Iyonna Keenan (ikeenan@citycharterschools.org)
- ❑ Algebra & Geometry/Department Head - Brian Ulatowski (bulatowski@citycharterschools.org)

History

- ❑ Grade 6 - Ariana Barker (abarker@citycharterschools.org)
- ❑ Grade 7/Department Head - Megan Dees (mdees@citycharterschools.org)
- ❑ Grade 8 - Colleen Quinlan (cquinlan@citycharterschools.org)

THE CITY SCHOOL

August 2019

- 5th & 12th New Parent Orientation (6 pm)
- 14th Returning Parent Orientation (6 pm)
- 17th Back to School Picnic
- 19th First Day of School
- 21st Electives & Majors Begin

September 2019

- 2nd Labor Day-School Closed
- 5th Back to School Night (6 pm)
- 24th Picture Day
- 26th Coffee with the Principals (8 am)
- 27th All School Lunch
- 30th Rosh Hashanah-School Closed

October 2019

- 1st-5th Benchmark Testing
- 10th & 11th Professional Development-No School
- 16th High School Night (6 pm)
- 21st-25th 8th Grade Trip (Russian River)
- 24th Coffee with the Principals (8 am)
- 25th All School Lunch
- 28th Make-up Picture Day

November 2019

- TBD Fall Festival
- 4th-8th Student-Led Conferences
- 11th Veterans Day-No School
- 21st Coffee with the Principals (8 am)
- 22nd All School Lunch
- 25th-29th Thanksgiving Holiday-No School

December 2019

- 13th Advisory Trip(s)
- 19th Coffee with the Principals (8 am)
- 20th All School Lunch/End of First Semester
- 23rd-27th 1st week of Winter Break

January 2020

- 30th-3rd 2nd week of Winter Break
- 6th-8th 3rd week of Winter Break
- 9th & 10th Professional Development-No School
- 13th Return to School/Start of Second Semester
- 20th MLK Jr. Day-School Closed
- 30th Coffee with the Principals (8 am)
- 31st All School Lunch

February 2020

- 3rd-7th Benchmark Testing
- 17th President's Day-School Closed
- 27th Coffee with the Principals (8 am)
- 28th All School Lunch

March 2020

- 9th-13th Student-Led Conferences
- 16th & 17th Professional Development-No School
- 24-27th 7th Grade Trip (Kernville, CA)
- 26th Coffee with the Principals (8 am)
- 27th All School Lunch

April 2020

- 3rd Cesar Chavez Day-Observed
- 6th-10th Spring Break
- 13th Wellness Day-School Event
- 22nd-24th 6th Grade Trip (Camp Brandeis)
- 24th All School Lunch
- 30th Coffee with the Principals (8 am)

May 2020

- 7th-8th Professional Development-No School
- 18th-22nd State Testing
- 25th Memorial Day-School Closed
- 28th Coffee with the Principals (8 am)
- 29st All School Lunch

June 2020

- 11th Coffee with the Principals (8 am)
- 12th Advisory Trip(s)
- 16th 8th Grade Graduation (Tentative Date)
- 17th All School Lunch/Last Day of School

General Policies, Procedures and Information

Visitors to School Campus

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

Visitors are expected to:

- Sign in at the front desk and obtain a “visitor’s pass” upon arrival at the site
 - The primary school entrance will be at the main office/bungalow one and can be accessed via the parking lot off of La Cienega.
- Enter and leave classrooms 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
- Sign out at the front desk before leaving the premises

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.

Campus Hours

School begins at 8:15 am each day. Students may arrive/be dropped off at TCS beginning at 7:00 am for before care. All students arriving before 8:00 will be asked to sign-in with the before care supervisor. A student is considered tardy if he or she is not in class by 8:15 am. School ends at 3:30 pm Monday - Thursday and 2:00 pm on Friday. We provide an after school program offered by Team Prime Time for an additional cost daily until 6:00 pm. **Students who do not remain for the after school program must be off campus by 3:45 pm Monday – Thursday and by 2:15 pm on Friday. If they have not been picked up by 3:45 pm they will have to wait off campus or sign-in to Team Prime Time.**

After School Program

The City School will offer an after school program provided by Team Prime Time. The program will include daily "Study Hall," snack and a combination of recreational time and structured extracurricular activities.

Office Hours

The school office is open between 7:30 am and 4:00 pm on school days.

School Telephone and Address

5753 Obama Blvd.

Los Angeles, CA 90016
Phone Number: 310-273-2489
Fax Number: 310-273-2499

Parking

- We have no visitor parking within the La Cienega lot.
- We recommend parking on Clyde Street or another neighboring street.
- We have one handicap parking spot available in the La Cienega lot.

Arriving and Leaving School

Carpool Drop-off and Pick-up Procedures

Afternoon

- In order to participate in afternoon carpool lane, you **must be dropping off 3 or more students.**
 - This excludes families/students that need accessibility due to a disability.
- For carpool pick-up and drop-off **enter from La Cienega Boulevard heading north.**
 - **Right turn only for access to the Baha'i parking lot.**
- Carpool students may only **load/unload from their vehicles on blacktop area directly in front of the school entrance/main office in the Baha'i parking lot.**
 - Signs and cones will be set up at the drop off zone
 - Please be mindful of possible carpool traffic build up and help the students get in/out of your vehicles as quickly and safely as possible.
- When exiting carpool lane, drivers should **follow the cones out of the Baha'i parking.**
 - **Right turn only when exiting the parking lot in the morning and afternoons drop-off/pick-up.**
- Please always be safe and follow the instructions of staff members.

Morning

- All families can use the carpool lane to drop off students in the morning.
 - See the above directives.

Entrance and Exit procedures for non-carpool students/families

- **In the morning** students entering the school on foot, scooter, skateboard, or bicycle **must enter the campus through the Obama Boulevard gate entrance.**
 - Students entering the school on foot, scooter, skateboard, or bicycle via the La Cienega lot will receive an infraction.

- **In the afternoon** students exiting the school on foot, scooter, skateboard, or bicycle **must enter the campus through the Obama Boulevard gate entrance.**
 - Students leaving the school on foot, scooter, skateboard, or bicycle via the La Cienega lot will receive an infraction.

Other Notes

- As part of the contract, all parents are required to follow the procedures regarding arriving and leaving school. Those parents who violate them will lose carpool privileges.
- NO student is permitted to leave The City School campus at any time during the school day unless they have permission from the office and/or are accompanied by an authorized adult. Students will only be released to parents and to others who have been designated on the official Authorization Release form.
- Visitors between 8:15-3:30 must enter campus through the school entrance in the Baha'i parking lot., off La Cienega Blvd.

