2021-2022
Student/Parent Handbook

Russell Westbrook Why Not? Middle School
(6-8)
323-403-0770

Russell Westbrook Why Not? High School
(9-12)
323-375-5273
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I. General Information

About Russell Westbrook Why Not? Academy & LA Promise Fund

Who We Are
For more than two decades, LA Promise Fund has uplifted schools, students and families in South LA to ensure more Black and Latinx students are prepared for success in college, career, and life. Today, we accomplish this goal as an education management organization that runs two South LA charter schools and coordinates high impact educational enrichment programming to ensure students are college and career bound. Russell Westbrook Why Not? Middle and High Schools (collectively referred to as Russell Westbrook Why Not? Academy) advance a college-prep culture and integrated digital media arts-themed education, with significant parent engagement, socio-emotional supports, and leadership development.

Simultaneously, LA Promise Fund works with schools County-wide to offer a portfolio of programs that foster motivated, engaged, and directed students poised for academic, professional, and personal success. Currently, these regional programs include a focus on female empowerment, STEM, media arts, college readiness, career exposure and work-based-learning, school improvement design, and parent engagement. We work alongside a network of essential partners, students, parents, teachers, and school leaders to build strong schools that increase educational equity within South LA and beyond.

To improve educational outcomes, LA Promise Fund opened new schools in underserved communities, and transformed historically low-performing public school into community hubs that offer comprehensive support services for students and families. A key aspect involves addressing each student’s needs in a comprehensive, holistic manner using extensive wrap-around support. Ensuring that each student is healthy, supported, engaged and challenged sets the stage for their ongoing success. This model is utilized at each of the LA Promise Fund school campuses.

Each LA Promise Fund campus receives an extensive collection of wraparound services organized into four major categories:

- **College Access and Success** – LA Promise Fund collaborates with high schools, universities, and other partners to create a college-going culture across each of its schools and offers activities designed to motivate students, expose and prepare them for college, and increase undergraduate enrollment. All LA Promise Fund seniors are required to apply to college and complete financial aid documents prior to graduation. The Go for College program offers financial literacy training to all seniors and their parents, providing expert advice that helps them achieve financial independence and maintain economic stability throughout their college career. Students also participate in an annual college fair, receive individual personal statement coaching, and receive free SAT Prep.
• Parent and Community Engagement – LA Promise Fund believes that there is no better support system for students than their family, making the inclusion of parents a vital component in the work. Parents not only volunteer to support many of the day-to-day functions at each school site, but also participate in programs such as Promise Parent College, a series of workshops that provides more than 400 parents/guardians with the tools they’ll need to help their children graduate high school and pursue a post-secondary education.

Utilizing a large network of partnerships, Russell Westbrook Why Not? Academy (RWWNA) will provide a range of supports to address the multitude of needs required to ensure comprehensive, whole child wellness for all of its students.

Our Mission/Vision

RWWNMS
The mission of Russell Westbrook Why Not? Middle School is to provide an outstanding public education in South LA that fully acknowledges and incorporates our students’ variety of backgrounds to achieve academic excellence. Through innovative and culturally responsive teaching we aim to provide authentic learning and promote respect for ourselves, our school, and our community.

We are a source of transformational education in South Los Angeles, radically improving the future of an entire community.

RWWNHS
Our mission is to use the E5F2 model to educate our scholars.

• Engaging Educational Experience.
• Developing Emotional Intelligence.
• Cultivating an Entrepreneurial spirit.
• Inspire creativity in Media and Film.
• Building students to become Financially Literate young adults.

Our Vision
Empowering young adults to be independent freethinkers ready for the world.

Core Values
In support of RWWNA mission and vision, our work will be guided by the following core beliefs and principles:

• Serve Los Angeles’ most disadvantaged students in a rigorous and nurturing environment, including economically disadvantaged youth, English Learners and Long-term English Learners, Standard English Learners, recent
arrivals, homeless youth, and youth in the juvenile justice and foster/kin care systems.

- **Build a college and career, culture, exposure and pathway that accelerates the progress of students and prepares them for a rigorous high school education.**

- **Build a supercharged school of the future featuring transformational education that engages students and prepares them for lifelong learning and success in the 21st century.**

- **Build a seamless transition from middle to high school to support students during the dropout danger zone occurring between the 8-10th grades.**

- **Welcome and empower parents to make informed choices that support and accelerate their children's academic success.**

- **Build a community school that strategically integrates student services (provided by an array of district, city, county, community and private agencies) to support students and their families in a comprehensive manner.**

Utilizing a large network of partnerships, Russell Westbrook Why Not? Academy will provide a range of supports to address the multitude of needs required to ensure comprehensive, whole child wellness for all of our students.

**History**

LA Promise Fund evolved from continuous, agile responses to community needs and input. We initially launched as the Center for Innovative Education (IE) in 2003, working with a 60-student cohort at Manual Arts Senior High School. In 2006, IE reincorporated itself as Mentor LA (MLA Partners Schools), and in 2007, MLA scaled up its operations to support the launch of West Adams Preparatory High School, a 2,600-student high school built to relieve overcrowding at Manual Arts. During the 2008-2009 school year, MLA became the LAUSD-approved operator of both West Adams and Manual Arts. While running these high schools, MLA honed its infrastructure and methodology. In 2011, MLA changed its name to become LA’s Promise. Also, in 2011, LA’s Promise was awarded John Muir Middle School through LAUSD’s Public School Choice. In 2016 LA’s Promise merged with LA Fund to become LA Promise Fund and was approved by the Los Angeles County Board of Education to open two Charter Schools. In 2020, LA Promise Charter Middle and High Schools were renewed for another five year term and changed its name to Russell Westbrook Why Not? Middle and High Schools, collectively known as Russell Westbrook Why Not? Academy.
## RWWNMS Bell Schedule

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<td>Lunch</td>
<td>Period 3</td>
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<tr>
<td>Power Hour</td>
<td>Power Hour</td>
<td>Lunch</td>
<td>Power Hour</td>
<td>Power Hour</td>
<td>Period 4</td>
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<tr>
<td>1:00-2:00</td>
<td>1:00-2:00</td>
<td>11:34-12:04</td>
<td>1:00-2:00</td>
<td>1:00-2:00</td>
<td>11:46-12:32</td>
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<tr>
<td>Period 6</td>
<td>Period 6</td>
<td>Period 5</td>
<td>Period 6</td>
<td>Period 6</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

* RWWNHS After School Program
  Monday, Tuesday, Thursday, & Friday: 3:32 pm – 4:30 pm
  Wednesday: 1:40-4:30 pm

* Starts after Labor Day.

School Calendar
Russell Westbrook Why Not? Academy’ calendar includes 181 instructional days in grades 6 through 12. Please take time to review the holidays below. For a more detailed calendar, please see Attachment A.
<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>Classes End</th>
<th>Holidays/Breaks</th>
<th>Holiday Dates</th>
<th>Professional Development/Pupil Free Days</th>
</tr>
</thead>
</table>

**Enrollment**

New student enrollment requires the completion of the following steps and documents:

- Attend an enrollment orientation
- Enrollment Application
- Age verification document (i.e. Birth Certificate)
- Provide immunization verification
- Health history – temporary and permanent
- Transfer from previous school (Pupil Accounting Report – PAR)
- Copy of existing Individualized Education Program (IEP) and record of prior special education services (if applicable)
- Parent identification (i.e. Driver's License)
- Proof of address (i.e. a utility bill under parent’s name, bank statement, etc.)

New and returning students will need to complete the following documents:

- Enrollment Application (only new students)
- Emergency Card
- Receipt of Annual Notification of Parent/Student Handbook
- School Parent Student Pledge
- Media Release Form
- Consent to Distribute Confidential Student Information
- Visitor Expectations
- Technology Agreements
- Household Income Questionnaire
- Walking Field Trip Form
- Counseling Services Form
Homeless and Highly Mobile students:
The law requires the immediate enrollment of homeless students, foster youth, juvenile justice youth, children of military family and migratory children. Schools cannot delay or prevent the enrollment of a protected student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. For more information please refer to the Education of Homeless Students and Education of Foster and Highly Mobile Youth section later on in this handbook.

Confidentiality of Records
RWWNA will adhere to all procedures related to confidentiality and privacy of records. In the event that a child enters RWWNA upon transfer from an existing district school, charter school, or private school, the child’s cumulative records will be requested from the previous school. Upon exit from RWWNA, the child’s cumulative records will be forwarded to the new school of enrollment upon request.

Emergency Contact Forms
Every family must fill out a new emergency card or confirm the information on the existing emergency sheet every school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately at any point during the year if any of the following information changes:

- Home address
- Work address
- Home, cell, work telephone numbers
- Doctor’s phone number
- People who are authorized to be contacted in case of an emergency
- Telephone numbers of people to be contacted in case of an emergency
- People authorized to pick up your child from school
- Health Status

Arrival
Students can arrive as early as 30 minutes before the start of the school day. Please make sure that your child enters the school grounds safely. Remind your child not to visit neighborhood businesses on their way to school, to remain in supervised areas and not to run in hallways. Upon entering the school building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff.

Dismissal
At dismissal time, students may be picked up, stay for the after school program, or walk home. Students not picked up by the respective guardian and who are on school ground will remain at school. The school may contact the neighborhood Police station or Child...
Protective Services to pick up a student left after school for more than 60 minutes after dismissal time.

Leaving the School during the Day
If you must pick your child up early for an appointment during the day, please send a note to the office. Students will not be released for early dismissal 15 minutes prior to the regular dismissal time unless previous arrangements have been made with the teacher, the site administrator, and the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form and the office will notify the teacher to send the student to the office for departure. Parents may not enter the classroom before the class has been dismissed without prior approval from the teacher or the office.

Custodial Arrangements
Parent(s) shall provide complete information regarding the custodial care and visitation rights of their child(ren) to ensure the safety and welfare of the respective student. The parent(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third-party access to the child.

Meal Program and Applications
Parents and guardians are advised that RWWNA participate in the National School Lunch Program ("NSLP"). Per NSLP guidelines, eligible students may receive free or reduced priced break, lunch, snack, and/or supper. If your child has dietary restrictions such as food allergies or being vegetarian, please communicate this to the office. If your child must drink soy milk, please ask your physician to write a note and bring it to the office as we may only accommodate this dietary need with a doctor's note.

We encourage all families to submit a meal application or income verification form at the beginning of each school year, regardless of family income. Applications are available and eligibility is determined using the California Department of Education guidelines. After processing the form, parents will be informed if their child is eligible for free, reduced, or full priced meals. If students are required to pay for their meals, parents will be provided with an invoice the following month for payment at the school site. If there are any changes to the family income during the school year that may affect the student's meal program status, a new meal application must be completed and submitted. Meal applications are available in the main office.

Students can qualify for free or reduced-price meals based upon their household size and income, which is based on Federal Income Eligibility Guidelines.
● Applications for free and reduced price meals or income verification forms are mailed to students’ homes before the start of each school year. They are also available at the school site when school starts.
● Only one application per household is required. Please do not submit multiple applications as this will slow down the processing.
● Once your application has been received and/or processed, an eligibility letter will be mailed to your home address.
● Applications are accepted throughout the school year. If your income or household size changes, you may submit an updated application. This may be subject to verification and documentation.

RWWNA also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available on the RWWNA website.

Visiting the School
Parents are encouraged to make regular visits and volunteer at RWWNA. In order to monitor traffic and promote safety at the school, it is necessary that all school visitors, including parents, sign in and wear a visitor’s badge issued by the main office or other designated person. Visitors under the age of 18 must have an adult with them or must have written documentation to be on RWWNA school grounds from a parent or site administrator. For information on how to volunteer at RWWNA please refer to the Volunteer Policy located at the end of this Handbook.

Standardized Testing
California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

**Smarter Balanced Assessment Consortium Assessments**
The Smarter Balanced computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

**California Science Tests (CAST)**
The computer-based CAST measures students’ achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and
Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

**California Alternate Assessments (CAAs)**
Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

**California Spanish Assessment (CSA) for Reading/Language Arts**
The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards en Español. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

**English Language Proficiency Assessments (“ELPAC”)**
State law requires schools to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student’s level of English proficiency in listening, speaking, reading, and writing.

Students who are entering a US school and whose parents indicated that a language other than English is spoken in the home through the home language survey must take the initial ELPAC assessment within the first 30-days of enrollment.

The school will administer the annual summative ELPAC to students who have previously been identified as being English Learners to determine annual English language development progress until the EL student has been reclassified.

The *ELPAC* is administered to students who are already identified as English Learners in the fall semester.
To find more information about the ELPAC, please contact your child’s teacher or contact the school office. Additional information is posted on the internet at: http://www.elpac.org.

Russell Westbrook Why Not? High School - California State University Early Assessment Program (CSU-EAP)

The EAP is a joint program of the CDE, California State University (CSU) and California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from CSU and participating CCC English and/or mathematics placement tests that are required for entering freshman. EAP is now embedded in the CAASPP Smarter Balanced grade eleven ELA and mathematics assessments. Students taking the grade eleven assessments will automatically be participating in the EAP. To receive information to students on their college readiness, students may voluntarily release their results to the CSU and CCCs. The results will not be used for admissions.

To find more information about the CAASPP Program CSU/EAP, please contact your child’s counselor or contact the school office. Additional information is posted on the internet at: http://www.cde.ca.gov/ta/tg/sr/.

You can help ensure your student’s success on both of these important assessments. Please support your child in the following ways:

- Make sure they are on time and present every day of testing
- Encourage them to try their best, take their time, and work carefully
- Set early bedtimes to ensure plenty of sleep each night
- Provide a nutritional breakfast each morning
- Limit TV, computer, cell phones, and video games during testing

Physical Fitness Test

State law required schools to administer the Physical Fitness Test (PFT) annually to all students in grades 5, 7 and 9. The state-designated PFT is the FITNESSGRAM. It is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical health.

Teachers are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. Students are tested between February and May. Parents should see that their children participate in a regular program of physical activity and nutrition.

The complete test measures student performance in the following areas:
1. Aerobic capacity
2. Body composition
3. Muscular strength, endurance and flexibility
School-Wide Assessment
The school monitors student progress and identifies instructional strengths and areas to target for improvement. RWWNA employ multiple assessment tools. Diagnostic and interim assessments are administered through the NWEA (MAP) testing platform. The MAP Assessment measures growth between assessments. Additionally, students are assessed through presentations of learning (Project Based Learning), end of unit exams, and a range of formative and summative assessments.

Reporting Student Progress
Progress reports are distributed to students and families on a 5 week cycle. Teachers are trained in standard based grading. End of semester report cards are issued in January and June.

Field Trips
Field trips are an important way to complement your child’s learning. They offer an opportunity to experience something that may be new and exciting. In order to participate in a field trip, all students must have a completed permission slip with a parent/guardian signature. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Some recurring trips (i.e. to the park or library) will have one trip slip for the entire school year. Volunteer chaperones must be approved by the teacher or administrator before the trip, be 21 years of age or older, and may not bring other children on the trip. Field trip chaperones are volunteers and must follow respective procedures as mentioned in the Volunteer Guidelines, which can be located in the School Volunteer Policy in the Policy section of this handbook. A student may be excluded from a field trip for problematic behavior, including discipline issues, incomplete assignments, or missing homework.

Textbooks/School Materials
Students will be issued books and materials necessary for classroom instruction. These books become the responsibility of the student. Damaged or lost books must be replaced by the parents pursuant to RWWNA’s Lost or Damages School Property practices, below. Students must cover the issued textbooks and write their names in the designated areas. Unpaid textbook replacement fees will result in the school holding the student’s records until the fees are paid.

Technology
All students with access to the Internet must adhere to school rules for Internet use. All students will be required to complete a technology agreement signed by the parents or legal guardians. Internet access is a privilege. Any behavior that is not acceptable may result in the loss of this privilege. In using the school’s network, students will:

- Be respectful of the rights, the ideas, the information, and the privacy of others
• Neither send nor receive information that is not related to schoolwork, or that can be hurtful or harmful to others
• Report to teachers any websites or persons that demonstrate inappropriate use of online services

The purpose of providing access to the Internet and school resources is for regular instructional or business activity, or to compile data necessary for educational research.

Students should be protective of their password and should always keep this information confidential. Passwords should not be shared. RWWNA’s are compliant with the Federal Children’s Internet Protection Act (CIPA). Specifically, CIPA requires schools to use technology to block access to Internet sites that are: A) obscene, (B) contain child pornography, or (C) that are harmful to minors. Keep in mind that the blocking technology may not be 100% effective, and there is no technical substitute for adequate supervision of a child connecting from school or home. Schools providing Internet access to students educate their students in accordance to the Protecting Children in the 21st Century Act. Parents are requested to reinforce responsible, acceptable, and safe use of the Internet at home.

Student downloads of music, photographs and/or video must comply with all applicable copyright laws. In addition, software or applications downloads should be monitored closely for appropriateness. Any music, photographs and/or video, software or applications should only be downloaded for school and not personal purposes. No user of school computers, emails and or other electronic devices that belong to the school should have an expectation of privacy. The school retains the right to account auditing and logging practices in order to promote student safety. The Internet is a public network, and email or other communications on it are not private. It is the user’s responsibility not to initiate access to material that is inconsistent with the goals, objectives, policies, and educational mission of the school as well as adherence to any city, state and federal laws.

Students are expected to conduct themselves online as they would in person. Students are to refrain from engaging in uses that jeopardize access or lead to unauthorized access to another’s account. In addition, deleting, copying, and modifying or forging other user’s names, emails, disguising one’s identity or impersonating other users is prohibited. It is expected that users will not use school equipment to access to threaten, demean, defame, or denigrate others on the basis of race, religion, creed, color, national origin, ancestry, physical handicap, gender, sex and sexual orientation or other reason. Further, access to the school’s network and electronic communications technologies, including the Internet and electronic mail, shall not be used for bullying or other such activity for the purpose of harming another person or persons. Any statement of personal belief in email or other posted material is understood to be the author’s individual point of view and not that of Russell Westbrook Why Not? Academy.
Lost or Damaged School Property
If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation.

After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, RWWNA may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, RWWNA will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades and diploma will be released.