Attendance Policy

It is the intent of the governing Board of The City School to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy. Students will be provided reasonable opportunity to make-up work affected by an excused absence.

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

1. Personal illness;
2. Student's appearance in court
3. Quarantine under the direction of a county or city health officer;
4. Medical, dental, optometric, or chiropractic appointments;
5. Attendance at funeral services for a member of the immediate family:
 - a. 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.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
6. Participation in religious instruction or exercises in accordance with The City School policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.
 - b. Attendance at religious retreat for no more than four hours during a semester
7. Attendance at naturalization ceremony
8. School related events such as touring, interviewing, placement testing, etc.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence within **24 hours** of their return to school. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative. This is for students who are absent for medical/health reasons. If the medical absence is more than 3 days, the student must have a doctor's note verifying the absence.
2. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
3. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, The City School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of student learning experiences, parent/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parent/guardians' knowledge or consent except in cases of medical emergency. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Truancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Head of School.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Head of School, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, The City School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, The City School will implement the processes described below.

Process for Upholding Attendance Policy

First Day of School Process

When students are not in attendance on the first five (5) days of school, The City School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify The City School of the absence and provide documentation consistent with this policy. **However, consistent with process enumerated immediately below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from The City School roster, as it will be assumed that the student has chosen another school option.**

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without a valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The City School will use the contact information provided by the parent/guardian in the registration packet.
6. The school district of residence will be notified of the student's failure to attend The City School and of the disenrollment.

Truancy Process

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the Head of School or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by the Head of School or designee. In addition, the student's classroom teacher may also call home and/or the school may send the parent an email notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from The City School. This letter must be signed by the

parent/guardian and returned to The City School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of delivery that can be tracked.

3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive “Truancy Letter #2 – Conference Request,” and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract.
4. Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (“SST”) and the School Attendance Review Team (“SART”). In addition, the parent/guardian will receive a “Habitual Truancy Reclassification Letter #3,” and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART panel will be composed of Heads of School and two classroom teachers. 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 inform 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 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 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.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from The City School and notification of the disenrollment sent to the student’s district of residence.
7. For all communications set forth in this process, The City School 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 The City School with any new contact information.
8. If student is absent ten (10) 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 The City School’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 disenrolled and notification of the disenrollment be sent to the student’s district of residence.

Removal from The City School

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 student 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 disenrollment from The City School. 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 disenroll, notice will be sent to the student's district of residence within thirty (30) days.

A Board decision not to disenroll 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 The City School's intent to identify and remove all barriers to the student's success, and The City School will explore every possible option to address student attendance issues with the family.

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, The City School shall notify the District's Attorney's office, which then may refer the matter for prosecution 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 the individual who has any of the aforementioned characteristics).

City Charter School Attendance Excuse Form

Today's Date: _____

STUDENT INFORMATION

Student Name: _____

Advisory Teacher : _____ Date: _____

Type of Absence:

Illness/Medical Bereavement Religious Holiday School Tour Other

Absence dates from: _____ to: _____

Additional comments or reasons for student absence:

Parent or Guardian Contact Information

Name:		Phone #:	
Email:			

Parent/Guardian Signature: _____ Date: _____

Dressing for School

All students are expected to come to school in clothing that fits the approved school dress code each day. Students who are not within the dress code will be given an opportunity to change into the appropriate clothes or wait in the office until a parent brings the appropriate attire. They will also receive an infraction for being out of dress code.

Furthermore, ALL clothing must be labeled with the student's name – this includes jackets, shirts, pants, shorts, etc. This will drastically decrease the amount of clothing that is tossed in Lost & Found and never retrieved. Any items remaining in the Lost & Found will be donated to a donation center every other week.

Pants/Shorts/Skirts/Skortts

- Must be solid navy blue, black, or beige/khaki
- No sweatpants, stretch pants, jeggings or leggings of ANY color can be worn UNLESS the student is currently in their PE class
 - No BLUE denim material can be worn.
 - Black denim pants can be worn.
- Must be worn at the waist and remain at the waist if the belt is removed
- Skirts can be worn and MUST be worn at KNEE LENGTH
 - Students whose skirts are not knee length will be required to change

Shirts

- Solid navy blue or white polo or button-down shirts with or without The City School logo.
 - If there is no City School logo, shirt cannot have ANY logo at all.
- Undershirts may not be visible or must be white, gray, or black only
- Any City school t-shirts (clubs, sports, events, etc.) can be worn
 - Non-City school t-shirts ARE NOT permitted

Sweaters/Sweatshirts/Jacket/Coats/Vests

- All sweaters/sweatshirts/jackets/ coats must be **SOLID** navy blue, black, or white
- Vests are permitted as long as they meet the above requirements
- Hoods are not permitted to be worn inside the classrooms/building

Shoes

- Must wear closed toe shoes
- No crocs, slippers, sandals, open toes, backless, or slip-ons
- Must have athletic shoes for P.E.

Accessories

- Belts should be solid black, navy blue, or brown with a small unadorned belt buckle (no logos)
- Hats, scarves, or gloves (with no logos) can be worn outside during school hours – **not in the classroom or inside the building**
- No bandanas.
- No make-up is allowed
- Jewelry that is appropriate can be worn, except at P.E.
- NO LOGOS should be worn/visible on any accessories
- Smart watches of any kind are not permitted unless there is a medical necessity with a doctor's note provided

Dressing for P.E.

Wearing the P.E. uniform to P.E. class will be optional due to space challenges. **All students must wear tennis shoes to P.E.**

Student clothing should be in good repair and of appropriate size. Clothing should not be excessively large or tight. 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.

Students will be checked daily in Advisory. Students who are not in appropriate dress will be required to change immediately before being permitted into other classes. They will also receive an infraction for being out of dress code.

General Free Dress Guidelines

We will offer Free Dress Friday once monthly on the day of All School Lunch. **Only students who do not have any dress code infractions during the month will be allowed to participate in Free Dress Friday.** Additionally, there may be some themed free-dress days throughout the year. The following guidelines are for all free dress days regardless of the theme. These guidelines apply to all students regardless of gender.

- No ripped jeans or clothing of any type
- No form of underwear visible (bras, boxers, etc.)
- No inappropriate logos or messages (including but not limited to: drug references, sexual innuendos, hate speech)
- Pants must be at the waist (no sagging)
- Spaghetti straps and midriff baring shirts are not allowed
- No clothes may be worn that expose an inappropriate amount of the student's body

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 locked inside each student's locker to ensure safety. Any items left unclaimed in the Lost & Found will be donated every other week to a donation center.

Lunch

Volunteers are a crucial component in making our lunch program successful. Each day, 2 parent volunteers are needed to set up, distribute meals, and clean up. Sign-ups will be organized by the parent council co-chairs (tcsparentcouncil@citycharterschools.org) and lunch chair (tcslunch@citycharterschools.org).

The City School is a participant in the National School Lunch Program, and as such, offers daily lunches to students compliant with program regulations. Families may qualify for Free or Reduce Price lunches based on income or enrollment in certain state programs (CalWORKS, SNAP, TANF, Kin-Gap, or FDPIR), and are encouraged to apply for benefits. The application is available in the office and will be emailed to families prior to the first day of school.

Hot Lunch is served Monday – Thursday from 12:20 PM – 12:55 PM and on Friday's from 12:05 PM-12:35 PM. All ordering and transactions will be processed through an independent vendor, *Boonli.com*. Lunch will be approximately \$5.00 per meal. For those that qualify for either Free or Reduced Price lunches (\$.40 per meal), the discounts will apply at the time of ordering. If you have questions regarding our free/reduced price lunch program, or would like to obtain an application to determine if you qualify for free or reduced price meal benefits, please contact the main office.

Students who do not have lunch on a given day can request a lunch slip from the main office. **Parents will be billed for these lunches at the end of each semester.**

Snacks

Students may bring healthy snacks to school, such as fruits and/or vegetables and/or whole grain snacks. We discourage foods that contain sugar, MSG, and other additives. **Do NOT send soda/soft drinks, candy or gum. Soda, candy, and gum will be confiscated and thrown out. Students caught chewing gum will be given an infraction. Or coffee or caffeiated drinks**

All School Lunch

On the last Friday of each month our Advisories take turns planning All School Lunch. Students who are able to, bring in \$7.00 and the advisories rotate selecting the food and serving lunch to the school community.

This year, we have the following guidelines for All School Lunch.

- Students who qualify for free/reduced lunches will receive the lunch whether they pay or not. If they are able to contribute anything to All School Lunch, they are welcome to do so.

Students who do not pay for All School Lunch will not receive it (excluding students who qualify for free or reduced lunch).

All School Lunch is optional. Students who wish to participate must remember to bring their money during the week of All School Lunch unless their parents have pre-paid.

Healthy Choices Position Paper

We at The City School believe in educating the whole students. One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a student's physical, emotional, and academic development. "It is important that those concerned about the wellness of our students 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 TCS, 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 vegetable, protein, complex carbohydrates
 - b. Limited refined sugar, trans fats, and artificial sweeteners
- Asking that students not bring soda 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 student'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!

Community Agreements

The City School 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 agreements, which students will discuss and explore in their advisory classes:

- R** - Respect
- I** - Integrity
- S** - Service
- E** - Excellence
- U** - Unity
- P** - Participation

Respect

The City School atmosphere of respect encompasses every person's knowledge and agreement to think and act thoughtfully toward one another in our classrooms and school environment. In addition to respecting ourselves by making healthy choices, we also respect our peers through listening and sharing ideas, thoughts, and opinions, welcoming differences, and engaging in thoughtful communication.

Integrity

The City School is dedicated to developing responsible and ethical community leaders who value honesty, take pride in their work, and rise to occasions requiring justice and courage.

Service

At The City School we are aware of and committed to our civic responsibility of service. Therefore, we continuously seek opportunities to serve one another, our school and outside communities, the global community and humanity at large.

Excellence

The City School is committed to fostering well-informed, proactive, prepared learners. All individual, classroom and community interactions, projects, and endeavors will reflect hard-work, dedication, high standards, and self-reflection.

Unity

The City School is committed to serving a diverse student body, with the goal of building a united community of learners. To succeed in the goal, we will work to meet each other with curiosity rather than judgment, seeing our differences as assets, rather than obstacles to be overcome. Being united as a diverse community means that we embrace each other regardless of our race, ethnicity, socioeconomic status, gender identification, sexual orientation, culture, religion, or ability.

Participation

At The City School, we exhibit pride in our school community through our participation in all aspects of school-life. As we participate in our studies, service projects, clubs, and extracurricular activities, we explore various aspects of ourselves by experiencing new endeavors, taking risks, and supporting one another.

Behavioral Policies

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

Incorporating our Community Agreements (RISEUP) into all aspects of our lives, includes ensuring that City School students are accountable to themselves, their peers, and their school community.

- It is expected that all City School students will adhere to our community agreements – Respect, Integrity, Service, Excellence, Unity, Participation (RISEUP) in their daily lives, both inside and outside of school, to the best of their abilities

Schoolwide Accountability

We utilize the following accountability system. If a child receives one of the following Accountability Infractions, it will be documented by any faculty/staff who witnesses the student engage in the behavior. Some of the behaviors that may lead to infractions are: (list is not comprehensive)

- Out of dress code
- Littering
- Gum chewing/Candy/Soda
- Eating in halls/classrooms
- Running in halls
- Profanity
- Cell phone

When a student receives 3 infractions, he/she will be **required** to attend Friday detention from 2:15 to 4:15pm on the Friday of the week he/she received the third infraction. Detention will be offered EVERY Friday. There will be NO excuses for missing detention. If the 3rd infraction occurs on a Friday, detention will be served the following week in order to provide parents appropriate notice of detention.

During detention, the student will be given a quiet writing assignment requiring him/her to reflect on his/her behaviors, how these behaviors violated our community agreements and the steps he/she will take to change these behaviors. In addition, the student may be asked to “give back” to the school community by completing service around the school.

If the same student receives three (3) infractions again, he/she will again attend detention, which will be followed by a parent meeting before the student is allowed to return to school.

After a student has served three (3) detentions, 9 total infractions, the discipline committee will meet to determine if further disciplinary support is needed for the student, and they will contact the student’s family as necessary.

Tardiness

ARRIVING TO SCHOOL/CLASS ON TIME DAILY IS IMPORTANT. Our school day begins at 8:15am every morning with Advisory. Students who accumulate 5 unexcused tardies in Advisory will be asked to do school service on the last Friday of every month during All School Lunch. Students who receive 3 unexcused tardies to ANY NON-ADVISORY CLASS will also receive 2 hours of Friday detention from 2:15-4:15pm.

Rather than deducting from the grade for tardiness, every class period will begin with a “Do Now.” Students will enter the classroom and immediately have something to do that will provide points toward their grade. If a student arrives late, they will either lose some or all of the “Do Now” points depending on how late they arrive, as the “Do Nows” will only last 5-10 minutes.