Telephone Use
The Charter School office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class.

Emergency Preparedness Drills
The school has developed a school emergency plan which is designated to ensure the safety of your child(ren) and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan. Teachers will review emergency preparedness procedures with the students during the first month of school.

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity is required. Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a handwritten and signed note to the school notifying the school of this person’s identity and proof of identification is provided.

Every school conducts the following types of emergency drills:

* **Fire Drill** – Every school practices this procedure once each semester.

* **Earthquake Drill** – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the schools disaster plan are practiced on all RWWNA campuses.
**Lockdown Drill** – At least once a year, schools practice how they will respond to a threat on or near the campus.

**Shelter-in-Place Drill** – At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.

**Drop, Cover, and Hold On Drill** – Once a semester, schools use this drill to remind students how to protect themselves during an earthquake.

**Take Cover Drill** – At least once a year, students practice how they would respond to gunfire or an explosion in the neighborhood.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make public schools the safest place for students during an emergency.

**Responding to Emergencies**

In the event that there is an emergency, parents should remember that schools are among some of the safest buildings in the community. By law, California public schools are built to a higher standard, called the Field Act; therefore, schools will generally not sustain the same damage as residential or commercial buildings. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the playground or parking lot.

Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies including sanitation supplies and search & rescue supplies.

During an emergency, parents who want to pick up their children may be asked to go to the Reunion Gate located on the school’s perimeter. *Please remember that students will only be released to a person whose name is listed on the student’s Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child’s school anytime the emergency contact information changes.* During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff’s Department. Parents need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Parents should be familiar with the schools’ emergency procedures. In the event of an emergency, RWWNA will contact all parents through a recorded voicemail message sent to the primary number on file. Please do not call the school as it is important for school phone lines to remain open and available for emergency services. Knowing where to go
to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

Parents should also remember that children look to them for guidance and support during an emergency; parents who are calm and are prepared for emergencies can inspire children to do the same. This will go a long way to promote recovery and a return to normalcy. Parents who have questions about their schools’ emergency procedures are encouraged to contact the school’s administration.

Pest Management Policy
Russell Westbrook Why Not? Academy shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools. You can find a copy of the policy on each school’s website.

No Pets on Campus
For health and safety reasons, students’ pets are not allowed on campus unless prior arrangements have been made with the classroom teacher and permission has been granted. Classroom pets are allowed under the direct supervision of the classroom teacher. Service animals are permitted.

Lost and Found
Anything left or found unattended will be considered a lost item. Any items found on campus will be taken to the Lost and Found. The Lost and Found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the student’s name. The school is not responsible to replace lost or damaged student belongings.

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

Non-School Related Property
Personal property not related to the school’s programs may not to be brought to school. For example, Ipods, cd’s, card collections, marbles, toys, portable sound systems, etc. If you are not sure, please ask. Such items as referenced above but not limited to those listed will be confiscated.

Cell Phones and Personal Electronics
We do not encourage students to have cellular phones, smartphones, smart watches, pagers and/or other electronic signaling devices (hereinafter collectively referred to as “personal electronics”) at the school sites. Personal electronics may not be used during
school hours (including nutrition, lunch and passing periods). Students may leave cell phones in their backpacks on silent or vibrate mode. Students may use their cell phone

- In instances of emergencies, or in response to a perceived threat of danger
- When a teacher, staff or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student
- When the possession or use of a personal electronic is required as part of the student’s individualized educational program.

If a student uses a cell phone during school hours outside of these circumstances it will be confiscated and returned at the end of the day. If the student refuses to turn over the cell phone, their parent/s will be called. For RWWNA, state and national assessments, students are prohibited access to any unauthorized electronic devices at any time during the entire testing session. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone, pager or other signaling device even before or after school. Please keep in mind that the school does not assume any responsibility for lost or stolen items.

COST

Students are referred to the Coordination of Services Team (COST) to develop an intervention plan for specific identified needs related to academics or behavior. The team is composed of the classroom teacher, an administrator, the COST coordinator, and the parent. The purpose of this team is to develop and implement an action plan that will target the specific academic or behavior needs of the student.

Students with Disabilities

Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive special education services according to a written Individualized Education Program (“IEP”) or may receive specific accommodations based on a 504 Plan. Questions regarding special education services or 504 Plans may be directed to Kim Hopko, kim.hopko@excomweb.com. For additional information, please see the Special Education Policy and Section 504 Policy available upon request at the main office.

Health & Wellness Related Information

Nutrition and Physical Fitness

RWWNA recognizes that good nutrition and optimal physical fitness correlate with learning readiness, academic achievement, decreased discipline problems and improved emotional wellbeing. As a result, a “no junk food policy” has been established at all sites to encourage lifelong healthy habits. No carbonated drinks or sodas, and no chips would
be allowed during school hours. This includes classroom parties, school events, fundraising activities, parent gatherings, potlucks, or any other special circumstances where food is being served.

**When to Keep Your Child Home**
If your child exhibits any of the following symptoms, please keep your child home. The below will also be considered an excused absence.

- A fever of 101 or higher
- Vomiting
- Loose bowel movements
- Generalized or Severe Pain
- Difficulty breathing
- Runny nose with thick yellow or green discharge
- Open or draining sores
- Severe coughing
- Rash or hives
- Pink eye or conjunctivitis
- Lice, ringworm or other contagious conditions

The determination to send a child home will be made using the “When to Keep Your Child Home” criteria. Parents or legal guardians will be notified by telephone of the nature of the illness and will be asked to pick up their child.

If your child becomes seriously injured at school, you will be contacted and the school will administer emergency first aid and complete an accident report for you to share with your child's physician. Other injuries will be communicated via an incident/accident report that will be sent home with the child at the end of the school day.

**Hygiene**
It is very important that your children come to school clean. This means that they brush their teeth every day and bathe on a regular basis. With older students body odor becomes an issue. Your children are very active, and we live in a warm environment. Please do not hesitate to provide antiperspirant/deodorant for your child. When children come to school unclean, others notice. This can lead to teasing and avoidance by other students. Please do everything possible so that your child can have positive social relationships.

**Sleep**
It is very important for your children to get the appropriate amount of sleep. They are all growing and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children generally require anywhere from 10 to 12 hours of sleep nightly. Young adults require at least eight hours of sleep. Please help your child get the right amount of sleep.
Illness
If your child is ill, please call and inform the office. For your own child’s protection and the protection of others please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. If at all possible try to get a copy of the homework your child missed during his/her absence.

Health and Medical Conditions
The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent and necessary school staff to develop a health plan for the student’s medical condition. Students with diabetes, severe asthma and allergies should have a health plan at the school. The student will also be evaluated for a 504 plan.

Allergies
Please alert us to any allergies your child may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines and other substances.

Communicable Diseases
A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Parents will be contacted immediately and cannot return to school until cleared by medical personnel in writing.

Lice
Outbreaks of lice in Los Angeles are very common. The school follows preventative routines. These routines include periodic head checks and disinfecting of all necessary areas in the school. If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home at the end of the school day. Your child may return to school after treatment has begun.

Ringworm
Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor’s note indicating that the ringworm is not contagious to readmit.

Chickenpox
An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with
conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

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

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent’s written request for an excuse will be accepted for up to five days: thereafter, a written request is needed from the student’s health care provider. A current Emergency Information card must be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.

Physical Examinations
A comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention ("CHDP") guidelines are required for all students entering kindergarten. First grade students need to have a current physical examination within 18 months prior to entry or up to three (3) months after admission to the first grade. A CHDP or equivalent examination may be done by a private physician, a health department clinic, or, in some instances, by RWWNA CHDP staff. A blood test to determine lead level is part of this examination. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.

Annual physical reports are also needed for middle school students participating in school-sponsored sports.

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

Treatment of School-Related Injuries
It is the policy of the school to treat minor injuries (scratches, paper cuts, bumps, etc.) with ice packs, cold compresses, or adhesive bandages as needed. Parents will be notified about minor injuries at the discretion of the administration. When confronted with more serious injuries/illnesses, school staff will contact parents, and, if required, transport the student to the nearest hospital emergency department or call 911. It is the responsibility of the parents to update school medical and emergency information.

**Mandated Health Screenings: Hearing, Scoliosis and Vision Examinations**

Students will receive hearing, scoliosis and vision screenings as mandated by California State Law in kindergarten, 2nd, 5th, 8th, and 10th or 11th grades and first entry into the California public school system. Scoliosis is no longer required for 7th grade girls and 8th grade boys. Health screenings are performed on-site and free of charge to families by contracted health professionals. Notices and/or passive consent forms will be sent to you prior to the screening. It is recommended and strongly encouraged that parents arrange for a yearly speech examination as part of their child’s physical examination.

**Chronic Conditions**

For your child’s safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. They will also be considered for a 504-plan evaluation. You are required to notify the office and your child’s teacher.

**Type 2 Diabetes Information**

Overweight children and youth are more prone to develop serious health problems, including diabetes type 2, high blood pressure, heart disease, and asthma. If left unchecked, diabetes can lead to complications such as kidney failure, blindness, heart attack, and amputations. The California Department of Education (CDE) in collaboration with national and local health care agencies have developed a type 2 diabetes information fact sheet to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010. This information can be found on the CDE website: [https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp](https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp) or by calling the CDE at 916-319-0914.

**Mental Health Services**

RWVNA recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at our schools and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. Our schools work with Wellnest, formerly LA Child Guidance Center, Wellnest empowers children, adolescents and young adults to get on track to success – to reach goals in school, build healthy relationships, and enjoy emotional well-being. Their team of compassionate
professionals offers behavioral counseling and support to individuals and families. The following resources are available to your child:

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

Available in the Community:
Wellnest-This organization empowers children, adolescents and young adults to get on track to success – to reach goals in school, build healthy relationships, and enjoy emotional well-being. Their team of compassionate professionals offers behavioral counseling and support to individuals and families. Available at various locations. Please visit their site, [wellnestla.org/contact/](http://wellnestla.org/contact/) for the location closest to you.

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

For more information and forms to apply please visit the schools’ website:

[https://www.russellwestbrookwhynoths.org/parent-resources/](https://www.russellwestbrookwhynoths.org/parent-resources/)

[https://www.russellwestbrookwhynotms.org/parent-resources-2/](https://www.russellwestbrookwhynotms.org/parent-resources-2/)
Dispute Resolution/Filing a Formal Complaint

RWWNA is committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. If you have a concern regarding any aspect of the school’s program including the performance of an employee, please speak with or write to the program supervisor. If an issue is not resolved, RWWNA offers the following procedures and a Formal Complaint Form for all members of our community to use when filing a formal complaint. In all cases, RWWNA prohibits retaliation against complainants. RWWNA will attempt to keep information about complainants confidential, except where it is necessary or appropriate to disclose it or investigate a situation that has occurred. RWWNA has the discretion to not investigate anonymous complaints. You may leave a written message in the main office or complete a Formal Complaint Form which is available in the main office. If you believe you have a complaint that relates to sexual harassment, discrimination, or an unlawful situation, please refer to the complaint procedure in the Title IX, Harassment, Discrimination and Bullying Policy and Uniform Complaint Procedures respectively.

Procedures for Addressing Concerns:

1. If the complaint involves a person, please contact that staff member to set up a mutually agreeable time to discuss the complaint in a productive solution-oriented manner. If it is a general concern, not involving a specific person, please address your concern to the school’s Office Manager.
2. If your concern is still unresolved, please contact the Principal or administrative designee to set up a mutually agreed upon time. Complaints resolved at this level do not need to proceed further in the process.
3. If after speaking with the Principal, your concern remains unresolved, please use the Formal Complaint Form to detail your formal complaint in writing. For these written complaints, the Principal or designee shall consider all the facts and arrive at a resolution of the complaint.
4. If the complainant is dissatisfied with the resolution arrived at by the Principal or designee or if the complaint is with the Principal, the complainant may direct their complaint in writing to the Chief Executive Officer (CEO). The CEO will determine if the matter can be handled at the Chief Academic Officer level – or – if the issue needs to be taken to the Board of Directors (or designated Board committee).
5. In this case, the CEO will work with the Board Chair or a designated Board committee to make determinations about how to resolve the matter. If needed, the CEO and/or Chief Academic Officer will meet with the complainant to discuss the facts and circumstances of which the complaint is based to help solve the problem. The determinations of the RWWNA Board of Directors (or its designated Board committee) are final.

Special Education and Section 504

If you have any concerns related to a student’s current or possible disability, please see the Principal at the school site and request a copy of the RWWNA Special Education and
Section 504 policies and procedures and related student rights forms. These documents will detail complaint procedures that can be accessed by parents.

**Mandated Reporting**
In California, certain professionals are considered “child care custodians,” and they are required to report suspected child abuse and/or neglect. California Penal Code Section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Under this law, RWWNA employees are mandated reporters who will follow appropriate steps to report any such possible neglect or abuse.

Mandated reporters are required to follow the law, and the failure to do so can subject the reporter to liability. All reporting is confidential. RWWNA also has an obligation to cooperate and participate in any process that is triggered by the Department of Child and Family Services, law enforcement agency or peace officer to assure the safety of our children.

**Charter School Complaint Notice**
Charter Schools may NOT discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: low academic achievement, economic disadvantaged, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment, encourage disenrollment for any reason (other than suspension or expulsion).

In order to submit a complaint, complete the Charter School Complaint Form, submit to the charter school authorizer by mail or electronically: LACOE, 12830 Columbia Way-ECW 221, Downey, CA 90242 or Hartman_Jeffrey@lacoe.edu.

**Protecting all Students Regardless of Immigration Status (AB 699)**
We believe in protecting all of our students regardless of their immigration status. The schools and employees will not collect information or documents about students and their families’ immigration status or citizenship, unless required by law. The schools will report any requests for information or access to a school for the purposes of immigration enforcement to our Schools Committee.

- We will work with our students to educate them about the negative impact of bullying based on immigration status or religious beliefs and customs.
- We are limiting our assistance with immigration enforcement at public schools.
• We adopted supportive practices in response to potential concerns around immigration enforcement, such as:
  ○ Sharing information with families about their children’s rights to a free public education and “Know Your Rights” material related to immigration enforcement.
  ○ Using emergency contact information to arrange for a student’s care if the parent or guardian is unavailable.

Legal Disclaimers
The information contained in the RWWNA Student Parent Handbook is provided for informational purposes only. Information may be changed or updated without notice. This handbook is subject to all applicable laws and in all cases where there is a discrepancy between the handbook and the charter, the charter petition language supersedes the handbook.

RWWNA expressly disclaims all liability with respect to actions taken based on any content in this handbook. RWWNA assumes no responsibility for errors or omissions in this handbook or other documents that are referenced in this handbook. RWWNA does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.
II. Required Annual Notices

Availability of Health Insurance
Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals [“DACA”] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:
http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

RWWNA shall not discriminate against a student who does not have health care coverage or use any information relating to a student’s health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student’s family.

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

Cal Grant Program Notice
RWWNA is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

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

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

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

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

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.
Immunizations
Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

<table>
<thead>
<tr>
<th>Child’s Grade</th>
<th>List of shots required to attend school</th>
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| Entering Kindergarten to 6th Grade | Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses  
                            | Measles, Mumps, and Rubella (MMR) - Two (2) doses  
                            | Hepatitis B (Hep B) - Three (3) doses  
                            | Varicella (chickenpox) – Two (2) doses  
                            | NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. |
| Entering 7th Grade          | Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose  
                            | Varicella (chickenpox) - Two (2) doses  
                            | NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for |
children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Exemptions from Immunization Requirements
All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
   a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
   b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
   c. Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
   d. Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption website (CAIR-ME) by physicians licensed in California.
   e. Schools and child care facilities may only accept from parents new medical exemptions that are issued using CAIR-ME.

2. Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the RWWNA, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
   a. “Grade span” means each of the following:
      i. Birth to Preschool.
ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.

iii. Grades 7 to 12, inclusive.

Involuntary Removal
No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, including for truancy but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the Suspension and Expulsion Policy.

School Bus and Passenger Safety
All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available at the end of the handbook.

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

Pursuant to the IDEA and relevant state law, RWWNA is responsible for identifying, locating, and evaluating children enrolled at RWWNA with known or suspected disabilities to determine whether a need for special education and related services
exists. This includes children with disabilities who are homeless or foster youth. RWWNA shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Kim Hopko, kim.hopko@excomweb.com.

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

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

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to, makeup work plans and re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in RWWNA if it is necessary in order for the student to be able to complete any graduation requirements, unless RWWNA determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school.

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

Donna Jacobson, Chief Academic Officer
1933 S. Broadway, #1108
A copy of the UCP is available within the appendix of this Handbook and on the RWWNA website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

Safe School Plan
RWWNA has established a Comprehensive Safe School Plan. The Plan is available on the RWWNA website.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators
RWWNA is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the information sheet on sudden cardiac arrest via the link below: https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf.

Teacher Qualification Information
All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

Education of Foster and Mobile Youth
Definitions: For the purposes of this annual notice the terms are defined as follows:
1. “Foster youth” refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. “Former juvenile court school pupils” refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to RWWNA.
3. “Child of a military family” refers to a student who resides in the household of an active duty military member.
4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to RWWNA from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who,
without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

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

RWWNMS
Justin Shahbaz, Principal
1700 W. 46th Street, Los Angeles, CA 90062
justins@lapromisefund.org
323-403-0770

RWWNHS
Nicole Johnson, Dean of Student Culture
1755 W. 52nd Street, Los Angeles, CA 90062
nicolej@lapromisefund.org
323-375-5273

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

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.

2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: RWWNA will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.
Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. RWWNA will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in RWWNA as the student’s school of origin (subject to RWWNA’s capacity and pursuant to the procedures stated in RWWNA’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in RWWNA as the school of origin, the foster youth has the right to remain in RWWNA pending the resolution of the dispute. RWWNA will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to RWWNA (subject to RWWNA’s capacity and pursuant to the procedures stated in RWWNA’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

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

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

Graduation Requirements: Foster and Mobile Youth who transfer to RWWNA any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of RWWNA’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless RWWNA makes a finding that the student is reasonably able to complete RWWNA’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into RWWNA, RWWNA shall notify the student, the parent, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.
RWWNA shall notify students who are exempted from RWWNA's additional graduation requirements and the student's parent how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

RWWNA shall not require any student who would otherwise be entitled to remain in attendance at RWWNA to accept the exemption from RWWNA's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. RWWNA shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from RWWNA's additional graduation requirements will continue to apply while the student is enrolled in RWWNA or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

RWWNA shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from RWWNA's additional graduation requirements.

If a student who is exempted from RWWNA's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at RWWNA, RWWNA shall not require or request that the student graduate before the end of the student's fourth year of high school.

If RWWNA determines the student is reasonably able to complete RWWNA's graduation requirements by the end of the student's fifth year of high school, RWWNA shall do the following:

1. Inform the student of the student's option to remain at RWWNA for a fifth year to complete RWWNA's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete RWWNA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at RWWNA for a fifth year to complete RWWNA's graduation requirements upon agreement with the student, if
the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

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

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

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

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

In accordance with RWWNA’s Educational Records and Student Information Policy, under limited circumstances, RWWNA may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.
Discipline Determinations: If RWWNA intends to extend the suspension of any foster/youth pending a recommendation for expulsion, RWWNA will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

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

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through RWWNA’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the school website.

Education of Homeless Students
The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

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

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

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

RWWNMS
Justin Shahbaz, Principal
1700 W. 46th Street, Los Angeles, CA 90062
justins@lapromisefund.org
323-403-0770
RWWNHS
Nicole Johnson, Dean of Student Culture
1755 W. 52nd Street, Los Angeles, CA 90062
nicolej@lapromisefund.org
323-375-5273

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

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.

2. Homeless students enroll in and have a full and equal opportunity to succeed at RWWNA.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by RWWNA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, RWWNA’s charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. RWWNA Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from RWWNA Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

High School Graduation Requirements: Homeless students who transfer to RWWNA any time after the completion of their second year of high school shall be exempt from any of RWWNA’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless RWWNA makes a finding that the student is reasonably able to complete RWWNA’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into RWWNA, RWWNA shall notify the student, the student’s educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

RWWNA shall notify students who are exempted from RWWNA’s additional graduation requirements and the student’s educational rights holder of how any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

RWWNA shall not require any student who would otherwise be entitled to remain in attendance at RWWNA to accept the exemption from RWWNA’s additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. RWWNA shall not revoke an exemption and shall grant an eligible student’s request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student’s exemption from RWWNA’s additional graduation requirements will continue to apply while the student is enrolled in RWWNA or if the student transfers to
another school even after the student no longer meets the definition of a homeless child.

RWWNA shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student’s parent/guardian or educational rights holder, or a student’s social worker or probation officer request a transfer solely to qualify for an exemption from RWWNA’s additional graduation requirements.

If a student who is exempted from RWWNA’s additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student’s fourth year of high school and would otherwise be entitled to remain in attendance at RWWNA, RWWNA shall not require or request that the student graduate before the end of the student’s fourth year of high school.

If RWWNA determines the student is reasonably able to complete RWWNA’s graduation requirements by the end of the student’s fifth year of high school, RWWNA shall do the following:

1. Inform the student of the student’s option to remain at RWWNA for a fifth year to complete RWWNA’s graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete RWWNA’s graduation requirements will affect the student’s ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at RWWNA for a fifth year to complete RWWNA’s graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

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

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

For any homeless student who enrolls at RWWNA, a copy of RWWNA’s complete policy shall be provided at the time of enrollment.

**Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)**

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

1. The right to inspect and review the student’s education records within 5 business days after the day the school receives a request for access.
   a. Parents or eligible students should submit to the Charter School Principal (or appropriate school official) a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   a. Parents or eligible students who wish to ask the school to amend a record should write the Charter School Principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If RWWNA decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the school discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law
enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
   Student Privacy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

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

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

- Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
- Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, RWWNA will mail the original or a copy of a student’s
cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

- Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- Organizations conducting certain studies for RWWNA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- Accreditors in order to carry out their accrediting functions;
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School; and/or
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.
“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s prior written consent. RWWNA has designated the following information as directory information:

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

If you do not want RWWNA to disclose directory information from your child’s education records without your prior written consent, you must notify RWWNA in writing at the time of enrollment or re-enrollment. Please notify the Principal.
III. School Policies

Independent Study Policy
RWWNA may offer Independent Study as requested by parents, in accordance with the applicable law.

Independent Study Program Description
RWWNA is no longer offering distance learning for students. Independent Study involves a student completing course work from home, with support from teachers and support team members.

- Students are required to attend each class period, daily, via zoom. There will not be a separate bell schedule for Independent Study.
- Student will receive support from their teacher and paraprofessionals as needed.
- All assignments will be submitted through Google Classroom.
- Students learning through Independent Study have the same expectations as their peers who are on campus (engaging in their learning, turning in assignment on time, asking for help when they need it, and positively contributing to the school community).

When a parent/guardian/caretaker requests this option, a meeting with be convened with the principal or administrative designee, and members of the Instructional Leadership Team, to make the determination. The Principal or administrative designee retains discretion to approve an Independent Study Contract for the student.

Families interested in Independent Study should contact their school’s Main Office to schedule a meeting with the Principal:

RWWNMS: (323) 403-0770
RWWNHS: (323) 375-5273

Independent Study Policies
RWWNA will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. These independent study policies have been established by RWWNA in alignment with Education Code ("EC") § 51745 et seq., drafted to meet the requirements of Assembly
Bill 130 (2021), and adopted pursuant to EC § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of the 2021-22 school year:

1. For each student in independent study, RWWNA will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)

2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is five (5) days. (EC § 51747(a).)

3. When any student fails to complete three (3) assignments during any period of fifteen (15) school days, or fails to make satisfactory educational progress (defined below in Section 4), RWWNA will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student’s permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)

4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level (earning high school credits), at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program (“IEP”). The Principal or designee is responsible for making this determination based on all of the following indicators:

   a. The student’s achievement and engagement in the Independent Study Program, as indicated by the student’s performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5).
   b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
   c. Learning required concepts, as determined by the supervising teacher.
   d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)

5. RWWNA will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. (EC § 51747(c).)

6. For students who participate in independent study at RWWNA for fifteen (15) or more school-days per year:

   6.1. If a student does not generate attendance for more than three (3) school days or 60 percent of the instructional days in a school week, or if a student is in violation of their independent study written agreement, RWWNA will:
a. Verify the student’s current contact information;

b. Notify the student’s parent(s) or guardian(s) of the student’s lack of participation within one school-day of the student’s absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);

c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student’s needs for re-engagement; and

d. If the student has failed to complete three (3) assignments during any period of fifteen (15) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, RWWNA will schedule a Parent-Team conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well-being. (EC § 51747(d).)

6.2 Based on each student’s grade level, RWWNA will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC § 51747(e).)

“Live interaction” means interaction between the student and RWWNA staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means that the student will attend their class virtually, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student’s assigned teacher of record, and involving live two-way communication. (EC § 51745.5.)

a. For students in grades 6-12, their assigned teacher of record for each period will provide daily synchronous instruction.

b. Live-interaction with instructors may take place during Office Hours, Power Hour, and after-school tutoring.

RWWNA will document each student’s participation in live interaction and synchronous instruction pursuant to Section 51747 on each school-day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school-day shall be documented as non-participatory for that school-day. (EC § 51747.5(c).)

6.3 A student’s parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Principal or
design or their assigned teacher of record. If there is capacity in RWWNA's in-person program at the student's grade level, RWWNA will transition the student within five (5) schooldays. If there is not capacity in RWWNA's in-person program at the student's grade level, RWWNA will offer to help the student enroll in the in-person program offered by their district of residence and offer the student an opportunity to join RWWNA's waitlist, within five (5) schooldays. (EC § 51747(f).)

7. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
   a. The method for submitting a student’s assignments, for reporting the student’s academic progress, and for communicating with a student’s parent or guardian regarding a student’s academic progress.
   b. The objectives and methods of study for the student’s work, and the methods used to evaluate that work.
   c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
   d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in Independent Study.
   e. The duration of the Independent Study agreement, including beginning and ending dates for the student’s participation in independent study under the agreement. No Independent Study agreement will be valid for any period longer than one school year.
   f. A statement of the number of course credits earned by the student upon completion.
   g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student’s IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
   h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
   i. RWWNA will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:
      i. For the 2021-22 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): RWWNA will obtain a signed written agreement
from the student, or the student’s parent or legal guardian if the student is less than 18
years of age, the certificated employee who has been designated as having
responsibility for the general supervision of independent study, and all persons who
have direct responsibility for providing assistance to the student no later than 30 days
after the first day of instruction.

ii. Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before
Independent Study Instruction): Each independent study agreement will be signed, prior
to the commencement of independent study, by the student, the student’s parent, legal
 guardian, or care giver, if the student is less than 18 years of age, the certificated
employee who has been designated as having responsibility for the general supervision
of independent study, and all persons who have direct responsibility for providing
assistance to the student. For purposes of this paragraph, “care giver” means a person
who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family
Code.

j. Before signing a written agreement, if requested by the parent or guardian of a
student, RWWNA will conduct a phone, videoconference, or in-person
student-parent-team conference or other school meeting during which the student,
parent or guardian, and, if requested by the student or parent, an education advocate,
may ask questions about the educational options, including which curriculum offerings
and nonacademic supports will be available to the student in independent study, before
making the decision about enrollment or disenrollment in the various options for
learning. (EC § 51747(h)(2).)

8. Additional Independent Study Requirements:

a. RWWNA will not provide any funds or other things of value to the student or his
or her parent or guardian that a school district could not legally provide to a similarly
situated student of the school district, or to his or her parent or guardian. (EC §
51747.3(a).)

b. RWWNA may only receive funding for the provision of independent study to
students who are residents of Los Angeles County or who are residents of a county
immediately adjacent to Los Angeles County. (EC § 51747.3(c).)

c. No student with exceptional needs, as defined in EC § 56026, may participate in
independent study unless the student’s IEP specifically provides for that participation.
(EC § 51745(c).)

d. RWWNA may claim apportionment credit for independent study only to the
extent of the time value of student work products, as personally judged in each instance
by a certificated teacher. (EC § 51747.5(b).)

e. RWWNA will maintain written or computer-based evidence of student
engagement that includes, but is not limited to, a grade book or summary document
that, for each class, lists all assignments, assessments, and associated grades. (EC §
51747.5(d).)

f. Records of the independent study program will be maintained for audit purposes
and shall include the following:

A copy of the independent study board policies.
A separate listing of the students, by grade level, who have participated in independent study, identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.

A file of all written agreements, with representative samples of each student’s work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.

A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.

Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
g. RWWNA will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 et seq.; 5 C.C.R. §

Distance Learning Policy
DISTANCE LEARNING WITH Russell Westbrook Why Not? Academy: COMMON LANGUAGE AND PRACTICE

This Policy sets forth the expectations of teachers, students and parents/guardians while students are engaging in distance learning at Russell Westbrook Why Not? Academy ("RWWNA" or the "School") during the coronavirus (COVID-19) pandemic. This Policy shall supersede any conflicting language in existing School policies until the Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting School operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the applicable order shall be controlling.

I. DEFINITIONS AND MINIMUM REQUIREMENTS OF DISTANCE LEARNING

"Distance learning" means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of RWWNA. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
2. Video or audio instruction in which the primary mode of communication between
the student and certificated employee is online interaction, instructional television,
video, telecourses, or other instruction that relies on computer or communications
technology.

3. The use of print materials incorporating assignments that are the subject of written
or oral feedback.

"In-person instruction" means instruction under the immediate physical supervision and
control of a certificated employee of the School while engaged in educational activities
required of the student.

Distance learning must include all of the following:

1. Confirmation or provision of access for all students to connectivity and devices
adequate to participate in the educational program and complete assigned
work.
2. Content aligned to grade level standards that is provided at a level of quality
and intellectual challenge substantially equivalent to in-person instruction.
3. Academic and other supports designed to address the needs of students who
are not performing at grade level, or need support in other areas, such as
English learners, students with exceptional needs, students in foster care or
experiencing homelessness, and students requiring mental health supports.
4. Special education, related services, and any other services required by a
student's individualized education program, with accommodations necessary
to ensure that individualized education program can be executed in a
distance learning environment.
5. Designated and integrated instruction in English language development for
English learners, including assessment of English language proficiency,
support to access curriculum, the ability to reclassify as fully English proficient,
and, as applicable, support for dual language learning.
6. Daily live interaction with certificated employees and peers for purposes of
instruction, progress monitoring, and maintaining school connectedness. This
interaction may take the form of internet or telephonic communication, or by
other means permissible under public health orders.

Distance learning may be offered by the School under either of the following
circumstances:

1. On a schoolwide level as a result of an order or guidance from a state or local
public health officer; or
2. For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the School may not re-open for in-person instruction until the school has not been on the California Department of Health monitoring list within the prior 14 days. The School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later schoolwide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

DISTANCE LEARNING PLAN
The RWWNA model for distance learning is based on a balance of synchronous and asynchronous learning in order to meet the required instructional minutes. RWWNA provides learners with access to virtual lessons and assignments through google classroom and work packets if needed, and allows learners to engage with teachers and peers during scheduled synchronous class periods, and asynchronous time when students can work at their own pace with support as needed. Our model prioritizes providing students with consistent feedback, connection to the school, and support. The well-being of our learners during this time is equally important to their academic progress. Our purpose is to provide the highest level of student acquisition of learning by building strong relationships with students, parents, teachers, and site administration (our community) for clear and consistent communication and our community envelopment around the common goal of student mental, emotional, and physical well being during distance learning.

This model is informed by research, best practice, and our own local context. It reflects these uncertain times, including the challenging circumstances faced by our students, staff members, and families. Our school leaders, teachers, and support staff, juggle personal and professional responsibilities while ensuring that the social-emotional and academic needs of students are being met. Our students face the reality of trying to learn with uneven internet access, despite our best efforts to remedy this. Additionally, there are a myriad of increased home demands that include care for siblings and family members, lack of an ideal learning environment. This is compounded by feelings of fear, isolation, and food insecurities.

RWWNA utilize the Google Classroom Suite as the Learning Management System (LMS). In order to promote consistent practice, teachers implement consistent templates within a streamlined landing page. This allows students and families to access the learning with ease. The Google Classroom Suite and class websites accessed through the landing page are the primary platforms where RWWNA teachers facilitate the distance learning model. We are incorporating a wide range of high-quality online resources to supplement student learning, and encourage every teacher to explore these in order to
find the most effective way to support, and meaningfully engage and interact with students.

The School has confirmed or provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. Any student or family who is unable to participate due to a lack of connectivity or device should contact Jaime Chang, IT Director for assistance. All distance learning content shall be aligned to grade level standards and at the same level of quality and intellectual challenge substantially equivalent to in-person instruction.

II. STUDENT AND PARENT/GUARDIAN EXPECTATIONS

1. STUDENT SUPERVISION: Students are under the immediate supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning. RWWNA is not responsible for the immediate supervision or control of any student while the student is participating in distance learning.

A parent/guardian or a responsible adult caregiver shall attend trainings provided by the school and virtual meetings designed to support middle and high school learners through distance learning. This training incorporates navigation of the platform, understanding the synchronous and asynchronous schedules, and shared expectations. Ongoing communication and support will be provided by school leaders, teachers, and support staff. Parents may be present when students are working individually with RWWNA instructors, employees, contractors for special education services, with the exception of confidential counseling services for the student.

Parents/guardians must provide the names of any adult caregiver other than the student’s parent/guardian to the student’s teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals parents/guardians are agreeing that RWWNA may interact with them and share confidential student information with them as necessary to provide the student with the educational opportunities contemplated by this Policy.

2. STUDENT WORK AREAS: To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or School policy, and capable of immediate supervision at all times by a parent/guardian or responsible adult caregiver.

   a. Students must have all materials and equipment (e.g., laptop, and necessary school supplies required for learning) ready for their use before the start of any scheduled distance learning. Contact the School for any
necessary materials and equipment, RWWNMS, 323-403-0770 or RWWNHS, 323-375-5273.

b. Please keep all pets, siblings not engaging in learning, cell phones or personal electronic devices and food away from the student work area.

c. Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.

d. It is recommended device cameras point away from a door, hallway, bathroom or other areas where other household members may be dressing and that all household members be made aware of when distance learning is occurring.

3. STUDENT DRESS CODE: Students, the parent/guardian, and/or responsible adult caregiver must be dressed in clothes that comply with the RWWNA dress code at all times during distance learning and other virtual school-related activities that occur over video.

   Attire When on Camera
   o While on screen scholars are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not refer to drugs, alcoholic beverages, taverns, dispensaries, offensive activities or sexual content, etc. “Double meaning” T-shirts are not permitted.
   o Bare midriffs and clothing that is sexually suggestive or fails to conceal undergarments, back, abdomen, and cleavage will not be allowed. This includes, but is not limited to, halter tops, short shorts/skirts, bathing suits, tank tops, low-cut tops/dresses, or muscle shirts.
   o Gang attire of any kind will not be allowed. This includes gang-related clothing, solid colors of red or blue clothing or accessories, including but not limited to bandannas, or other symbols, emblems, or insignia are prohibited. These items should not be visible in the background during distance learning, as cameras are expected to be on.

4. STUDENT PREPARATION FOR LEARNING: In order to learn at optimal levels, students must be well rested, eat nutritious meals to alleviate hunger, and be on time for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Students are discouraged from eating during these scheduled school-related activities as it disrupts others. Nutritionally adequate meals are available for all students whether engaged in in-person instruction or distance learning. For information on meals, please contact your school’s main office.

5. STUDENT LOG IN/ PARENT TECHNICAL SUPPORT: Students will be provided with personal login credentials for distance learning for their own use. Students
are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact Jaime Chang at: jaimec@lapromisefund.org or Charles Daroy at charlesd@lapromisefund.org as soon as possible. Sharing student login information with another person will subject Student to the School’s discipline policy.