Classroom Behavior

If a student is struggling to behave in class, depending on the behavior, they will be given a warning or an accommodation (i.e. seat change, offer of taking a brief walk, chat with teacher outside, etc.) After the warning, the student may be asked to leave class and speak with Mr. Hunt or another school administrator for the remainder of that period, where he/she will complete his/her work.

In addition, the following behavioral incidents will likely result in immediate detention, suspension, and/or a parent meeting:

- Extreme disrespect or arguing with a teacher
- Disrespect of another student
- Drugs/Smoking
- Alcohol
- Continuous teasing/bullying
- Weapons
- Vandalism/theft
- Harassment
- Fighting
- Taking photos or videos on phone at school
- Leaving campus during school day/cutting class

8th Grade Accountability

The 8th grade year at City is a special time for our students. There are several unique opportunities offered to 8th grade students throughout the year. These opportunities include: an overnight trip in Northern California, Grad Night, graduation, an 8th grade dance, and more. In order to participate in these events, 8th graders at City must be in good-standing. A record of behavioral incidents or issues both inside or outside the classroom will be taken into consideration when determining an 8th grader's eligibility for 8th grade events. The following list are things that **will** affect an 8th grader's ability to participate in one or more of the planned 8th grade events:

- Having one failing grade (F) or two or more Ds in any of their classes
- Receiving more than 3 detentions during a semester (for any reason)
- Having more than 10 **unexcused** absences in his/her 8th grade school year
- Having any major behavioral issues during the school year

Property Policy

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. **Students/Families will be required to pay for school material and property that a student damages due to carelessness or misuse.** 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
- Careless use of school materials/equipment

Plagiarism/Cheating

Integrity is a critical component of The City School philosophy. City School 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.
- **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 by the school:

Cheating on Assignment/Test	Plagiarism
<p>1st-Parent is contacted, infraction, redo assignment/test for partial credit</p> <p>2nd-Parent is contacted, detention, redo assignment/test w/no credit</p> <p>3rd-Parent is contacted, in-school suspension, redo assignment/test w/no credit</p>	<p>1st-Parent is contacted, redo assignment</p> <p>2nd-Parent is contacted, redo assignment for partial credit, detention</p> <p>3rd-Parent is contacted, redo assignment w/no credit, in-school suspension</p>

Alternatives to Suspension

In an attempt to ensure that students, wherever possible, are able to remain in school despite neglecting to follow certain behavioral policies, The City School, at its discretion, may provide the following alternatives to home suspension:

- Conflict resolution via Circle
- School assigned work duties as applicable to behavior (i.e. student who damages school property may be assigned to clean or help repair school property.)
- Detention (offered weekly)
- In-school suspension

Positive Behavior Supports

The City School implements positive behavioral supports and incentives in a proactive manner. Emphasis is placed in prevention of problem behavior, development of social and emotional skills, and the use of problem solving for addressing behavior concerns. We accomplish this through:

- RISEUP Community Agreements – A set of school-wide expectations which are continuously discussed and reinforced.
- Acknowledgement at All School Meetings of students who are noted to have been practicing RISEUP at school.
- Daily Advisory which provides group and individual support and reinforcement for demonstrating positive behaviors identified by The City School.
- Clear and predictable consequences for behavioral infractions that are delivered consistently by the faculty.
- Effective procedures and supervision in all classroom and non-classroom areas.
- Effective instructional classroom management in all classes.

Technology Policy

Acceptable Use Policy

Technology use on campus is a privilege, not a right. At school, technology will be used as a tool.

A. General Use

- I will use technology at school as a learning tool; to manage assignments, access the school website, and to complete schoolwork.
- I will only type words that my teacher would allow me to speak in the classroom.
- I will only access images that are appropriate and relevant for school.
- I will keep my passwords private. I will not use other user's accounts or passwords.
- I will not access or tamper with any files, folders or programs that do not belong to me.
- I understand that I may not access or alter the files or systems of the school, other organizations, or other students, including altering permissions and security.
- I may not employ the network for commercial purposes.
- I may not engage in illegal activity, including fraud.

B. Internet Use

- As my teacher holds me accountable for behavior in the classroom, I am accountable for my behavior online.
- I will only use the Internet at school for accessing websites that are age appropriate.
- I cannot be logged into any of my personal social network sites (Facebook, Instagram, Vine, SnapChat, Tumblr YouTube, etc.) during school. Social Network sites must be inactive at all times while on campus, unless I have direct permission from a teacher to use it for my education.
- I will not use my City School email to create or log into any personal social networking sites including but not limited to: Facebook, Instagram, Vine, SnapChat, Tumblr YouTube, etc.
- I know that the Internet sometimes has pictures and language that are not allowed in the classroom. If I come across any words or pictures that my teacher would not allow in the classroom, I will use the "back" button on the browser to get off the page.
- Since information on the Internet is created and owned by another person, I will not copy exact words or images without permission from that person or without giving them credit using the MLA Standard. If I am not sure about my right to use something, I will ask a teacher so I will not accidentally plagiarize or violate copyright law. If I am still unsure, I will not use it.
- I will avoid material that is illegal, defamatory, pornographic, violent, or otherwise offensive.
- **I will keep in mind that nothing I do online at school is private.**

C. Hardware Use

- I will show respect for and be careful with computer equipment.
- I will avoid causing damage to any computer equipment. Deliberate damage will result in a consequence, which may include full financial responsibility for the replacement of the damaged equipment, which will be decided by the principal.

School and Home

- I will never give anyone revealing information about myself or anyone else. This includes, but may not be limited to: name (I will use my **FIRST NAME ONLY**), home address, telephone number, school or any other personal information about an individual or family.
- While using the Internet, I will always use appropriate language and be a positive representative of The City School. The City School takes very seriously any communications (in person, in writing, electronic or otherwise) that express disrespect.
- I will minimize my exposure to Internet content that is for mature audiences.
- I understand that it is inappropriate to view, download, send or create pornographic, racist, obscene, or otherwise offensive material, including obscene language.
- Before posting any content online (videos, IMs, Social Networking, Blogs, etc.), I will be sure that I can truly say “yes to the following 3 questions about the content:
 1. Am I comfortable with the language?
 2. Am I comfortable with the images?
 3. Am I comfortable with the message?

Cyber-Etiquette

- I will protect my digital reputation.
- I will be nice online. I will not be mean or harass, insult, threaten, or attack others.
- I will log out of my account(s) whenever using school owned equipment.
- I will refrain from calling, texting, instant messaging, web browsing for personal use, playing video games, etc., during the school day.
- I will not take pictures or video during the school day and post them to any social networking site, such as Facebook, Instagram, Twitter, Vine, SnapChat, etc. This applies while on campus, on the school bus, or at an athletic or school event.
- I will learn and follow The City School Digital Photo Policy. I will review the policy, as required, to be sure I am consistent with the expectation of the school regarding taking and posting digital photos with my personal or school owned device.