6. PARENT ENGAGEMENT IN INSTRUCTION: Parents/guardians and responsible adult caregivers should not interfere, disrupt or directly participate in distance learning lessons unless requested by the teacher or without teacher written permission. Parents/guardians and responsible adult caregivers are not permitted to log into or attend distance learning instruction, meetings, or other school-related activities unless specifically requested by a teacher or RWWNA employee or contractor. Parents should refrain from academic dishonesty.

7. CONFIDENTIALITY: There is no expectation of privacy during distance learning. When logging in to distance learning, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.

   a. Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student’s distance learning.
   b. Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student’s work area are not permitted to photograph, video or audio record, or screenshot any distance learning without express written permission from RWWNA.
   c. The School may record distance learning synchronous instruction for use by other students who might benefit from accessing the instruction at a later time. The School will notify the students in advance that the session is being recorded and will do their best to only have the teacher appear on the recording and not students. No counseling or special education services provided in a group session will be recorded.
   d. If a student is receiving virtual, online or telephonic counseling services from a RWWNA employee or contractor, no other individual, including but not limited to parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes.
e. The identity of all students participating in any small group counseling session with a RWWNA employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.

f. Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.

8. TECHNOLOGY POLICY: Students, parent/guardians and responsible adult caregivers must comply with the RWWNA Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.

a. RWWNA technology and equipment includes but is not limited to RWWNA electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. RWWNA technology and equipment may only be used for educational purposes in accordance with the RWWNA Student Technology Policy and Acceptable Use Agreement.

b. Students and parents/guardians acknowledge that RWWNA technology and equipment are owned by RWWNA. By logging into or accessing RWWNA technology or equipment, users acknowledge that they have no expectation of privacy in the use of RWWNA technology or equipment, even if such technology is used on a personal device. RWWNA reserves the right to access communications, files, and other data stored on or sent over RWWNA technology or equipment.

c. Technological resources provided by RWWNA must be used in a safe, responsible, appropriate, and legal manner in accordance with RWWNA policies and in support of its instructional program for the advancement of student learning.

d. Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.

e. Students must not access RWWNA online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.

f. Students may not access personal electronic devices or any software, applications or websites during RWWNA distance learning instruction or school-related activities unless specifically instructed to do so by the teacher.

9. DISRUPTION OF DISTANCE LEARNING: Any parent, guardian, or other person whose conduct in any online/virtual distance learning class materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Upon the first conviction for either of these offenses, this individual may be fined up to one thousand dollars ($1,000), or by imprisonment in a county
jail for up to one year, or by both the fine and imprisonment. It is also illegal for a person to “intentionally access a computer without authorization,” such as entering an online/virtual distance learning class in which the person is not a student, and any individual who does this may be civilly or criminally liable under the Federal Computer Fraud and Abuse Act.

10. APPLICATION OF DISCIPLINARY RULES/POLICIES: All other RWWNA rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion.

a. Any student who believes they have been subject to misconduct prohibited by the RWWNA Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to Liliana Vasquez, Director of Operations at info@lapromisefund.org.

This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by RWWNA. By participating in the Distance Learning, students and parents/guardians are acknowledging and agreeing to the terms expressed herein.

ELEMENTS OF THE DISTANCE LEARNING MODEL: TEACHER EXPECTATIONS AND RESPONSIBILITIES

It will take a strong team effort to ensure the well-being and academic success of our students. All staff members play an integral role in making our distance learning model a success. Teachers are expected to be available during their regularly scheduled work hours and to follow normal procedures for requesting leave and work schedule changes. This is an unprecedented time and we understand that all of us are balancing work and family responsibilities.

RWWNA has developed systematic, uniform tools to deliver instruction through the google classroom suite. This include foundational and educational systems to ensure for uniform, quality distance learning instruction. We utilize a uniform landing page, unit and lesson planning templates, and integration of virtual tools including Screencastify, Jamboard, flipgrid, and a virtual curriculum.

RWWNA have adopted a distance learning schedule to account for the required 240 daily minutes. Daily attendance is taken, and student progress is monitored through participation logs.
<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Learning Launch: Teacher Directed Lesson</td>
<td>For each lesson, teachers either attain from the internet, or record and upload a “Learning Launch” video (see the example from Doug Lemov’s Teaching Like a Champion). Learning Launch videos should include:  · Introduces the materials  · Provides a model or works through an example including a rubric for clear expectation  · Assigns the learning task  · The “Learning Launch” video is shared via Google Classroom and class Weebly to students at a consistent time twice each week. We recommend shorter Learning Launch videos for middle school students. The “Learning Launch” video should be driven by a clear, standards-aligned objective. Screencastify can be used to record the “Learning Launches” or launches can be posted on Google Classroom.</td>
<td>Daily</td>
</tr>
<tr>
<td>Lesson Assignments (&amp; Student Work Time)</td>
<td>Assignments based on meaningful engagement and learning interaction should guide teacher task selection. All teachers have developed a standards scope and sequence in their content area, and share goals and outcomes through a year at a glance, and weekly lesson plans submitted to the principal. Teachers will provide explicit direct instruction virtually, and will post standards aligned assignments through Google Classroom. Assignments should provide students with meaningful opportunities to apply their learning and demonstrate mastery. This includes but is not limited to; choice boards, reading complex texts and responding to high level text-dependent questions, solving math tasks, conducting science simulations, or engaging in virtual discussions.</td>
<td>MS: 1-2 assignments per week are recommended&lt;br&gt;HS: 1-2 assignments per week&lt;br&gt;HS &amp; MS: More in depth-projects will be provided to challenge advanced learners:</td>
</tr>
</tbody>
</table>
**Guidelines for introducing standards, skills, and concepts:**

- We want our students to **MASTER** all previously taught standards
- Proficient students should be given opportunities to dig deeper into high priority standards
- Teachers must reach out individually during office hours to students who have not participated and/or do not have internet access, in order to teach them new content. All contact must be documented in PowerSchool
- Teachers must provide multiple means and opportunities to assess standards

<table>
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<tr>
<th>Teacher Office Hours &amp; Small Group Instruction</th>
<th>Teachers will make themselves available to provide learners with individual and small group instruction based on student need:</th>
<th>MS &amp; HS: Teachers will be available for office hours during their conference period</th>
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<tbody>
<tr>
<td></td>
<td>- Personalized feedback and support during Advisory and/or Office Hours via Zoom or google phone call</td>
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<td>- Answer questions (using email, Zoom, Gchat, etc.)</td>
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<td></td>
<td>- Conduct targeted small group instruction in breakout rooms</td>
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<td></td>
<td>- Follow-up on missing assignments, and provide students with needed scaffolds</td>
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<td></td>
<td>- Outreach to families as needed and/or requested</td>
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| Independent Learning (Self-Paced) | During Independent Learning (Self-Paced), students can engage through educational software including but not limited to: Achieve 3000, IXL Math, BrainPop, APEX, Rosetta Stone, and Khan Academy. Teachers should monitor student progress, and assign a specific amount of individualized practice time to be completed by the end of each week. | MS & HS: Power Hour and other intervention periods |

**Teacher Office Hours & Small Group Instruction**

- Teachers will make themselves available to provide learners with individual and small group instruction based on student need:
  - Personalized feedback and support during Advisory and/or Office Hours via Zoom or google phone call
  - Answer questions (using email, Zoom, Gchat, etc.)
  - Conduct targeted small group instruction in breakout rooms
  - Follow-up on missing assignments, and provide students with needed scaffolds
  - Outreach to families as needed and/or requested

**Independent Learning (Self-Paced)**

- During Independent Learning (Self-Paced), students can engage through educational software including but not limited to: Achieve 3000, IXL Math, BrainPop, APEX, Rosetta Stone, and Khan Academy. Teachers should monitor student progress, and assign a specific amount of individualized practice time to be completed by the end of each week.
<table>
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<tr>
<th><strong>Promise Time / Advisory Check-ins</strong></th>
<th>Promise Time is a signature practice across RWWNA to address social-emotional learning, provide academic advisement, and build connectedness to the school community. Themes can include college to career readiness, civic action projects, responsible digital citizenship.</th>
<th>MS &amp; HS: Three Promise Time Periods per week We recommend that Advisory teachers conduct individual check-ins with their advisees throughout the week (phone call, text, email or zoom)</th>
</tr>
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<tbody>
<tr>
<td><strong>Grading</strong></td>
<td>Teachers must provide students with ongoing, detailed feedback on assignments submitted via Google Classroom. Rubrics must be attached to every assignment, so students understand the criteria for proficient work in order to earn credit. · exemplars/anchor assignments must be included so every student understands what proficient work looks like. In addition, teachers should select an assignment or create an assessment that accurately assesses proficiency of the targeted standards to grade. Students must be given multiple and differentiated opportunities for assessment.</td>
<td>MS &amp; HS: 1-2 grades are submitted per week through Power School.</td>
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<tr>
<td><strong>Teacher Prep Time</strong></td>
<td>The following are suggestions on how teachers can utilize their prep time: · Plan upcoming lessons and select digital learning materials · Collaborate with RSP inclusion teachers, and ELD support team · Record “Lesson Launch” · Upload materials · Grading; review students work submissions and provide feedback · Entering grades (Importing from Google Classroom to PowerSchool) · Reconciling attendance</td>
<td>MS &amp; HS: Teachers have a designated conference/planning period</td>
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</table>
STUDENTS PERFORMING BELOW GRADE LEVEL
Additional supports for students who are not performing at grade level shall be provided as follows:

- Intervention to address learning loss is embedded into daily lessons
- Power Hour is a daily opportunity to build foundational English and Math skills through the use of IXL Math, Achieve 3000, and explicit direct instruction in small groups from teachers and support staff
- Teachers will provide small group instruction through breakout rooms, and tutoring during office hours.
- Students may be referred to the Student Success Team for Tier 1 and Tier 2 Intervention

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health supports. Any student or family who is concerned that they require additional support should contact their school Principal for assistance.

SPECIAL EDUCATION
Special education and related services shall be provided as required by a student’s individualized education program (“IEP”) either in-person or through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student’s Section 504 Plan, shall be implemented during distance learning. LAP Charter Schools are serving all students with disabilities (“SWD”) during distance learning by providing equal access to core content through co-teaching/co-planning between the general and special education teachers. Communication between the special education team and families has been vital in order to ensure that the needs of SWD are being met. The schools are operating under CDE guidelines for special education, and working in close collaboration with our LACOE SELPA. Prior written notices (PWN) were sent following school closures to serve as a written explanation of proposed changes in IEP on account of distance learning. Based on CDE guidelines, the IEP in place at the time of physical school closure remains in effect, and RWWNA will, to the greatest extent possible, continue to provide the services called for in IEPs in alternative ways. Any student or family who has a concern with regard to the School’s implementation of an IEP or a Section 504 Plan should contact Kim Hopko, kim.hopko@excomweb.com for assistance.

ENGLISH LANGUAGE DEVELOPMENT
This chart provides guidance on how to support English Learners during distance learning and gives a number of options to best support students at various levels of English Proficiency. The CA ELD Roadmap establishes the framework for both Designated and Integrated ELD. Both will be provided through distance learning.

Teachers should continue to implement the Content Area Language and Literacy (CALL) Strategies gained through Professional Learning through the CA Reading and Literature Project with Loyola Marymount University. These strategies embed integrated ELD through content areas.

Any student or family who has a concern with regard to English language development curriculum or supports or assessment should contact Donna Jacobson, donnaj@lapromisefund.org for assistance.

<table>
<thead>
<tr>
<th>English Learner Proficiency Level</th>
<th>Practices</th>
<th>Resources and Additional Notes</th>
</tr>
</thead>
</table>
| EMERGING ELPAC: 1 and low 2s    | ● Designated ELD is provided for all students at the emerging level through synchronous zoom lessons  
● Emerging English Learners can use Rosetta Stone for individualized language practice at their own pace for 120-180 minutes a week. This practice is in addition to enrollment in their core content courses and individualized practice that teachers assign.  
● Achieve 3000 daily at their level set.  
● Students can complete assignments in their primary language.  
● Bilingual aides provide language support for all core content classes (zoom or google phone calls).  
● The designated ELD teacher should continue strong collaboration with | ● Rosetta Stone  
● Cengage Curriculum  
● BrainPop  
● Actively Learn  
● Achieve 3000 |
| EXPANDING & BRIDGING | Students are receiving language support through Integrated ELD.  
ELPAC: High 2s, 3s & 4s; LTELs  
- English learners should have additional small group instruction through teacher office hours, or work with aides, to support their ability to successfully complete assignments in their core courses, with a focus on language skills. Office Hours can be required for students who are struggling or not turning in work.  
- *Choice Boards* are a method for differentiating content for ELs. | Cengage Curriculum  
- BrainPop  
- Actively Learn Achieve 3000 |

Russell Westbrook Why Not? Academy ATTENDANCE POLICIES
California's compulsory education laws continue to apply to all persons between the ages of 6 and 18 and not otherwise exempted under the law. **A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School** in violation of compulsory education laws. The School’s attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

Teachers are responsible for taking attendance using PowerSchool and maintaining a weekly engagement log. It is critical that teachers take accurate attendance, to monitor student participation during distance learning.

Attendance through the distance learning period is defined by the following:
- Attendance/participation during live Zoom meetings including tutoring/office hours/small group participation
- Work submission via Google Classroom, email, text
- Email, text, or phone call communications
- *For students without internet access*, submission of work packets

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:
1) Verification of current contact information for each enrolled student.
2) Daily notification to parents or guardians of absences;
3) Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Russell Westbrook Why Not? Academy GRADING POLICIES
RWWNA implements standards-referenced grading based on Marzano. For the 2020-21 school year, the schools will continue this practice, with provisions to support students during distance learning.

Guiding Principles:
- Based on all current CDE guidelines
- Do no harm
- Newcomers/Emerging English Learners can complete assignments in their Primary Language
- Differentiation and scaffolds must be provided to account for varying levels of proficiency and ensure meaningful engagement and interaction
- Teachers must provide students with standards-aligned rubrics, exemplars, and alternative means of assessment for students to demonstrate mastery of the standard
- Teachers must enter grades at least (1-2 assignments per week) through Power School
High priority standards should be assessed multiple times for mastery learning. As such, students should be given multiple attempts to demonstrate mastery of content.

It is highly recommended that students are given four opportunities to demonstrate mastery of a high priority standard over the course of the semester.

Grades will be calculated based on best methodology set centrally. Depending on subject area, some variance may occur for the department across the system.

Teachers must assess AND input a minimum one high priority standard per week into the grade book.

1) Homework is HOME PRACTICE

Grading practice needs to differentiate between student behavior / life skills vs. academic achievement.

2) No Zeros Policy
a) **X** - excused (official - no diminished credit)
   i) Once returned to school, there is 1 week to make up work with no diminished credit
   Otherwise considered as Late Assignment with diminished credit
b) **M** - missing (expecting this to be turned in - becomes a late assignment)
c) **AD** - academic dishonesty (this is a behavioral issue, not content based)

### 3) Late assignments can be accepted for diminished credit

a) Turned in within 24 hours (1 day) - max of 90% (3.3) i.e., penalty of -10%
   b) Turned in within 48 hours (2 days) - max of 80% (2.7) i.e., penalty of -20%
   c) Turned in within 72 hours (3 days) - max of 70% (2.0) i.e., penalty of -30%
   d) After 3 days, ACTIVATE intervention plan *(refer to Teacher Handbook)*

### 4) NO extra credit given

Grades are based on student academic progression and achievement of standards

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**Attendance Policy**

Regular and punctual attendance is important for student achievement. Absences should be limited to verified illness and medical appointments as validated by a physician’s note. When an absence or tardy occurs please send a note with your child upon their return and include any documentation you may have of medical, dental, or court appointments that may deem the absence or tardy excused. Excused absences and tardies require a doctor’s note or court note. Absences for trips out of town, babysitting, waking up late, etc. are not acceptable excuses and therefore are considered unexcused. For more information on California’s Compulsory Education Law, please see attachment D.

RWWNA School Administration will conduct monthly attendance review and identify chronically absent students – i.e. students with 90% attendance or less. Students found to be chronically absent will be closely monitored by school leadership and may be subject to an attendance improvement plan if their attendance does not improve.

School attendance is vital to student achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially. Schools are required to update attendance data and records during the current school year. Corrections and updates to attendance data and records are not allowed after the school year has closed. It is the parent’s/guardian’s responsibility to provide documentation within ten (10) days after the student returns to school in order to prevent absences from being converted to truancies. Upon learning the reason(s) for a student’s absence from a parent/guardian, the following staff may verify the validity of an absence excuse *(CA Code of Regulations, Title 5, Section 421)*:
- A school or public health nurse
- An attendance supervisor
- A physician
- A principal
- A teacher
- Any other qualified employee of a school district assigned to make such verification.

School-site staff authorized to verify absence excuses may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse the absence (CA Code of Regulations, Title 5, Section 306).

**Excused Absences**
California E.C. 48205 provides that a student shall be excused from school when the absence is due to:

- Illness or injury of pupil, see “When to Keep Your Child Home” section
- Quarantine
- Medical, dental, optometric, or chiropractic services
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one day within the state, three days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent
- Justifiable Personal Reasons is when the pupil’s absence has been requested in writing by the parent and approved by the principal or designee. Absences that fall into this category include, but are not limited to:
  - Active military duty in combat zone (immediate family member; maximum three days)
  - Appearance in court
  - Attendance at a funeral service (extended days)
  - Attendance at a religious retreat (shall not exceed four hours per semester)
  - Entertainment industry (no more than five consecutive days or a maximum of five absences per school year)
  - Medical exclusion or exemption
  - Observance of religious or cultural holiday, ceremony, or secular historical remembrance
  - Religious instruction (attend a minimum school day no more than four days per school month)
  - Revoked suspension through appeals procedure
  - Participation in not-for-profit performing arts organization (maximum five per school year)
  - Pre-arranged mental health services (Mental Health Day Treatment)
Take Your Daughters and Sons to Work Day®

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused. A pupil absent from school for the above excused reasons shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a pupil is absent shall determine what assignments the pupil shall make up and in what period of time the pupil shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Any absence for reasons other than those listed as EXCUSED ABSENCES are unexcused. RWWNA is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences within ten (10) days. The student may be classified as truant (refer to Truancy section) and this could be grounds for referral to the Student Attendance Review Board/Team (see SARB/SART section further below) and to the City or District Attorney’s Office.

Absences for Religious Purposes
Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the school principal [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work.

Religious Release Time Program
Pupils, with the written consent of their parents/guardians, may be excused from school in order to receive moral and religious instruction away from school property under the following conditions, pursuant to Board Rule 2125 and Education Code Section 46014:

- The school is participating in the Religious Release Time Program.
- Each pupil shall be released for no more than 40 minutes, once during the school week.
- No pupil shall be excused from school for such purposes on more than four days per school month.
- Each pupil shall attend school at least the minimum school day for his or her grade.
- The time of day for the release shall be determined by the principal, and be at the same time in the school day each week for any one classroom to avoid repeated classroom interruptions.
Truancy
Education Code 48260 states that any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a verifiable excuse three full days in a school year or tardy or absent for more than any 30-minute period during the school day without a verifiable excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the principal, or the state.

Notification of Truancy Letter
A truancy letter will be mailed to notify parents/guardians of students between the ages of 6 and 18 years when their child has accumulated three or more unexcused absences, early leaves and/or tardies of 30 minutes or more in the school year for which a valid excuse was not provided. Absences that meet this criterion will be counted toward truancy classification. If you feel this is an error, please contact the school from which the letter was generated. Corrections and updates to attendance data and records are not allowed after the school year has closed.

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school and/or tardy in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination thereof, is considered to be a truant under the law [Education Code 48260 (a)]. Upon a pupil’s initial classification as a truant, the schools shall utilize the Notification of Truancy Letter to notify the pupil’s parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in RWWNA.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension, restriction or delay of the pupil’s driving privilege.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Any pupil is deemed a habitual truant who has been reported as a truant three (3) or more times per school year and an appropriate RWWNA employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself/herself [Education Code 48262].
Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be referred to a School Attendance Review Board (SARB). The SARB Representative will send a notice to parents/guardians, informing them of the date, time and location of the SARB Hearing.

The notice shall indicate that the pupil and parents or guardians of the pupil will be required to meet with the School Attendance Review Board (SARB) [Education Code 48263]. In the event that any parent, guardian, student, or other person continually and willfully fails to respond to directives of the SARB or services provided, the School Attendance Review Board may contact RWWNA attorney to notify the parents or guardians of each pupil concerned that they may be subject to prosecution [Education Code 48263.5].

SARB/T: Student Attendance Review Board/Team
All children between 6 and 18 years of age are required by California’s Education Code to attend school and their parents have a legal responsibility to ensure their child’s attendance. The law also states that a student’s refusal to attend school regularly can result in a referral to the School Attendance Review Board/Team (SARB/T), Juvenile Probation, and the Juvenile Court System. Additionally, parents who fail to compel their child’s attendance may face criminal prosecution and penalties. (Education Code Section 48260)

At RWWNA the SARB/T addresses chronic attendance and truancy problems. The SARB/T meets with students and families to collaborative identify persistent attendance issues, and develop solutions to resolve these issues. It is a panel that may include but not limited to the school’s SARB/T Coordinator, social/mental health services, school police officer or LAPD Officer, community agency representatives, and a referring school site representative.

Prior to referring a student to SARB/T, the school will help the student remedy his/her attendance situation by referring the student to the Student Success Team (SST). Interventions may include counseling, mentoring, tutoring, after school program referral, behavioral support, wellness center referral and home visits. When school sites have exhausted their resources and attendance has not improved, a family can be referred to the SARB/T panel which will then schedule a hearing before a panel and the student and parent/guardian are required to attend.

Recognition and Awards
Awards and individual recognition may be provided to students who have not been tardy or absent during a specific time period as defined by the Principal. Other incentives for being on time will also be provided. At the end of the school year, students who have perfect attendance and punctuality will receive a special award.

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Admissions Policy
Admission to Russell Westbrook Why Not? Academy (RWWNA) is open to all students who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A). Although we will focus on student recruitment in the immediate and surrounding neighborhoods of the schools. RWWNA will not charge students tuition and will not discriminate against any student on the basis of 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. RWWNA will also adhere to the McKinney-Vento Homeless Assistance Act (see Homeless Students section later in handbook) and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Russell Westbrook Why Not? Academy shall adhere to all state and federal laws regarding the minimum age of students. Russell Westbrook Why Not? Academy shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22.

Intent to Enroll
Each party interested in enrolling at an Russell Westbrook Why Not? Academy will be asked to complete an intent to enroll form (also known as a lottery form) requesting contact information by a specific deadline.

If by the lottery form deadline, a lottery need not be held, interested families will receive an offer of enrollment within 5 days after the deadline. The offer of enrollment will include instructions detailing how to complete and return the enrollment packet via U.S. Postal Mail or in person. Furthermore, the schools will continue to accept applications, admitting students on a rolling and first-come, first-served basis. After all seats have been accepted, the schools will populate its wait list.

If by the lottery form deadline, the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery, to be held within 14 days from the lottery form deadline, will determine enrollment. Written information about the lottery shall be available to each interested party as described in the Lottery Procedures.

No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

Open Enrollment Period
Russell Westbrook Why Not? Academy anticipates that the open enrollment period may start in the fall semester and last until the lottery takes place (if necessary).

Enrollment/Lottery timeline
All year – Implement strategic marketing efforts such as fliers, mailings, community meetings, distribute school information at various community agencies, notify school community of Intent to Enroll forms and post enrollment interest forms on website.

By December – Establish lottery form deadline and public lottery date. Display lottery information in prominent location at the school site and on the school’s website.

January/February – Hold open house/informational meeting to inform parents of the academic program at the Russell Westbrook Why Not? Academy. Reconfirm with families the exact date of the lottery drawing and procedures.

February/March – Lottery form deadline and within 14 days of the lottery form deadline, hold public lottery.

April – The complete Enrollment Packet from families is due.

RWWNA may reach out to local feeder schools, community centers, local businesses and families with information about enrollment in the school. Interested families and parties, may request information about the timeline, rules and procedures that are followed during the open enrollment period and lottery processes. This information will be made available verbally, online and in print form.

**Lottery Preferences**
Existing students will be exempt from the public random drawing. Preference shall be given in the following order:

1) Students who live within LAUSD boundaries per Education Code section 47605(d)(2)(B)
2) Students with siblings attending RWWNA
3) Children of RWWNA employees or LA Promise Fund employees

**Lottery Procedures**
In the event that a lottery needs to be held, it will be conducted no later than March 31st. The lottery will be conducted at the school. If the lottery is not held at the school, RWWNA will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Families who submitted a completed lottery form by the close of the lottery form deadline will be notified in writing of the lottery’s date, time, location and rules at least five days prior to the lottery date.

Within 5 days after the lottery deadline, if there are more applicants than seats available, then the CEO will designate a neutral non-RWWNA employee to apply the preferences as follows:
Segment 1: If there are applicants that meet all three preferences (#1, #2, & #3) they will automatically be assigned a seat and respectively the number of available seats will be reduced.

Thereafter, Segment 2: if after segment 1 students have been assigned a seat, there are applicants that meet the first two preferences (#1 and #2), they will automatically be assigned a seat from the remaining seats and respectively, the number of available seats will be reduced.

Subsequently Segment 3: if after segment 1 students and segment 2 students, there are applicants that have both preference #1 and #3, they will automatically be assigned a seat and the number of available seats will reduced accordingly for the remaining lottery applicants.

Subsequently Segment 4: to first admit students eligible for at least one preference who do not fit into segments 1-3—which would include students with: (i) preferences #2 & 3; (ii) preference #1; (iii) preference #2; and (iv) preference #3, and then have a final segment for all remaining students who do not qualify for any preference.

The Charter School will conduct the lottery using an automated computer system. A lottery conducted by an automated computer system, will be administered by a neutral non-RWWNA employee designated by the CEO. The computer running the lottery will be connected to a projector so that the process is observable to those in attendance.

Applicants will be admitted to the Charter School in the order they are drawn, up to the grade level capacity.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. The Charter School will continue to accept lottery forms following the end of the open enrollment period, with lottery forms held in abeyance for a subsequent lottery, if necessary.

Communication
The acceptance list and wait list will be made public as soon as practicable and posted at the school. Parents/guardians of applicants on the enrollment list and wait list will also receive letters from the school within 5 days after the lottery. Parents/guardians of applicants that submitted a lottery form will receive the notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school. The offer of enrollment will include instructions detailing how to complete and return the enrollment packet via U.S. Postal Mail or in person. The Charter School shall not request a pupil’s records or require
a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

If vacancies should arise during the school year, the Charter School will notify parents/guardians of applicants on the waitlist. Typically, multiple, separate phone calls on different days are made, with accompanying documentation. If parents/guardians of applicants do not respond within ten calendar days from initial outreach, the applicant will be removed from the waitlist and the next applicant’s parents/guardians will be contacted.

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Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student/Parent Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request in the main office.
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**Discipline Policy**

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for enumerated offenses outlined in the Suspension and Expulsion Policy and Procedures, included herein and in the RWWNA Student/Parent Handbook.

Upon enrollment and at the beginning of each school year, RWWNA families will each receive a copy of the Student/Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Student/Parent Handbook, including the Charter School’s Suspension and Expulsion Policy and Procedures.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the Charter School’s behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the Charter School’s staff and with their parents. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

RWWNA will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, the Charter School shall maintain clear policies and procedures
governing suspension and expulsion, as outlined below. Suspended students will be responsible for making up all missed work within the specified timetable.

The Charter School is shifting towards a positive approach to managing student behavior and using Positive Behavioral Interventions and Support and restorative justice practices. PBIS is an evidence-based framework for developing behavior in order to create a positive environment for learning. Our Charter School encourages good behavior. By adopting this schoolwide approach, our collective assumptions, which guide both administration and staff are the following: (a) we can effectively teach appropriate behavior to all students, (b) we must intervene early, (c) use a multi-modal approach and tiered delivery of a range of services, (d) monitor student progress, and (e) use multiple sources of data to make informed, intuitive, and empathic decisions that are sound and grounded and in the students’ best interest.

However, when warranted, there are times when the Charter School will offer in-school suspensions and Saturday School. In school suspension will consists of (a) students completing reflective logs and written work on self-awareness and self-regulation, (b) 1 to-1 coaching sessions with an administrator, counselor or appropriate staff member, (c) community beautification projects, (d) completion of the day’s classroom assignments, and/or (e) assignments and tasks deemed appropriate to match the situation given by the Principal and/or Dean of Students. Unlike, the conventional and punitive approach to Saturday School, which focused on punishment, in extreme cases where students are given a Saturday School the focus will be on developing emotional intelligence, self-awareness and social skills. Thus, the time spent will be center around articles, readings, videos, and assignments on self-regulation, given in the form of a workshop. Saturday School will run no more than 3 hours in duration. Start and end times shall be determined by the Principal and notified to the student and their parents/guardians.

Students with Disabilities
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Involuntary Removal
No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove
the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform the student, the student’s parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student’s parent/guardian, or educational rights holder’s right to request a hearing to challenge the involuntary removal. If a student’s parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, including for truancy but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

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

B. Enumerated Offenses
1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.
Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 8, inclusive.

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
• Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

• A message, text, sound, video, or image.
• A post on a social network Internet Web site including, but not limited to:
• Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
• Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
• Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
• An act of cyber sexual bullying.

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

For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim
suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

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

Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 6 to 8, inclusive.

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
“Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
A message, text, sound, video, or image.
A post on a social network Internet Web site including, but not limited to:
Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

An act of cyber sexual bullying.

For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type,
the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or designee’s concurrence.

Brandished a knife at another person.

Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

Committed or attempted to commit a sexual assault or committed a sexual battery, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

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

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal/Director of Schools or Principal/Director of Schools’ designee, the student and the student’s parent/guardian or representative will be invited to a conference to
determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework, tests and other applicable assignments.

This determination will be made by the Principal/Director of Schools or Principal/Director of Schools’ designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. Suspension Appeals

The suspension of a student will be at the discretion of the Principal of RWWNA or the Principal's designee. Parents and/or guardians will be notified at the time of suspension by the Charter School as described in Section 2 above, and of the right to appeal a student’s suspension. In cases where the Principal’s designee suspended a student, the Principal will hear the suspension appeal, and the Principal’s decision shall be final. In cases where the Principal suspended a student, the appeal will be heard by the LA Promise Fund Governing Board School Committee, and the School Committee’s decision shall be final.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Committee following a hearing before it or by the Charter School Committee upon the recommendation of a neutral and impartial Charter School Discipline Committee, to be assigned by the School Committee or their designee as needed. The Charter School Discipline Committee shall consist of at least three (3) members which at a minimum will include one RWWNA teacher, but not a teacher of the student nor a member of the School Committee. Each entity shall be presided over by a designated neutral hearing chairperson. The Charter School Discipline Committee may recommend expulsion of any student found to have committed an expellable offense, and the School Committee shall make the final determination.

E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal/Director of Schools or Principal/Director of Schools’ designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Charter School Discipline Committee hears the case, it will make a recommendation to the School Committee for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
- Notification of the student’s or parent/guardian’s obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from
exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Charter School Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the School Committee or Charter School Discipline Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Charter School Discipline Committee shall be in the form of written findings of fact and a written recommendation to the School Committee, which will make a final determination regarding the expulsion. The School Committee may accept, alter, or reject the Charter School Discipline Committee’s recommendation (unless the State mandates that, due to the misconduct, the School Committee must expel the student).

The final decision by the School Committee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the School Committee may be appealed to the LA Promise Fund Board of Directors, as described below.

If the Charter School Discipline Committee decides not to recommend expulsion, or the School Committee ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The School Committee may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the School Committee. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The School Committee may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the School Committee revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The School Committee shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The School Committee shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel
The Principal/Director of Schools or Principal/Director of Schools’ designee, following a decision of the School Committee to expel, shall send written notice of the decision to expel, including the School Committee’s adopted findings of fact, to the student and student’s parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School; and (c) Appeal procedures.
The Principal/Director of Schools or Principal/Director of Schools’ designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal
The student shall have no right of appeal from expulsion from the Charter School as the School Committee decision to expel shall be final.

M. Expelled Students/Alternative Education
Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. During the parent/guardian meeting, the Principal shall, provide the family with a list of schools for alternative consideration based on the current address given. The Charter School will assist with ensuring the family has final grades, transcripts, and the correct addresses and phone numbers to the alternative schools.

N. Rehabilitation Plans
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the School Committee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student
The decision to readmit a student after the end of the student’s expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student’s expulsion term, shall be in the sole discretion of the School Committee following a meeting with the Principal/Director of Schools or Principal/Director of Schools’ designee and the student and student’s parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Director of Schools or Principal/Director of Schools’ designee shall make a recommendation to the School Committee following the meeting regarding the Principal/Director of Schools’ or designee’s determination. The School
Committee shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers
The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.
If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely
to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal/Director of Schools or Principal/Director of Schools’ designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

The parent/guardian has requested an evaluation of the child.
The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**Code of Conduct with Students**

RWWNA is committed to ensuring that employees and all individuals who work with or have contact with students conduct themselves with students in a way that is supportive, positive, professional, and non-exploitative. RWWNA will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students. Parents or guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator. Education Code Section 44807 states that every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. California law prohibits the use of corporal punishment against students. However, a teacher, assistant principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

The provisions of this Section are in addition to and do not supersede the provisions of Education Code Section 49000.

At RWWNA we believe that by demonstrating respect for each other, we can create a safe, caring and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. RWWNA believes that all students have the right to learn. No student has the right to choose behavior that infringes upon the rights of others. We
recognize the primary role of parents as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to acquire and apply acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect that all students behave in a respectful way toward their teachers, any adults, their classmates, and the property of others. Additionally, students will be treated and spoken to respectfully and with care. With a focus on community building, it is our goal that every student possesses a clear understanding of how their actions affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability. Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to their responsibilities.

RWWNA’s approach to discipline includes: teaching school rules and social-emotional skills, reinforcing appropriate school behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Classroom Expectations
Each teacher has developed a classroom management system appropriate for that age level to help students understand and integrate school and classroom rules and agreements into their daily activities. To set up a positive and well-structured classroom, there are three types of language related to behavior management that we ask all staff to utilize when responding to misbehavior: 1) Positive reinforcement, 2) Reminding students of rules/agreements, 3) Redirecting. The classroom management system and behavior plan will be communicated to and discussed with the students in the first weeks of school. Please discuss the expected behavior with your child and feel free to contact their teacher at any time.

Responses to Misbehavior and Student Discipline Policy
RWWNA’s ultimate priority is to maintain the safety of all members of the community, both emotionally and physically. Teachers take a proactive approach: setting clear expectations, reinforcing positive behavior, redirecting misbehavior, and teaching conflict resolution skills. In response to misbehavior that infringes on the safety of our community, we aim to have a discipline system that is focused on being restorative rather than solely punitive.

When behavior crosses a line and is disruptive, disrespectful and unsafe (emotionally and/or physically), students should expect consequences for their behavior. These
consequences may include: loss of privileges, one-on-one student meeting with protocol, parent contact, behavior incident report, parent conference, creation of individual behavior support plan.

Serious misbehavior may be met with serious consequences such as in-school or out-of-school suspension and/or expulsion. Parents are notified prior to suspensions and are asked to come to school for a conference, which may include the Principal, Assistant Principal, Counselor, teacher and student. At the conference an individual behavior plan may be developed for the student.

At all times the law ultimately governs what RWWNA will do to ensure a safe/orderly environment for all members of the RWWNA community. Please note that in the case any discrepancies between the handbook and the charter, the charter petition language supersedes in determining school policy. Please take time to discuss RWWNA’s discipline policy from this handbook with your student and contact the Principal or Assistant Principal with any questions or concerns you may have.