Cell Phones

Cell phone use by middle school students will be permitted outside of the school building - before and after school hours ONLY.

- Students may bring cell phones to school but must keep them turned off at all times while inside The City School buildings. **Cell phones must be off at all times and in their backpack during the school day.**
- Students who wish can leave their cell phones in the main office at the beginning of the school day.
- The City School will NOT assume responsibility for lost or stolen cell phones that were not being held in the main office.
- If a student must contact a parent during the school day, he/she may go to the office to use the school phone.
- Any student caught using a cell phone, having a cell phone on their person or backpack, or having it turned on inside the building will be subject to the following consequences:
 - 1st offense: Cell phone is taken away, the student receives an infraction, a parent will be notified, and the student may pick up the phone after school.

- 2nd offense: Cell phone is taken away, the student receives an infraction, and the phone must be picked up after school by parent in the office.
- 3rd offense: Student receives a detention and must check in cell phone daily at the main office for the duration of the school year.

Students may use cell phones **after school only** in the outside pick up areas or outside waiting areas to contact parents regarding rides. Please arrange your child's pick up and notify him/her of these arrangements before school.

Other Electronic Devices

Students may not bring computers or any other electronic devices to school - unless given express permission by the principal to do so - usually to accompany a project, assignment, or specific task. The consequences for bringing electronic devices to school will be the same as those for cell phone misuse.

Student Assessment

Report Card Schedule

- 1st Semester Report, January 15, 2020
- 2nd Semester Report, June 26, 2020

Student Led Conferences

In supporting City School students to be actively involved in all aspects of their educational growth and development, we utilize Student Led Conferences at The City School. Our goals in implementing Student Led Conferences are the following:

- To encourage students to accept personal responsibility for their academic performance;
- To teach students the process of self-evaluation;
- To facilitate the development of student's organizational and oral communication skills and to increase their self-confidence;
- To encourage students, parents, and teachers to engage in open and honest dialogue; and
- To encourage parent attendance at conferences.

Student Role

- Prepare their work samples prior to the conference;
- Lead their parents through the conference;
- Present parents with a collection of their work. As they show parents specific assignments and assessments, they will reflect on their progress and identify strengths and weaknesses. Your student will share any learning goals that they have developed based on their reflection process.

Parent Role

- Be present for your student. Attend the conference without cellphones, siblings, or other distractions;
- Listen to your student;
- Allow your student to take the lead and guide you through the Student Led Conference;
- Be specific in your comments, compliments and concerns.
 - Examples: What part of this assignment was challenging for you? What was your favorite part of this activity? What did you learn from this assignment? How would you study differently for an exam next time? How can I help you with your goal?

Teacher Role

The teachers spend several weeks preparing your student and teaching the skills necessary for the conference. Each family, after reviewing the student's portfolio in each of the core classrooms (math, language arts, social studies and science) will meet with the teacher for a discussion to review the student's progress and goals in that class. The teacher will facilitate this discussion.

Standardized Tests

CAASPP

The California Assessment of Student Performance and Progress - or CAASPP - are computer-based tests that replaced the STAR program. These tests are aligned to the Common Core State Standards for English and math, which California adopted in 2010 to describe what knowledge and skills students need to be well prepared for college and careers.

- **Interim Testing/Benchmark-**The CAASPP provides interim tests which are formatted to model the end-of-year, state-mandated tests. We utilize these interim exams utilized as assessment tools in September & January. The results of the interim are shared internally only and utilized by teachers to track student progress and tailor instructional plans for students.
- **Summative-** The summative versions of the English and math CAASPP tests are state-mandated and used by the state and district to measure the progress of students at our school. Every school is given a testing window in May in which students in grades 6-8 must complete the exams. The summative exams are adaptive--meaning the questions become progressively easier or difficult based on student responses-- and are programmed to gauge where each student is in relation to the common core standards. The results are sent to your home and outline whether a student, exceeded, met, nearly met, or did not meet the standards in math and literacy.
- **CAST-**The CAST is an online test that measures students progress according to the California Next Generation Science Standards. Only students in 8th grade will be asked to take this test. The CAST will be administered in May during each student's scheduled science block.

These tests scores help to determine our ranking compared to district and charter schools statewide.

ELPAC

The Initial English Language Proficiency Assessments of California (ELPAC) will be administered during the fall to all students with a primary language other than English, who have not been classified as English Learners and have not taken the CELDT or ELPAC before. The Summative English Language Proficiency Assessments of California (ELPAC) will be administered to students currently classified as English Learners in May. These tests include a Reading, Listening, and Writing section which are administered in a whole class setting, as well as a Speaking section which is administered individually. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

The results from these tests will be examined alongside other assessments by City School teachers since the school will be focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The ELPAC is one of the measures used to determine whether students re-designate from English Learners to Reclassified Fluent English Proficient students. Re-designation will be one of the school's primary goals and measures of success.

Grades & Assignments

While we understand that you and your student are concerned about grades, our main goal as educators at The City School is NOT to ensure each pupil gets 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 who may not be aligned with their way of thinking or doing things.

Homework Policy

We believe that the purpose of homework is to help students 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. Unless specified, students will be expected to complete homework independently. 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. Parents or guardians are expected to ensure that their students assume responsibility for their homework and may request the support of their student’s teacher if needed.

Field Trips

Field trips are a regular part of The City School experience. Trips are a common occurrence. Enrolled students will regularly take part in walking trips to local parks, businesses, and organizations.

For each field trip scheduled, the teacher will send home a field trip slip requesting parent/guardian permission and providing specific information pertaining to the trip. Note: Usually a limited number of parents will accompany each class. We request that parents not take it upon themselves to appear at the field trip destination unless previously arranged with the teacher. Students who do not submit their field trip slips by the requested date will not be permitted to participate on the trip.

The following are the policies that apply to parent drivers for all City School field trips:

1. All drivers to have copy of proof of auto insurance on file in City School main office with a minimum of:
 - \$100,000 per person/\$300,000 per occurrence for bodily injury (\$500,000 for vehicle with more than 5 passengers)
 - \$50,000 property damage per occurrence
 - \$5,000 per person for medical payment
2. All drivers provide proof of valid driver's license.
3. All drivers have and require each City School student to wear a seatbelt at all times while driving in car.
4. Parent must drive to and from the trip destination ONLY. No stops for food, gas, or other personal business, unless school authorized stops are required.
5. Students in car may not use cell phones or any other electronics at any time.
6. Students in car may not have gum, candy, or soda. Snacks may be eaten as permitted by parent driver.
7. Cars may NOT stop at any undesignated locations for any purposes.

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.

Overnight Field 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.

- **October 21-25, 2019**
 - 8th Grade – Russian River (Northern California)
- **March 24-37, 2020**
 - 7th Grade – Kern River (Southern California)
- **April 22-24, 2020**
 - 6th Grade – Camp Brandeis (Simi Valley)

Anti-Bullying Policy

The City School 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. The City School will not tolerate behavior that infringes on the safety of any student.

What Is School Bullying?

School bullying is when one or more students 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. Bullying based on race, religious affiliation, sexual or gender identity, etc. is also considered a form of relational bullying.
- **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 harassment** 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. (Please see Sexual Harassment Policy on page .)

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

- Tell a teacher or another adult at school
- Witness Statements may be picked up and filled out in the office

An administrator will review and investigate the report from the student and/or reporting adult to verify illegal acts. 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, circles, detention, principal/parent conversations, suspension, and recommendation for expulsion.
- Interventions to correct inappropriate behaviors may include, but are not limited to, counseling, violence prevention intervention meetings, and behavior intervention packet completions.

Sexual Harassment Policy

Complaint Procedure

Any sexual harassment complaint may be filed with the Principal, an administrative designee, or a teacher at the school. If the individual feels uncomfortable, the complaint may be filed with the Title IX Coordinator Stephanie Romero-Crockett. The City School has a uniform complaint document available; however, the complaint may also be verbal. The Title IX Coordinator for Los Angeles Unified School District is located in the Educational Equity Compliance Office at 333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017. The phone number is (213) 241-7682. School staff or the Title IX Compliance Coordinator must complete his or her investigation within ten (10) working days of receipt of the complaint. The investigation and the final report are confidential. Additional information can be found below.

I. Prohibited Sexual Harassment

- A. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)
 - 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
 - 2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
 - 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
 - 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.
- B. Types of conduct which are prohibited and which may constitute sexual harassment include, but are not limited to:
 - 1. Unwelcome sexual flirtations or propositions
 - 2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
 - 3. Graphic verbal comments about an individual's body, or overly personal conversation
 - 4. Sexual jokes, notes, stories, drawings, pictures or gestures
 - 5. Spreading sexual rumors
 - 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
 - 7. Touching an individual's body or clothes in a sexual way
 - 8. Purposefully cornering or blocking normal movements
 - 9. Limiting a student's access to educational tools
 - 10. Displaying sexually suggestive objects

II. Notifications

A copy of the the school's Sexual Harassment Policy shall:

- 1. Be posted in the Main Offices and Teacher's Lounge
- 2. Each year the Sexual Harassment Policy will be printed in the Family & Employee Handbooks which are distributed to all parents and faculty/staff

III. Enforcement

The Principal or designee shall take appropriate actions to reinforce the sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/guardians
4. Notifying Child Protective Services
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

IV. Sexual Harassment

The City School is committed to maintaining an educational environment that is free from harassment. The school prohibits sexual harassment of students by other students, employees or other persons, at school or at school sponsored or school-related activities. The City School also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

V. Instruction/Information

The Principal or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment from any individual
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

VI. Complaint Process

1. All students shall be advised of the existence of The Sexual Harassment Policy, the Internal Grievance Procedures, and the Uniform Complaint document.
2. Any student who feels that he or she has been the object of sexual harassment may verbally file a complaint with his/her principal, designee, teacher or the Title IX Compliance Coordinator.
3. Any school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. This report shall be made regardless of whether the victim files a complaint.
4. In any case of sexual harassment involving the principal or any other school employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the school's Title IX Coordinator or the Executive Director or designee. This report shall be made regardless of whether the victim files a complaint.
5. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Executive Director or designee and refer the matter to law enforcement authorities, where required.

VII. Disciplinary Measures

1. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
2. The school will also take any appropriate action against any employee who engages in sexual harassment/discrimination.

VIII. Record-Keeping

The principal or designee shall maintain a record of all reported cases of sexual harassment complaints and allegations of sexual harassment will be kept confidential except when to enable the school to monitor, address and prevent repetitive harassing behavior when disclosure is necessary to further the end of the investigation or other needed remedial action or ongoing monitoring.

IX. Confidentiality

All complaint allegations shall be kept confidential to the greatest extent possible under the law.

X. Retaliation

The City School prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or participation in complaint procedures. Such participation shall not in any way affect the status, work assignment of the complainant or the grades of a student/complainant

Suicide Prevention & Postvention Policy

Purpose

The City School, in recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school-age Youth, and to address barriers to learning has adopted this policy for suicide prevention.

Staff Training & Responsibilities

All staff are responsible for safeguarding the health and safety of students. All staff are expected to exercise sound professional judgement, err on the side of caution and demonstrate extreme sensitivity throughout any crisis situation. All school personnel will be informed of the signs of youth depression/suicide.

Any staff member who is originally made aware of any threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the principal for their designee. Any threat in any form must be treated as real and dealt with immediately. No student should be left alone, nor confidences promised. Thus, in cases of life-threatening situations these students confidentiality will be waived. The City School's suicide crisis response procedures will be implemented.

Suicide Crisis Response Procedures

A. Suicide Threat

- a. **Definition** - A suicide threat is a verbal or nonverbal communication that the individual intends to harm him/herself with the intention to die but has not acted on the behavior.
 - i. The staff member who learns of the threat will locate the individual and arrange for or provide constant adult supervision.
 - ii. The above-mentioned staff member will immediately inform the principal/designee.
 - iii. The principal/designee will involve student services/counseling staff, or other trained mental health professional in their absence.
 - iv. The appropriate staff or approved agency provider will determine risk and intervention needed by interviewing the student, and gathering appropriate supportive documentation from teachers or others who witnessed the threat.
 - v. The principal/designee will:
 - o Contact the parent/guardian, apprise them of the situation and make recommendations. Most often it is the person conducting the interview who contacts the parent/guardian.
 - o Put all recommendations in writing to the parent/guardian.
 - o Mail the recommendations through certified mail if there is any question or doubt of the parent/guardian receiving the recommendations.
 - o Maintain a file copy of the letter in a secure and appropriate location.
 - o If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
 - o If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling *County Emergency Services* and speak with a delegate. The delegate will listen to concerns and advise on the course of action.
 - o If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment.
 - o Principal will provide follow up and support.