***

Administrative Searches
RWWNA may conduct searches of students and items under the students’ control (e.g., locker, backpack, purse) to ensure student and staff safety. Specifically, the purpose of these searches are to:
• Detect the possession of weapons or controlled substances
• Deter bringing weapons or controlled substances onto school grounds or during school activities
• Reduce the potential for violent incidents

Searches may be conducted under the following circumstances:

Searches Based on Reasonable Suspicion
If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:
• Be able to articulate the reasons for his/her suspicion and the facts and/or circumstances surrounding a specific incident.
• Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation.
• Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
• Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student’s age and gender and the nature of the offense.
When conducting a student search based on reasonable suspicion, school administrators must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags and containers in the student’s possession may be searched to the extent reasonably necessary.
- Under no conditions may a body or strip search be conducted.
- Only school administrators of the same gender as the student searched may conduct the search.
- Searches based on reasonable suspicion must be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness, also of the same gender).
- School can request law enforcement participation if necessary.

Canine Searches

Schools may use trained detection dogs to search for weapons, controlled substances and any other non allowable substances in school facilities and around the school grounds. Detection dogs may sniff lockers, student use areas, classrooms, and other inanimate objects throughout the school property. In order to detect the possession of weapons, narcotics or any other non allowable substances and deter bringing weapons, controlled substances or any other non allowable substance onto school grounds or during school activities, canines may be used to sniff student belongings during campus searches. An indication by the dog that weapons are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate objects and closed containers and objects within, without securing the consent of the student.

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Middle School Promotion/Retention

The formal preparation for students to be career and college ready begins in middle school, as it is foundational to success with the A-G curriculum in high school. To ensure RWWNA students are on track and prepared to succeed in high school and beyond, promotion and retention standards have been developed. Students must meet or exceed the criteria outlined below in order to advance to the next grade.

Promotion

To culminate from middle school, students will be expected to achieve proficient levels of English Language Arts and Math comprehension; a smaller subset of special needs or advanced learning students asked to reach personalized learning goals. Additionally, eighth grade students will showcase their best portfolio work from the previous three years as proof of their readiness for high school.

Retention
RWWNMS will utilize a robust, tiered intervention model to identify and address the needs of at risk students early in the school year, in order to avoid retention. The following supports are envisioned to assist students in mastering grade level standards:

- Differentiated, small-group, and individual standards-based instruction
- Supplemental academic support programs, such as before or after school to give students additional academic support
- Technology-based intervention and credit-recovery

Parents will be notified of academic concerns throughout the school year, particularly when a student is at-risk of not meeting grade level standards for promotion. Concerns will be communicated through parent-teacher conferences, progress reports and official correspondence. If retention is a consideration, school administrators will conduct individual meetings with the parents to discuss the rationale and recommendation for retention, and to seek parental support. Retention decisions are ultimately up to the parent, however; their consent must be given before a student will be held back.

***

High School Graduation Requirements

To graduate from high school, Russell Westbrook Why Not? High School (RWWNHS) students must earn a minimum of 210 credits. The recommended graduation requirements are outlined in the table below.

High school graduation requirements may vary by school with approval from the LA Promise Fund Board of Directors.

The A-G requirements are the minimum requirements for admission into the California State University (“CSU”) or University of California (“UC”) system.

Credits needed for graduation total 210.
- From 9th to 10th: 50 semester credits
- From 10th to 11th: 100 semester credits
- From 11th to 12th: 160 semester credits

Graduation Requirements Table

<table>
<thead>
<tr>
<th>UC/CSU A-G Subject Requirements</th>
<th>RWWNA Course Offerings</th>
<th>Credits Required for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) History/social science</td>
<td>- World History</td>
<td>30</td>
</tr>
<tr>
<td></td>
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<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
</tr>
</tbody>
</table>
| **Two years of history/social science, including:** | - AP US History  
- Economics/Government  
- AP US Government & Politics |     |
| One year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government | - Common Core English/Language Arts 9  
- Common Core English/Language Arts 10  
- Common Core English 11  
- Common Core English 12  
- English Literature & Expository Composition  
- AP English Language & Composition  
- AP English Literature & Expository Composition | 40  |
| **B) English** |                                                                 |     |
| Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. (RWWNA Students may substitute one year of Designated ELD 3A/B or Designated ELD 4A/B for English 9 for credit toward this requirement) | - Integrated Math I  
- Integrated Math II  
- Integrated Math III  
- Statistics  
- Pre-Calculus  
- Calculus  
- AP Calculus | 30  |
| **C) Mathematics** |                                                                 |     |
D) Laboratory science

Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Living Earth</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry in the Earth System</td>
<td></td>
</tr>
<tr>
<td>Physics in the Universe</td>
<td></td>
</tr>
<tr>
<td>STEM Elective</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
</tr>
</tbody>
</table>

E) Language other than English

Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English is required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish 1</td>
<td>10</td>
</tr>
<tr>
<td>Spanish 2</td>
<td></td>
</tr>
<tr>
<td>Spanish 3</td>
<td></td>
</tr>
<tr>
<td>AP Spanish Language</td>
<td></td>
</tr>
<tr>
<td>AP Spanish Literature</td>
<td></td>
</tr>
<tr>
<td>F) Visual and performing arts</td>
<td>Sample Courses</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>One yearlong course of visual and performing arts chosen from the following: dance, drama/theater, music or visual art</td>
<td>- Intro to Digital Video</td>
</tr>
<tr>
<td></td>
<td>- Fundamentals of Mass Media</td>
</tr>
<tr>
<td></td>
<td>- Fundamentals of Digital Audio</td>
</tr>
<tr>
<td></td>
<td>- Design</td>
</tr>
<tr>
<td></td>
<td>- Stage Design</td>
</tr>
<tr>
<td></td>
<td>- Graphic Design</td>
</tr>
<tr>
<td></td>
<td>- Digital Imaging/Video Production</td>
</tr>
<tr>
<td></td>
<td>- Filmmaking 1</td>
</tr>
<tr>
<td></td>
<td>- Filmmaking 2</td>
</tr>
<tr>
<td></td>
<td>- Filmmaking Production</td>
</tr>
<tr>
<td></td>
<td>- Photography 1</td>
</tr>
<tr>
<td></td>
<td>- Photography 2</td>
</tr>
<tr>
<td></td>
<td>- Photography Production</td>
</tr>
<tr>
<td></td>
<td>- Cartooning and Animation</td>
</tr>
<tr>
<td></td>
<td>- Fundamentals of Art</td>
</tr>
<tr>
<td></td>
<td>- Theatre/Play Production</td>
</tr>
</tbody>
</table>

20

<table>
<thead>
<tr>
<th>G) College-preparatory elective</th>
<th>Any non-introductory “F” course, additional core class, or world language class</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year (two semesters), in addition to those required in “a-f” above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the &quot;e&quot; requirement or two years of another language)</td>
<td>40</td>
</tr>
</tbody>
</table>

Additional School Requirements

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>- PE 1</th>
</tr>
</thead>
</table>

10

Russell Westbrook Why Not? Academy acknowledges students can and do fall behind on their progress toward graduation. To accommodate this reality, the School will acquire and provide online credit recovery coursework (e.g. Edgenuity, Apex Learning). Credit recovery will take place as an extended learning opportunity, in order to avoid
undermining in-progress courses of study. Each student will have access to a networked device to access the online curriculum. Although the curriculum should be designed to be self-led, credit recovery will be supervised by a designated credit recovery instructor, who will help ensure that students remain on task and assist with any technical difficulties.

Transfer students who have failed required coursework at their former school will be enrolled in credit recovery classes. Transfer students who arrive from schools with less rigorous graduation requirements, and are consequently in danger of not meeting the requirements of RWWNA, may utilize elective periods to fill in the requirement gaps. If gaps still persist, RWWNA may elect to provide summer school programming or online extended learning opportunities to ensure that transfer students are graduating on time. The School would also consider accepting credits from equivalent coursework earned at a local community college. Counseling staff or the school Principal must clear this coursework for transfer, before the credits will be applied toward graduation.

Graduation Requirements for Students with an IEP, 504 Plan, or ILP
State Graduation Requirement Accommodation Eligibility for Students with Exceptional Needs
Students who have an eligible disability may graduate from high school if they meet state graduation requirements but not RWWNA graduation requirements. This must be written into the student’s IEP or in the student’s 504 Plan prior to the first day of the student’s senior year. With this accommodation, Students may graduate upon meeting California graduation requirements; however, this diploma does not allow Students to be eligible to apply to a four-year university. California graduation requirements (Education Code Section 51225.3) state that all pupils receiving a diploma of graduation from high school must complete all of the following in grades 9-12, inclusive:

- Three courses in English
- Two courses in Mathematics, including one year of Algebra I
- Three years of History/Social Science, including U.S. History & World History, and one-semester course in American Government and Civics, and one-semester course in Economics
- Two years of Science, including biological and physical sciences
- One course in visual or performing arts, Foreign Language OR career technical education
- Two courses in Physical Education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241

Graduation Options for Students Qualifying for Special Education Services
Students with an individualized education program (IEP) are entitled to receive a free appropriate public education (FAPE), including special education and related services,
through age 21, unless they earn a regular high school diploma before that time. The following rules apply when determining if a scholar has exceeded the maximum age eligibility:

- If a scholar turns 22 between July 1 and September 30, he or she is no longer eligible for special education after the last day of school of the previous school year.
- If a scholar turns 22 in October, November, or December, scholar exits at the winter recess.
- If a scholar turns 22 between January and June 30, scholar exits on the last school day of the school year.

Certificate of Completion for Students with IEPs

Students with a range of disabilities (usually within the moderate to severe range) may qualify to receive a certificate of completion if they do not meet all state and local requirements for a high school diploma (Education Code Section 56390).

Not all Students with IEPs are eligible. Typically, such a certificate would be reserved for Students with severe disabilities and if written into their IEP prior to their twelfth grade. A scholar qualifying for special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion upon determination by the school:

1. Satisfactory completion of 210 credits of a prescribed alternative course of study as identified on the student’s IEP;
2. Satisfactory achievement of the student’s IEP goals and objectives during high school as determined by the IEP team; or
3. Satisfactory high school attendance, participation in the instruction prescribed in the student’s IEP, and achievement of the objectives of the statement of transition services.

What is a Certificate of Completion?

Students strive to earn a high school diploma because it signifies a student has completed his/her high school career, taken and passed required courses, mastered the required academic standards, met other graduation requirements, and will be taking their place in the adult world by working or continuing their education and training. As desirable as the diploma is, some students find the diploma an unrealistic goal and will conclude their high school career with a Certificate of Completion.

A Certificate of Completion is not an academic credential and there are no state course or grade requirements necessary to earn a certificate of completion. A student successfully working toward his/her IEP goals is generally eligible to receive a Certificate of Completion.

Typically, the decision of whether a student is working toward a diploma or a Certificate of Completion should be made by the IEP team, held the year before a student enters high school. Students are often encouraged to attempt to earn a diploma and, if that turns out to be unreasonable, then to reconvene the case conference committee and specify the student will be working to earn a Certificate of Completion.
Question- What good is a Certificate of Completion?
Answer- Students exiting high school with a Certificate of Completion are eligible to participate in any graduation ceremonies the school may sponsor…and this is often very important to students and their families. A Certificate of Completion provides honor and dignity to a student exiting high school. It is a concrete symbol of entry into the adult world.

Question- Does a Certificate of Completion look like a diploma?
Answer- Most schools design their Certificates of Completion to resemble a diploma.

Question- Will students be embarrassed by receiving a Certificate of Completion at the graduation ceremony?
Answer- Graduation ceremonies are intended to be celebrations and no one should be embarrassed for any reason. Most schools structure their graduation ceremonies so that all participating students wear the same cap and gown, are listed alphabetically in the program, march in the procession and are seated alphabetically. Also, many schools give students a blank binder at the ceremony and mail the diplomas and Certificates to students after the ceremony.

Question- If I receive a Certificate of Completion can I ever return to high school?
Answer- Students who receive a Certificate of Completion may decide to return to high school and can do so through the age of 21. There are 2 events that end the school’s responsibility to a student with a disability. One of these is earning and receiving a diploma and the other is turning age 22. A student less than age 22 who earlier decided to exit school with a Certificate of Completion can change their mind and return to school until their 22 nd birthday or until they earn a diploma, whichever occurs first.

Question- What if I’m on a program to earn a diploma, but learn late in my senior year that I will not be eligible to graduate with a diploma at the end of my senior year?
Answer- We will allow students who are short only a few requirements to participate in graduation ceremonies with their peers. These students are then expected to complete the graduation requirements and receive their diploma at a later time. If a student is on a diploma track but it appears the student will be unable to earn a diploma, then their situation will need to be reassessed by the school team. The school team may decide to change from a diploma track to a Certificate of Completion track so the student can exit and be eligible to participate in graduation ceremonies.

Certificate of Completion Important Notes
  ᵗ ᵗ Students earning a certificate of completion may also qualify for a diploma if they have met diploma requirements. Students who meet diploma requirements this school year should be awarded a diploma and have a final IEP
  ᵗ ᵗ A certificate of completion and/or diploma should be issued within the timeframe and guidelines of issuance as established by the school.
Students with disabilities who qualify for a certificate of completion are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

Students with disabilities who earn a certificate of completion without earning a diploma may continue to pursue a diploma and are eligible to continue receiving special education services to 22 years of age or until earning a diploma; whichever comes first.

Students with disabilities who earn a diploma have completed their high school education and are no longer eligible for school/district special education services.

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**High School Diploma Vs. Certificate of Completion**

<table>
<thead>
<tr>
<th></th>
<th>High School Diploma</th>
<th>Certificate of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What it means</strong></td>
<td>A student has met all the requirements for graduation.</td>
<td>A student has completed high school, but did not meet all the requirements for graduation.</td>
</tr>
<tr>
<td><strong>What are the graduation requirements</strong></td>
<td>To earn a diploma, a student must pass all A-G courses with a C or better. Other courses such as PE are required for graduation. 210 credits are required for graduation.</td>
<td>Unlike a diploma, the requirements are often flexible and can be tied to a student’s IEP goals.</td>
</tr>
<tr>
<td><strong>Accommodations allowed</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Curriculum modifications allowed</strong></td>
<td>Maybe. By changing what the student learns, modifications can hurt a</td>
<td>Yes</td>
</tr>
<tr>
<td>Similar high school credentials</td>
<td>student’s ability to earn a high school diploma.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Accepted by the military</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Accepted by colleges</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Eligible for federal student aid for college</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Accepted by employers</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maybe. It depends on the employer and the job qualifications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maybe. It depends on the college</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Similar high school credentials**

GED: While, this is not the same as a high school diploma but is accepted by the military, colleges, and employers.

Vocational diploma: A diploma for a student who achieved the required technical skills for a certain job.

Honors diploma: A special high school diploma for a student who achieved a high academic level. This usually means earning a high grade-point average or passing advanced tests.

IEP or special education diploma: This kind of diploma is available for a student with an IEP (though many students with IEPs earn regular diplomas). It has the same impact on a student's future as a high school certificate.

Certificate of Attendance, Certificate of Completion or Certificate of Achievement: Different names for a certificate.

**Completion Time**

The time to complete the State Graduation Accommodation Requirements must be stated in the student’s IEP or 504 Plan.
Students who have an active IEP or 504 Plan, and who are eligible to graduate under the State Graduation Accommodation Requirements must complete state-mandated testing requirements and/or applicable state waivers.

Students with an ILP
A student with an active ILP is eligible to graduate under the State Graduation Accommodation Requirements if:

- he or she is designated as an English Learner based on the ELPAC; and
- he or she has credit recovery needs of at least five classes are eligible for an ILP;
- written parental consent is received if the student is under 18 years of age; and
- the student and his or her parent/guardian abide by the ILP’s terms.

Homeless, Foster and Highly Mobile Youth
Eligible homeless, foster, juvenile justice youth, children of military families, currently migratory youth and former juvenile court school pupils may be eligible to graduate under the Minimum Graduation Requirements per California law enacted by California Assembly Bills 167 (October 11, 2009) and 216 (September 23, 2013). RWWNA will provide notice of this option to qualified students within thirty (30) calendar days of the student’s transfer to RWWNA.

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AB104 Policy
INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19
The LA Promise Fund (“LA Promise Fund”) Board of Directors-Schools Committee (“Board”) recognizes the challenges posed by the COVID-19 pandemic, including interruptions to traditional educational and extracurricular programming and in-person instruction. To ensure each student is provided an opportunity to succeed in this unique and unprecedented environment, LA Promise Fund shall provide eligible students with the following options to complete course requirements, to earn a high school diploma, and participate in extracurricular activities.

Definitions
“Parent” means the natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

“Eligible student” means a student who has received deficient grades for at least one-half of the student’s coursework in the 2020–21 academic year. A deficient grade is a D, F, a No Pass, or an equivalent as determined by LA Promise. Notwithstanding existing law and school policy, a student enrolled in grade 12 during the 2020–21 school year shall not be eligible for retention under this section.
If the school determines that a pupil in foster care, a homeless child or youth, the former juvenile court school pupil, a student who is a child of a military family, a student who is a migratory child, or a student participating in a newcomer program is reasonably able to complete the school’s graduation requirements within the student’s fifth year of high school, the school shall inform the student of his or her option to remain in school for a fifth year to complete the local educational agency’s graduation requirements.

A. Parent-initiated Retention Requests
1. The parent of an eligible student may submit a written request to retain the student for the 2021–22 school year. The written request should be submitted to:

Russell Westbrook Why Not? Middle School (RWWNMS)
Justin Shahbaz, Principal
1700 W. 46th Street
Los Angeles, CA 90062
323-403-0770

Russell Westbrook Why Not? High School (RWWNHS)
Gina Lutcher, Principal
1755 W. 52nd Street, Los Angeles, CA 90062 (11-12 campus)
4210 E. Gage Ave. Bell, CA 90201 (9-10 campus)
ginal@lapromisefund.org
(323) 375-5273

2. If a parent submits a retention request, the Principal or their designee shall respond with a written invitation to a Retention Team Conference (“RTC”) with the parent, student, student’s teacher, and an administrator. Any other staff members deemed necessary shall also be invited. The RTC shall occur within thirty (30) days of the written request for retention.