B. Suicidal Act or Attempt on School Grounds or During a School-Sponsored Activity

- a. **Definition** - Suicidal act (also referred to as suicide attempt) - a potentially self-injurious behavior for which there is evidence that the person intended to kill himself; a suicidal act may result in death, injuries, or no injuries.
 - i. The first district employee on the scene must call for help from another staff member, locate the individual and follow district emergency medical procedures, such as calling 911.
 - ii. A staff member must notify the principal.
 - iii. Staff members should move all other students out of the immediate area and arrange appropriate supervision.
 - iv. Students should not be allowed to observe the scene.
 - v. Principal will involve student services personnel to assist as needed.
 - vi. Principal will contact parent/guardian and ask them to come to the school or hospital.
 - vii. Principal will inform LAUSD District Office, or call for assistance from the District's or County's on-call response team.
 - viii. Principal will document in writing all actions taken and recommendations.
 - ix. If the student is known to be currently in counseling, the principal will attempt to inform their treatment provider of what occurred and the actions taken.
 - x. Principal will involve the additional resources for follow-up and support.
 - xi. Principal will request written documentation from any treating facilities prior to a student's return to school.
 - xii. Student services staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Student Services staff will provide supportive counseling and document all actions taken.
 - xiii. Media representatives should be referred to the appropriate school spokesperson. School staff should make no statements to the media.

Athletic Team Policy

Introduction

The following information is intended to provide a description of our Middle School Athletic Program in regards to its goals, virtues, expectations, challenges and suggestions on ways in which coaches and parents can support each other for the benefit of the health and well-being of our students. The City School is an official member and affiliated with the Foundation of Youth Athletics League (FIYA) and competes against private, traditional public, and other charter schools.

Purpose

The City School team athletics foster the development of healthy young bodies and good sportsmanship. We are aware that our athletes have a primary obligation to their school work and citizenship in the community. The City School aspires to provide a high-quality of performance and “life lessons” that have value beyond sports. The program is a stepping stone to preparation to high school athletics. The City School is committed to creating a culture in which athletes, coaches, and parents work together to achieve our mission.

Philosophy

The City School supports the healthy participation in athletic endeavors. Our middle school sports program gives students a healthy regimen of physical exercise, as well as the opportunity to participate in all team sports, to work together to understand the meaning of teamwork, and to learn the importance of discipline, respect, and sportsmanship, especially in the face of adversity. Student-athletes learn how to balance their academic work with their athletic endeavors. Coaches and teachers work with students to help them understand the importance of achieving this balance and, when possible, to help them learn how to develop skills for keeping their commitments balanced with other obligations. Our school places a very high priority on good sportsmanship from our athletes, coaches, and parents. All student-athletes are challenged to enhance the school's competitiveness, sportsmanship, citizenship, and fair play in accordance to Rise Up Standards.

Team

- Junior Varsity Teams will be exclusively comprised of 6th grade students.
- Varsity Teams will be exclusively comprised of 7th and 8th grade students.
- In accordance to the Title IX Amendment, girls will be allowed to try out for any sport that doesn't offer a team for girls only.
- Eligibility to participate in The City Schools' after school athletics:
 - Students must maintain a “C” GPA and observe Rise Up practices. If a student is getting an “F” in any of their classes, they will be suspended from team games and practices until the grade is brought up to a “D”. Students must show respect to their classmates, teammates and teachers.
 - Parent participation is required. Parents must attend a mandatory parent meeting before the season starts. Parents must check emails related to their student's sport on a daily basis.
 - A parent/guardian MUST use the Signup Genius website, which organizes and coordinates carpools to practices and games. Parents must request rides at least 24 hours prior to any games and/or practices.
- A team parent for each team is required. The team parent will coordinate snack schedule and email other parents about schedules and changes.
- Any parent providing a ride for another student must submit a Driver's License and proof of insurance to the office. This information is to be kept on file until expired. You will receive 3 volunteer hours for each carpool. Parents who are providing a carpool must submit their cell phone numbers.

- Transportation to games scheduled after a 5PM start time will not be arranged on Signup Genius, and are the responsibility of the individual parent.
- Games and practices will be listed on Google Calendar.
- **Detentions – Any detentions given on a Friday that conflict with a team game, practice, playoff or championship game will not be postponed to another date. Students must serve detentions.**
- The team jersey must be returned within 2 weeks of the season ending. A \$50 charge will be applied if the jersey is not returned.
- There will be cuts during tryouts for the teams. Selections for the teams will be based on attitude, skill level, sportsmanship and the ability to work well with others.

Playing Time

On the JV level, all students will play but playing time will vary based on the Coach’s discretion. On the Varsity level, playing time will be prioritized by starters and bench players. Certain players will have a limited role on the team with the expectation of getting ready for the following season.

Volunteer Parent Coaches will be selected by the judgement and discretion of the Athletic Director. Those selected to coach a team must show good judgment, respect, and sportsmanship. Proper code of conduct must be reflected during practices and games. Coaches must file and be cleared by DOJ regulations in order to coach at The City School.

Parent Participation and Volunteer Policy

Time Commitment

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

- Ensure 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.
- Keep our costs down.

All families are asked 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 or email our parent council chairs at tcsparentcouncil@citycharterschools.org.

Classroom Visit and Involvement

Teachers and parents must schedule this time together. Teachers need time to teach and to plan. **Please do not drop in unannounced.**

Communication Policy

Parent Communication Policy

We expect all City School parents to behave respectfully towards our teachers. Remember that you model for your students the behavior you expect them to have. If you speak and act rudely toward a teacher because you are concerned or upset, your student may do so as well. Our teachers are here to help you and your students. 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 will respond within 36 hours to set up a meeting or a phone conversation. If a situation is urgent, please contact the principals 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 initial contact with the teacher, the parent may ask the principals for help in addressing the situation. Grades for students are posted on Illuminate. Parents will also be provided with instructions as to how they can access Illuminate.

School Communication

TCS 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.

Modes of Communication:

- To contact a teacher: Please send a direct message to teachers using the ParentSquare dashboard or application on your cell phone. **DO NOT USE ILLUMINATE TO EMAIL TEACHERS.**
- Check students' grades on Illuminate – parents will be provided login information for their student at the beginning of the school year.
- Principal letter - weekly sent via ParentSquare
- City School Council meetings - monthly
- Coffee w/the principals-one Thursday per month

Communication During School Hours

Only if it is an emergency may you reach your child during the school day. 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.

Complaint Policy/Resolving Conflict

We encourage you to address issues within the school community by seeking the correct person. Please do not talk to anyone else at school, and collect your thoughts by talking to a family member or friend outside of The City School.