3. The RTC shall include consultation on all of the following:

a. Discussion of all available learning recovery options, including but not limited to the following specific interventions and supports:
   i. Supplemental instruction, including tutoring or other one-on-one or small group learning supports;
   ii. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
   iii. Supports for credit recovery to complete graduation or grade promotion requirements and to increase or improve college eligibility.
   iv. Supports for students experiencing homelessness, foster youth, English Language Learners, and Students With Disabilities.
v. Access to prior semester courses in which the student received a deficient letter grade an NP (lower than a C-) in the 2020–21 academic year.

b. Consideration of the student’s academic data, and any other information relevant to whether retention is in the in best academic and social interest of the student.

c. Discussion about research on the effects of student retention and the types of interventions and supports that have been shown to be beneficial to students.

d. If the student is a student with a disability, a retention discussion shall include assurances that it is consistent with the student’s Individualized Education Plan (“IEP”).

4. If there is disagreement among the Retention Team, the Chief Academic Officer and Principal or designe will make the determination based upon all information discussed at the RTC.

5. RWWNMS or RWWNHS shall notify Parent of its decision, in writing, within ten (10) calendar days of the RTC.

6. A student who is retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above.

7. A student who is not retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above, as well as access to prior semester courses in which the student received a deficient letter grade (NP/lower than C-) in the 2020–21 academic year.

B. Requests for Grade Changes (for HS only)

The parent of any student (or a student who is 18 years of age) who was enrolled in grades 9-12 at Russell Westbrook Why Not? High School (formerly LA Promise Charter High School) in the 2020-21 school year may request to change a letter grade earned in the 2020-21 school year to Pass or No Pass on their transcript. While they are encouraged to do so, please note that some postsecondary educational institutions, including those in other states, may not accept a Pass or No Pass grade instead of a letter grade for admission purposes. RWWNHS shall comply with the following legal requirements in notifying Parents/Guardians of the option for a grade change and for processing requests:

1. Written notice of the option to request a grade change shall be provided to all families and shall be posted on the school website.

2. A request form for this grade change request shall be available https://www.cde.ca.gov/ci/gs/ps/documents/gradechange20form.pdf. and must be completed and submitted to the school contact listed on the form no later than fifteen (15) calendar days from the date of RWWNHS’s written notice. No requests submitted
after the cut-off date shall be considered. Absent a request to change a transcript pursuant to this Policy, a letter grade earned in the 2020–21 school year shall remain on the student’s transcript subject only to RWWNHS’s grade appeal policy which can be found in the Student/Parent Handbook under the Homework Policy section.

3. All properly and timely submitted requests shall be granted, the requested letter grade changed to Pass or No Pass, and the parent notified of same within fifteen (15) calendar days of the submission of the grade change request form.

4. RWWNHS shall not limit the number or type of courses eligible for the grade change.

5. The grade change shall not negatively affect the student’s grade point average.

6. Notwithstanding any other law, the grade change shall not result in the forfeiture of the student’s eligibility or entitlement to state or institutional student financial aid.

C. Extended Opportunities for High School Coursework Completion
For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school and who is not on track to graduate in four years from all coursework and other requirements adopted by LA Promise Fund's Board of Directors-Schools Committee that are in addition to the minimum statewide coursework requirements for a California high school diploma pursuant to Education Code Section 51225.3, RWWNHS shall exempt the student from all coursework and other requirements adopted by the Board that are in addition to the statewide coursework requirements;

For any student who was enrolled in the pupil’s third or fourth year of high school during the 2020–21 school year, and who is not on track to graduate in the 2020–21 or 2021–22 school years, the opportunity to complete the minimum statewide coursework required for a California high school diploma pursuant to Education Code Section 51225.3, which opportunity may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.

D. Eligibility for Extracurricular Activities
Students who do not meet the conditions for participation in RWWNMS or RWWNHS extracurricular or cocurricular programs (including school events and after and before school programs) due to not achieving satisfactory academic progress as defined by existing school policy shall remain eligible during a probationary period of one semester in length due to the impact of COVID-19. Probationary periods shall no longer be implemented following the end of the first semester of the 2021-22 school year.

E. Retroactive Diploma (for High School only)
RWWNHS may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:
1. The student was in their senior year of high school during the 2019–20 school year; and
2. in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
3. unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

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Homework Policy
RWWNA believes that the purpose of homework is to help children deepen their understanding of concepts learned in school and/or sharpen skills which require repeated practice in order to master. The amount and type of homework given will vary based on a number of factors: age, learning needs, content, and skill. At times, we will assign homework that requires some help from a parent or guardian. Although parents or guardians may monitor or assist with homework, it is the student who must assume responsibility for attempting and competing each assignment. Parents or guardians are expected to ensure that their children assume responsibility for their homework and may request the support of their child’s teacher if needed. Teachers have different systems for tracking homework, so parents should feel free to contact the teacher for additional information. Teachers will provide a copy of their classroom homework policy for your information.

Expect homework to be assigned on a daily basis. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments in an agenda book. Thirty minutes of daily independent reading should be a part of daily homework in addition to assigned work.

Concerns
1. If a parent notices that a child’s homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible!
2. If the parent is unable to assist the child with homework, he/she should seek out alternative support for the child through after school or tutorial programs
3. If there is a problem with having the appropriate supplies at home, the parent should contact the child’s teacher. All homework should be complete, neat and on time.

Homework Supplies
Having the proper equipment and supplies will make completing assignments easier. Starting assignments will be easier, and you will avoid a lot of frustration if you have the items and materials listed below. You and your child are encouraged to have the necessary materials at home to complete homework assignments.

- sharpened pencils/pens
- glue
- binder and notebook paper
- dictionary
- colored pencils, crayons and/or water based markers
- scissors
- tape
- ruler
- calculator

Ways to Assist with and Monitor Homework
For parents, looking over the child's schoolwork gives the parents an opportunity to learn what is happening at school and to spend quality time with the child. Here are some tips to make the most of this experience.

- Check your child's agenda book /homework log on a daily basis.
- Sit down with your child and give him/her your full attention. Turn off the television and do not allow interruptions during this special time.
- Establish a regular quiet place and time for homework to help your child develop good study habits.
- Ask your child to tell you about the work as he/she shows you school papers. Ask your child to point out his/her favorite and least liked kinds of schoolwork.
- Ask your child to show you what was most and least difficult for him/her. Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard less-than- perfect papers and be reluctant to share schoolwork with you.
- Let your child choose a few samples of his/her schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with long-distance relatives. It also helps your child take pride in his/her work.

Grade Change Request Process
Under Education Code Section 49066, parents have a right to request a change of a pupil's grade on the following grounds:
- Mistake
- Fraud
- Bad faith; and/or
- Incompetency in assigning the grade

When grades are earned for any course of instruction taught in the public schools, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final.

Any request for a grade change must start with the classroom teacher within 30 days of the date the grade report was mailed. The next step, if not resolved with the teacher, is a written request to the principal. If not resolved, the decision may be appealed to the
Chief Academic Officer. At each step, the parent has the right to present information in support of the request. If you would like additional information, please ask your Principal.

Alternatives to Using Preserved and Live Organisms in Science Classes
California Education Code Section 32255.1 provides that students with a moral objection to participation in science laboratory instruction in which animals are used must be informed of the opportunity to be excused or provided with alternative activities. Students objecting to participation in science laboratory in which animals will be used must have a note from their parents or guardians requesting an alternative assignment. This assignment must require a comparable time and effort investment by the student.

Uniform Policy
Why does Russell Westbrook Why Not? Academy have uniforms?
The mission of Russell Westbrook Why Not? Academy is to promote every student with the skills and proficiency needed to succeed in school; and ultimately, to having successfully completed a college and career preparatory education. Part of this education is helping all RWWNA students to make a good impression.

Our top reasons for asking our students to wear uniforms are:
1. There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
2. The clothing we wear indicates our purpose. When we go to the beach, we wear swimming suits. When we go to a wedding, we put on our best clothes. At RWWNA, we dress for learning.
3. School uniforms put the focus on learning, not fashion. Uniforms also reduce bullying and teasing.

Please support our mission by taking our uniform seriously and wearing it with pride.

Description of the Policy
- Uniform items should be no larger/smaller than one size of the student’s clothing size
- The RWWNA uniform is:
  o Grey (6th Grade & 10th Grade), Gold (7th Grade), Blue (8th Grade), White (9th Grade), Purple (11th Grade), Blue (12th Grade) RWWNA polo shirt
  o Black bottoms – pants, shorts, skorts, long skirts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)
  o Grey Sweaters (6th-8th grades)
  o Grey, Black or White Sweaters or black jackets (9th-12th grades)
- No baseball caps, or hats of any kind. Beanies may be permitted during inclement weather only.
- No jeans (except on Fridays at RWWNHS).
- No short skirts.
- No hooded sweatshirts. Only crew-neck sweaters or cardigans.
- Only closed-toe footwear with flat rubber soles. Shoes should be black, white or mixture of those 2 colors.
- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as belts not in the belt loops, extra clothing pieces, and excessive or large pieces of jewelry. School site personnel retains the discretion to decide what is considered distracting attire. These items will be returned at the end of the school day.
- If your child participates in physical education, he/she must wear the RWWNA physical education uniform, or a plain white t-shirt and dark heather grey athletic pants or shorts without pockets.
- Out of uniform consequences are:
  o 1st offense – Verbal warning
  o 2nd offense – Parent phone call
  o 3rd offense – Parent meeting

### Uniform Quick Reference Guide

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Frequently Asked Questions

What outerwear is acceptable?
The RWWNA uniform only includes the shirt and the bottoms. RWWNA does not require official outerwear. Any sweater/jacket/coat without writing or a logo is acceptable. There is a RWWNA logo pullover hoodie and zip hoodie available, but students are not required to wear it.

Does the polo shirt have to bear the RWWNA logo?
No. Polo shirts without the RWWNA logo are acceptable, as long as they are the right color. Each school site has uniform samples in the main office to compare the color.

What is the return or exchange policy?
Each RWWNA vendor creates their own policy on returns and exchanges. Please confirm what the policy is with the vendor before you purchase items. Items cannot be exchanged between vendors. RWWNA does not interfere with uniform vendor policies.

What if I cannot afford a RWWNA uniform?
RWWNA provides one polo shirt, one PE shirt and one PE short. If you cannot afford any additional RWWNA uniform clothes for your child, please talk to the school site’s office manager. Some RWWNA sites offer uniform vouchers, or have donated uniforms to offer.

If my child does not wear the uniform, can he or she still attend school?
Out of uniform students will not be denied admission to any Russell Westbrook Why Not? Academy campus, participation in school educational activities, nor denied continued enrollment at his or her current campus. Loaner uniforms will be made available.

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Parent Involvement Policy: Parents as Partners Program
Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. At RWWNA, parents are our most
important partners in the road to student success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership.

To ensure the development of authentic and productive relationships with parents, RWWNA offer a variety of opportunities for you to be involved in the academic life of your child at the classroom and school levels. We further demonstrate our commitment to forging genuine partnerships with all parents by offering high-quality family services, including a comprehensive parent workshop program.

Student and Family Services
Each school offers coordinated support services for students and families as well as meaningful ways for parents to get involved in the school community. Workshops and training sessions are offered to build on the capacity of our families. Parents involved in a leadership position through their active participation in the School Site Council receive targeted trainings to empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their children.

School, Parent and Student Pledge and Pledge Review Form
The School, Parent and Student Pledge Review Form (Attachment C) is connected to Russell Westbrook Why Not? Academy’ School, Parent and Student Pledge (Attachment B), which is a set of shared commitments signed at the beginning of each school year by the student and the family. The goal of the Pledge and Review Form is to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success. Pledge components include ensuring your child is supplied with materials; homework/projects are completed and on time; families are responsive to teacher contacts and school recommendations; books are read at home; tardies and absences are minimized; the school behavior/code of conduct is understood; and parents participate in service hours, attend conferences, workshops and school activities.

RWWNA DOES NOT REQUIRE parents to volunteer, but research shows that parent engagement increases student academic success. As part of the School, Parent and Student Pledge, parents are encouraged, but NOT REQUIRED to complete 40 hours of volunteer service per family, per site. Attendance at workshops and school activities will count towards hours of volunteer service, however donations are not equivalent to volunteer hours. Another way to meet the volunteer service hours pledge is to attend an educational community event (i.e. book fair, college fair) by completing city college classes, taking your child to the public library or by enrolling in other community-based education programs.

Five Ways You Can Make a Difference
As a parent, you are your child’s first teacher. Even while your child is in school, you still teach important lessons every day. Research shows that when parents and schools work together, students do better. Here are some suggestions from the Parent Institute on ways you can make a difference in your child’s education. They don’t cost money. They don’t require training. All they need is you.

1. Read to your child every day. Long after children learn to read for themselves, they love this special time with you. Kids who are read to are the kids who want to read on their own.
2. Join your school’s parent organization. When parents and schools work together, schools improve.
3. Volunteer. The more help parents give teachers, the more time teachers can spend with students. Work full-time? There are still ways to help. Ask your child’s teacher what you can do.
4. Let your children know school is important. Ask about their homework. Attend school events. Talk about how you use what you learned in school in your daily life.
5. Recognize your child’s special gifts. Each child has special talents. Perhaps the most important thing you can do is help your child see how he or she is special. That boosts confidence and sets the stage for learning.

**Ways to Participate at RWWNA**

**Become a School Instructional Volunteer**

Throughout the school year opportunities will arise for you to volunteer in your child’s classroom, in the school, and for special events. RWWNA strongly encourages your involvement as a volunteer in the life of our school and welcomes your participation as a volunteer. We ask that you follow certain policies and guidelines as a school volunteer as outlined in the following section “School Volunteer Policy.”

**School Site Council**

Each school site has a School Site Council (SSC), which serves as an advisory council to the school site Principals. The council will consist of the Principal, teachers, other staff and parents. The school site council will serve as a medium for parents to engage the Principal, staff and other parents. Students will also be encouraged to participate so that they may help shape school policy.

The SSC will review and approve the school’s single plan for student achievement, monitor its implementation throughout the year recommend it to the Board for approval, and in addition, provide numerous opportunities for students and parents to contribute to the school’s operations and growth. The SSC may also recommend modifications to the strategic plan to reflect changing needs and/or priorities. Also, the SSC may provide input on: LCAP, curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two-way communication between the school, parents and all its stakeholders.
Election of parent representatives and other community members are held each school year by the third week in September. Nomination forms for parent and community members shall be distributed at each school site and sent home to parents. New members and alternates shall be installed by the October meeting. Other special program/project committees may be established for specific purposes such as fundraising activities, special events, etc.

**Participate in Parent Workshops**
Various Parent Workshops and school special events and activities will be held during the school year. Attendance to workshops and school activities will count towards your hours of volunteer service. Throughout the year the school may offer educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, health topics, open communication, job training, domestic violence and English Language Development.

**School Climate Survey**
The School Climate Survey, administered in the spring of each year, provides valuable information to stakeholders about RWWNA schools. Students in grades 3-12, parents and staff answer survey questions such as how welcoming and collaborative, safe, and conducive to learning their schools are. The answers to survey questions are reported in time to allow school communities to plan improvements for the following year.

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**School Volunteer Policy**
**Volunteer Procedures**
Any person interested in participating in a school’s volunteer program must complete the volunteer application.

A volunteer for a single event that takes place for the duration of one day only does not need to submit an application, but must be checked by a school administrator against the California Megan’s Law online database at [http://www.meganslaw.ca.gov](http://www.meganslaw.ca.gov).

The school principal must confirm and verify that the volunteer has met all requirements, including:

- Completed and signed volunteer application
- Megan’s Law clearance
- Tuberculosis test clearance (no more than two years old)
- Live Scan Fingerprinting required
  - Volunteer applicants need to be fingerprinted only once during their volunteer service. RWWNA adheres to the California State statutes pertaining to supervised volunteerism in public schools.
Fingerprinting clearance by the FBI and the DOJ is required for the following persons:

- Persons providing direct instruction to students regardless of the number of hours engaged in such activity, even if supervised by a certificated employee
- Persons volunteering in any school for more than 16 hours per week, regardless of supervision
- Persons volunteering for less than 16 hours per week under general supervision and whose duties require significant contact with students, as determined by the school principal, including the following:
  - Playground assistants
  - Lunch supervision assistants
  - Safety Valet program assistants

School volunteers are required to sign in at the school office upon entering the campus and sign out when they exit the campus. No person may provide volunteer service until all necessary clearances are verified by the school principal and the volunteer has signed a copy of the application.

Volunteer Guidelines

**Classroom**

Classroom and student work is always confidential. Please don’t discuss student problems with anyone except the teacher or Principal. Try not to compare children within the classroom. Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach. Work positively for the good of the school. Constructive criticism should be directed only to the supervising teacher or school administrator. When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification.

**Field Trips**

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the school group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the director of the school or his/her designee may hold a meeting for parents/guardians accompanying the school group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs. Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician’s orders) while accompanying and supervising students on a field trip or excursion.
If you have any questions about volunteer policies and procedures please contact the School Business Operations Manager.

**After School Program**
After school classes are a perfect way for parents to volunteer and provide homework support for the students participating in the program.

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**Weapons Policy**
Students, parents and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from RWWNA.

The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. Upon a finding that the student was in possession of a firearm, the school’s governing board shall expel the student. The term of expulsion shall be one year. Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

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**Smoke-Free Environment Policy**
The sale or use of tobacco products in any form is prohibited in school buildings at all times all year. The sale or use of tobacco products in any form is prohibited on school grounds and within 100 feet from school grounds at any time.

Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell Electronic Nicotine Delivery Systems (ENDS) can be subject to disciplinary action, such as suspension or expulsion, particularly because ENDS are considered drug paraphernalia, as defined by Education Code 48900 et. seq and 11014.5 of the Health and Safety Code. Parents and students are encouraged to seek assistance at their school site.

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**Classroom and School Visitation and Removal Policy**
While RWWNA encourages parents/guardians and interested members of the community to visit our schools and observe the educational program, RWWNA also endeavors to create a safe environment for students and staff. Therefore, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.
Parents/guardians and other visitors, including children who are not students of RWWNA, shall not loiter on the school premises, including the parking lot and outside of school buildings. The parking lot shall be used for picking up and dropping off students, and for conducting school business. Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school.