- If it involves a teacher or other staff member, begin there.
- If the two of you cannot resolve the problem, go to the principal.
- If the problem is with the principal, begin there.
- If the problem is with the principal and you have discussed it with him/her, you may take the issue to the board by filling out a grievance form. Grievance forms are located in the main office.
- If a serious grievance with the principal occurs, please fill out a grievance form to the Board President. Forms are available in the main office – please also refer to the Internal Grievance Procedures and Uniform Complaint Procedures in Appendix A, beginning on pg. 47)

General Communications Questions

Call Office Manager – Pamela Orellana (porellana@citycharterschools.org), 310-273-2489

Problems or Questions

Co-Principals – Hugo Carrillo & Candice McCray-Proctor (tcsprincipals@citycharterschools.org)

Dean of Students – Shariff Hunt (shunt@citycharterschools.org), 310-273-2489

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, student will be recommended for suspension and may be recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Using 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 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.
- 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 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.

Emergency Procedures

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and the 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 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, 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 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 twice per semester. Students will be made familiar with the "drop, cover, and hold" routine. During the "drop, cover, and hold" routine 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 "drop, cover, and hold" routine 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 another 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 an earthquake or another national disaster, 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.

Bomb Threats

The person receiving the call or letter will note the time of day, the 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 on whether an immediate evacuation is warranted. If so, the school staff will be notified to follow the evacuation procedures. 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.

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 school staff will be notified to follow the evacuation procedures.

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 the classroom at the time the megaphone/walkie-talkie 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/staff will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, 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 caBlvd. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Health Policy

Illness Policy

Please keep your child at home if he/she shows any signs of illness. The school will send a student home when it appears necessary. Children who run a fever should be free of fever for 24 hours before returning to school.

Immunizations

All students who enroll for the first time must show a written report for a Mantoux (PPD) test, to show that they are free of tuberculosis. Children must also have 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.

7th graders are required to show evidence of the TDAP vaccination at the beginning of the school year. Parents are notified/reminded of this via email during the summer. Parents can provide evidence of exemption. If evidence of TDAP or exemption is not provided at the beginning of the school year, the student cannot attend school.

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 a 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 office right away.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. **Parents must bring 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. Designated staff will log times for administering medications for each student and will establish a 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.** Many students request Tylenol or Advil/Motrin throughout the school year for headaches, cramps, and various other aches and pains. If you would like us to give your child one of these medications as needed, without calling you every time, PLEASE bring a bottle to the office with a completed Medication Request Form stating the amount your child can be given, how often, and for what reason(s). This will save you (and us) a tremendous amount of time if you have a student who regularly needs pain medication for menstrual cramps, headaches, etc

Internal Grievance Procedure

The following consists of The City School'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:

- First attempt to discuss one's conflict with the people directly involved and try to resolve it without turning to uninvolved parties.
- If discussion does not resolve the conflict, ask a CORE SUBJECT 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).
- If CLASSROOM TEACHER mediation does not resolve the conflict, ask the PRINCIPAL (aka Middle School Director) to serve as mediator or, if mutually agreeable, as arbitrator.
- 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.
- 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:
 - Complaint must be written, dated, and submitted to the Principal- please be sure to include:
 - The nature of your grievance or complaint and the outcome you are seeking
 - A timeline of events that detail your efforts to resolve the issue locally and the results of these efforts.
 - The specific resolution you seek

The Principal must provide a written response within 10 school days.

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.

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

Title IX/UCP Coordinator
City Charter Schools
5753 Obama Blvd.
Los Angeles, CA 90016
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 month 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.

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:
 - a. Bilingual Education
 - b. Career Technical and Technical Education and
 - c. Child Nutrition
 - d. Every Student Succeeds Act
 - e. 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, 512225.1, 51225.2; the notice shall include complaint process information, as applicable.]
 - f. No Child Left Behind Act (2001) programs, including but not limited to, improving academic achievement, compensatory education, limited English proficiency, and migrant education
 - g. School Safety Plans
 - h. 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

B. 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 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 is 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 School
5753 Obama Blvd.
Los Angeles, CA 90016
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 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 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.
 - 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

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

UNIFORM COMPLAINT FORM

Last Name: _____

First Name: _____

Student Name (if applicable) _____ Grade _____

Date of Birth _____

Address _____ Apt. _____

_____ City _____ State _____ Zip _____

Code _____

Home Phone _____ Cell Phone _____

Work Phone _____

Email _____

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

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

If you have contacted your School Principal and Title IX Coordinator and still require assistance, referrals or resources, please contact the Executive Director at (310) 273-2489 or vbraimah@citycharterschools.org.

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 documents. 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 School
5753 Obama Blvd.
Los Angeles, CA 90016
Fax: 310-273-2499
equitycoordinator@citycharterschools.org

[Legal Disclaimers](#)

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

FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) DIRECTORY INFORMATION “OPT-OUT” NOTICE

Dear Parent/Guardian:

“Directory information,” which is defined as set forth below, may be released to requestors in limited circumstances by The City School, without additional notice to you, unless you timely “opt out” of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, this school's policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy or information dissemination related to California charter schools.

If you do not want The City School School to disclose your contact and other directory information from your child's records to such persons or entities without your prior written consent, you must notify us in writing by **September 30, 2019**. You may email your request to TCSinfo@citycharterschools.org.

The City School has designated the following information as directory information:

- parents'/guardians' names;
- Address;
- Electronic mail address;
- Phone number;
- Dates of attendance;
- Participation in officially recognized activities and sports;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

Thank you for your cooperation.

Sincerely,
Principals Candice McCray-Proctor and Hugo Carrillo

Parent Signature Page

I _____, parent of City School student
_____, acknowledge that I have received, read, and understand the following 2018-19 City School policies, procedures, and behavioral consequences for my student. I agree to help my student abide by these school policies/expectations:

- Uniform Policy
- Community Accountability
- Classroom Behavioral Accountability
- Plagiarism
- Bullying
- Attendance/Tardy Policy
- Safety Policy
- Acceptable use of Technology Policy
- Suicide Prevention & Postvention Policy
- Sexual Harassment Policy

Print Parent Name

Date

Parent Signature

Student Signature Page

I _____ (City School Student) acknowledge that I have received, read, and understand the following 2018-19 City School policies, procedures, and behavioral consequences. I 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 them at any time:

- Uniform Policy
- Community Accountability
- Classroom Behavioral Accountability
- Plagiarism
- Bullying
- Attendance Policy
- Safety Policy
- Acceptable use of Technology Policy
- Suicide Prevention & Postvention Policy
- Sexual Harassment Policy

Print Student Name

Date

Student Signature