If a parent or guardian wishes to visit RWWNA to observe the educational program, the visitor must adhere to the following procedures, which have been developed to minimize interruption of the instructional program and ensure the safety of students and staff pursuant to California Penal Code Section 627 et seq.

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least one day in advance either by phone or in writing. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain approval of the classroom teacher and the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school buildings or grounds during regular school hours. When registering, the visitor is required to provide his/her name, purpose for entering school grounds and proof of identity. For purposes of school safety and security, the Principal or designee may create a visible means of identification for visitors while on school premises.

3. The Principal or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property, or would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers or its other employees.

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, he/she will be guilty of a misdemeanor.

6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the RWWNA senior management on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or RWWNA senior management within five days after the denial or revocation. The Principal or RWWNA senior management shall promptly mail a written notice of the date,
time, and place of the hearing to the person who requested the hearing. A
hearing before the Principal shall be held within seven days after the Principal
receives the request. A hearing before the RWWNA senior management shall be
held within 30 days after the receipt of the request.

7. The Principal or designee shall seek the assistance of the police in dealing with or
reporting any visitor in violation of this policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked
or if the visitor returns without following the posted requirements after being
directed to leave, he/she will be guilty of a crime as specified which is punishable
by a fine of up to $500.00 or imprisonment in the County jail for a period of up to
six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school’s pursuit of a
restraining order against such visitor which would prohibit him/her from coming
onto school grounds or attending school activities for any purpose for a period of three (3) years.

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Medications at School Policy

California Education Code Section 49423 provides that any student who is required to
take, during the regular school day, medication (prescribed or over-the-counter) may be
assisted by the credentialed school nurse or other designated school personnel if the
school annually receives:

1. A written statement from an authorized health care provider licensed by the State
of California to prescribe medications detailing the method, amount, and time
schedules by which such medication is to be taken; and

2. A written statement from the parent or guardian of the student indicating the
desire that the school district assist the student in the matters set forth in the
health care provider’s statement.

Students may not carry or use medication on campus without written consent. However,
students may carry and self-administer certain medication (e.g., inhaled asthma
medication or auto-injectable epinephrine medication) if the school receives the
appropriate documentation. This includes:

● A written statement from the authorized health care provider detailing the name
of medication, method, amount and time schedules by which the medication is to
be taken, and confirming that the student is able to self-administer the
medication; and

● A written statement from the parent or guardian of the student consenting to the
self-administration, providing release for the credentialed school nurse or other
health care personnel to consult with the health care provider of the student
regarding any questions that may arise with regard to the medication, and
releasing the school district and school personnel from liability in the case of
adverse reaction.
Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication at school. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available from the administrator. School health personnel do not prescribe or give advice regarding medication.

Senate Bill 1266 (Pupil health: epinephrine auto-injectors) became effective January 1, 2015 and requires school districts, county offices of education, and charter schools to provide emergency epinephrine auto-injectors to school nurses and trained personnel who have volunteered, as specified, and would authorize school nurses and trained personnel to use epinephrine auto-injectors to provide emergency medical aid to students without a known severe allergy or authorized medication on file with their school and are suffering, or reasonably believed to be suffering, from an anaphylactic reaction (severe allergic reaction).

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CA Healthy Youth Act Policy

The California Healthy Youth Act was enacted on January 1, 2016. It requires comprehensive sexual health and HIV prevention education instruction be mandated in Grades 7-12 (CEC 51930-51939). CEC 51930 states that schools are required to:

- Provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
- Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
- To promote understanding of sexuality as a normal part of human development
- To ensure pupils receive integrated, comprehensive, accurate, and biased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
- To provide pupils with knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

The following definitions apply (CEC 51931):

a. “Age Appropriate” refers to topics, messages, and teaching methods suitable to particular ages or groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

b. “Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
c. “English learner” means a pupil as described in subdivision (a) of Section 306.

d. “HIV prevention education” means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce risk of HIV infection, and social and public health issues related to HIV and AIDS.

e. “Instructors trained in the appropriate courses” means instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexuality transmitted infections.

f. “Medically accurate” means verified or supported by research conducted in compliance with scientific methods and published in peer reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

The instruction must meet the following requirements:

- The instruction and the materials used to teach must be suitable for the intellectual, emotional, and behavioral ability of students of the age being taught.
- All information taught must be medically accurate and objective, meaning it must be verified or supported by research conducted in the scientific method, reviewed by scientific peers, and recognized as accurate and objective by federal agencies and professional organizations with expert knowledge in health matters.
- Instruction and materials shall not reflect bias against any person on the basis of any category protected by Section 220.
- Instruction must be available on an equal basis to a student who is an English learner (described in subdivision (a), Section 306) consistent with the existing curriculum and alternative options for an English learner.
- Instruction and materials must be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, and students with disabilities.
- Instruction and materials must be appropriate for students with disabilities through modified curriculum, materials, instructional format, auxiliary aids, and other means.
- Instruction and materials shall affirmatively recognize that people have different sexual orientations and when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- Instruction and materials shall encourage teach about gender, gender expression, gender identity and explore the harm of negative gender stereotypes.
- Instruction and materials must encourage students to talk with their parents, guardians, or trusted adult about human sexuality and provide the knowledge and skills necessary to do so.
• Instruction and materials must teach the value of and prepare pupils to have and maintain committed relationships such as marriage.
• Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
• Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
• Instruction and materials may not teach or promote religious doctrine.

Required Comprehensive Sexual Health Education and HIV Prevention Education at least once in middle school (15-20 hours) and high school (25-30 hours) by instructors trained to teach the subject.
• Schools must provide comprehensive sexual health education and HIV prevention education at least once in middle and high school, which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases in grades K through 12.

This instruction shall include all of the following:
• Starting in grade 7, instruction and materials must teach on the nature of HIV, as well as other sexually transmitted infections, and their effect on the human body.
• Starting in grade 7, instruction and materials must teach on manner in which HIV and other sexually transmitted infections are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
• Starting in grade 7, instruction and materials must teach that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
• Starting in grade 7, instruction and materials must teach about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication like PrEP and HIV vaccination, consistent with the Federal Centers for Disease Control and Prevention.
• Starting in grade 7, instruction and materials must teach about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
• Starting in grade 7, instruction and materials must teach about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy
can dramatically prolong the lives of people living with HIV and reduce the likelihood of transmitting HIV to others.

- Starting in grade 7, instruction and materials must discuss about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

- Starting in grade 7, instruction and materials must provide information about local resources, and pupils’ rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.

- Starting in grade 7, instruction and materials must provide information on the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include objective discussion of all legally available pregnancy outcomes, including, but not limited to, all the following: Parenting, adoption, and abortion.

- Starting in grade 7, instruction and materials must include information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Healthy and Safety Code and Section 271.5 of the Penal Code.

- Starting in grade 7, instruction and materials must teach the importance of prenatal care.

- Starting in Grade 7, instruction and materials must include information about sexual harassment, sexual assault, sexual abuse, and human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.

- Starting in Grade 7, instruction and materials must include information about adolescent relationship abuse and intimate partner violence, including early warning signs thereof.

School districts that teach comprehensive sexual health education earlier than grade 7 may provide age-appropriate and medically accurate information on any of the general topics contained in bullets 1 through 13 immediately above and if doing so starting in grade 7 or earlier must comply with the following paragraphs:

- Instruction and materials must not teach or promote religious doctrine.
- Instruction and materials must not reflect or promote bias against any person on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, ancestry, gender, gender identity, or sexual orientation.

In-Service Training for Staff
• RWWNA shall cooperatively plan and conduct in-service training for all school personnel that provide HIV prevention education, through regional planning, joint power agreements, or contract services.
• In developing and providing in-service training, RWWNA shall cooperate with teachers of the schools who provide HIV prevention education jointly with the State Department of Education.
• RWWNA must conduct in-service training on HIV prevention education periodically to enable personnel to learn new developments in the scientific understanding of HIV. Such in-service training should be voluntary for personnel who have demonstrated expertise or have received in-service training from the State Department of Education or the federal Centers for Disease Control and Prevention.
• Schools may expand HIV in-service training to cover the topic of comprehensive sexual health education to enable them to learn of new developments in the scientific understanding of sexual health.

Outside Consultant Review and Approval
RWWNA may contract with outside consultants, including those who have developed multilingual curricula, or who have developed curricula appropriate for persons with disabilities to deliver comprehensive sexual health and HIV prevention education or to train school personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in the instruction. All consultants and guest speakers must be reviewed and approved by the Chief Academic Officer.

Notice and Parental Excuse
Schools should encourage parents or guardians to communicate with their child about human sexuality and HIV and to respect the rights of parents or guardians to supervise their children’s education on these subjects. Schools should establish procedures that make it easy for parents and guardians to review materials and evaluation tools related to instruction on comprehensive sexual health education and HIV prevention education. The state recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent or guardian who does not wish that his or her child receive comprehensive health education or HIV prevention education, must make a request in writing to the school. In accordance with Education Code Section 51938, a parent or guardian of a student has the right to have the child participate or not participate in all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education under the following conditions:
• At the beginning of each school year or for a student who enrolls later, schools must notify parents or guardians about instruction in sexual health education and
HIV prevention education and research on student health behaviors that will be used in instruction. The notice to parents or guardians must advise on all of the following information:

a. That the written and audiovisual education materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

b. That schools must teach comprehensive sexual health education and HIV prevention education using district personnel or outside consultants. If the education is taught by outside consultants, the parent or guardian must be further informed that the school may provide such instruction in the classroom or in an assembly using them. In either instance, the school must further inform the parent or guardian of (a) the date of the instruction; (b) the name of the organization or affiliation of each guest speaker or speakers; and (c) the right of the parent or guardian to request a copy of the laws governing these educational programs (Education Code Sections 51933, and 51934). Furthermore, if the arrangements for such instruction by outside consultants or guest speakers are made after the beginning of the school year, the notice to parent or guardian must be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction is delivered. The use of an outside consultant or guest speaker is within the discretion of RWWNA.

c. That the parent or guardian has the right to request a copy of the law.

d. That the parent or guardian may request in writing that his/her child not receive comprehensive sexual health education or HIV prevention education.

- Schools must continue to meet the requirements of Education Code Section 51513, which states that no questionnaire, survey, or examination containing any question about the student’s personal beliefs or practices in sex, family life, morality, or religion or any questions about the student’s parents’ or guardians’ beliefs and practices in sex, family life, morality, and religion can be administered to any student in grades K-12 unless the parent or guardian of the student is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the student to participate in the activity. Schools may, according to this Act, administer in grades K-12 anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students’ attitudes concerning or practices relating to sex, but only if the parent or guardian is notified in writing that this test, questionnaire, or survey is to be administered and the parent or guardian is given the opportunity to review the material and to request in writing that his or her child not participate.

A student must not attend any class in comprehensive sexual education of HIV prevention education or participate in any anonymous, voluntary, and confidential test,
questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student’s parent or guardian excusing the student from participation.

A student must not be subject to disciplinary action, academic penalty, or other penalty if the student’s parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in an anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

LA Promise High School- Condom Distribution
Russell Westbrook Why Not? Academy will make condoms available at no cost to students who request them. This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available RWWNA assumes no liability.

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Home/School Communication
It is very important that the communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar on a regular basis. A monthly calendar and/or weekly bulletin along with important notices, correspondence and fliers will be sent to you regularly. We strongly urge you to check with your child about these notices. They provide the link between the home and the school.

Follow these tips to effectively communicate...

**With Teachers**
You can contact a teacher by:
1. Calling the school and leaving a message on the voicemail system and the teacher will return your call.
3. Writing a note on paper and leaving with the Office Manager.
4. Send an email.
5. Seeing them during their scheduled open, “office hours.” When available, teachers will meet with people on a first come, first served basis.

With the Office
If you need to speak to an administrator, please call the school office. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than five minutes, please make an appointment with the appropriate person. This is the best way that you will get undivided attention.

With your child during the day
If you need to communicate with your child during school, call the office and leave a message for your child. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all carpool or after school pick up arrangements with your child before school.

Parent Teacher Conferences
Formal and informal conferences are one way that you as the parent can stay informed of the progress of your child. You may set up an appointment to meet with a teacher whenever you feel it is necessary.

Formal conferences will take place at least twice a year. These take place after the midpoint of each semester term. The Fall Conferences will include all parents with children that attend RWWNA schools. The Spring Conferences will be for parents of students who have a GPA of 2.0 or below. Parents of students who have a GPA above 2.0 may request a Spring Conference appointment slot if available. Parents may also request informal teacher conferences throughout the year with at least one day’s notice to the teacher and the main office. Parent/Teacher conferences will be held on shortened days and minimum days. If you cannot attend your scheduled parent conference, contact the teacher(s) and reschedule.

In order to get the most out of a formal conference, you should be on time and may want to:

● Have questions prepared
● Focus on your child before coming to the conference. Take a moment to write down questions and concerns that you wish to discuss at the conference. Take notes during the meeting. Share any relevant information
● If there are some stressful factors in your child’s life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a child’s attitude, behavior, or performance.
● Don’t compare one child with another and try to think of each one of your children as their own person.

Classroom Observations
The involvement of parents in the classroom is greatly encouraged. Along with being a school volunteer, parents can visit the classroom as an observer. Parents are welcome to request an observation period at any time.

However, our teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

6. Schedule a date and time with the teacher by leaving a message for them in the main office or contacting them during their office hours.
7. Explain the purpose for the observation.

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

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Uniform Complaint Procedure

This section contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Russell Westbrook Why Not? Academy of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.

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 or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

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.

Russell Westbrook Why Not? Academy developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:
• Accommodations for Pregnant and Parenting Pupils
• Adult Education
• After School Education and Safety
• Agricultural Career Technical Education
• Career technical and technical education and career technical and technical training programs
• Child care and development programs
• Compensatory Education
• Consolidated categorical aid programs
• Course Periods without Educational Content
• Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic 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 an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
• Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
• Every Student Succeeds Act
• Local control and accountability plans (LCAP)
• Migrant Education
• Physical Education Instructional Minutes
• Pupil Fees
• Reasonable Accommodations to a Lactating Pupil
• Regional Occupational Centers and Programs
• School Plans for Student Achievement
• School Safety Plans
• Schoolsite Councils
• State Preschool
• State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
(b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
(c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

The Responsibilities of Russell Westbrook Why Not? Academy
We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with the our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice
We disseminate on an annual basis the UCP Annual Notice which is a written notice of our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties. This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

Filing UCP Complaints
All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Donna Jacobson
Chief Academic Officer
LA Promise Fund
1933 S. Broadway #1108
Los Angeles, CA 90007
213-745-4928
donnaj@lapromisefund.org
A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints
The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations 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 the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Russell Westbrook Why Not? Academy 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.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints 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.
UCP Complaint Resolution
We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time. This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
  - for complaints regarding Pupil Fees, LCAP, Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
  - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
  - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- a notice of the complainant’s right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process
An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- The Russell Westbrook Why Not? Academy failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.
Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

RWWNA is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, immigration status or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

RWWNA believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. RWWNA prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

What is “bullying”?
“Bullying” is defined as any severe or pervasive physical or verbal act or conduct including communications made in writing or by means of an electronic act, and including one or more acts committed by a student group or group of students that constitute sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following (CA Education Code Section 48900):

A. Placing a reasonable pupil or pupils in fear or harm to that pupil's or those pupils' person or property.
B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
D. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by RWWNA.
Cyberbullying
Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media (this includes websites with free registration and ease of registration, offering peer-to-peer instant messaging, offering comment forums or sections, offering image or video posting platforms), or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Reporting an act of bullying (including cyberbullying)
RWWNA expects all students and/or staff to immediately report incidents of bullying to the Principal. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses RWWNA will provide staff training in bullying prevention and cultivate acceptance and understanding in all students and staff in order to build each school’s capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Student Bullying Code of Conduct
The Student Bullying Code of Conduct includes, but is not limited to:
- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intervention and Investigation
The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
- After an investigation, the school will implement consequences based on RWWNA’s discipline policy.

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Non-Discrimination Statement

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

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

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

RWWNA does not request nor require student records prior to a student’s enrollment.

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

RWWNA is committed to providing a working and learning environment that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV,
VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age
Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or
physical disability Charter School also prohibits sexual harassment, including cyber
sexual bullying, and harassment based on an individual’s sex, sexual orientation, gender,
gender identity, gender expression, ethnic group identification, race, ancestry, creed,
color, immigration status, national origin, religion, religious affiliation, color, or mental or
physical disability, medical condition, pregnancy, childbirth or related medical
conditions, marital status, age or any other basis protected by federal, state and local
law, ordinance or regulation.

Charter School does not condone or tolerate harassment of any type, including
discrimination, intimidation, or bullying, including cyber sexual bullying, by any
employee, independent contractor or other person with which Charter School does
business, or any other individual, student, or volunteer. This applies to all employees,
students, or volunteers and relationships, regardless of position or gender. Charter
School will promptly and thoroughly investigate any complaint of harassment and take
appropriate corrective action, if warranted.

This nondiscrimination policy covers admission or access to, or treatment or employment
in RWWNA programs and activities. The lack of English language skills will not be a
barrier to admission to or participation in RWWNA programs or activities.

Additional information prohibiting other forms of unlawful discrimination/harassment,
inappropriate behavior, and/or hate crimes may be found in other RWWNA policies that
are available in all RWWNA campuses and offices. It is the intent of RWWNA that all such
policies be read consistently to provide the highest level of protection from unlawful
discrimination in the provision of educational services and opportunities.

RWWNA prohibits retaliation against anyone who files a complaint or who participates or
refuses to participate in a complaint investigation. Any inquiries regarding RWWNA
non-discrimination policy or the filing of discrimination/harassment complaints may be
directed to:

Attn: Human Resources
LA Promise Fund
1933 S. Broadway #1108
Los Angeles, CA 90007
info@lapromisefund.org

The lack of English language skills will not be a barrier to admission or participation in
Charter School’s programs or activities. Charter School prohibits retaliation against
anyone who files a complaint or who participates or refuses to participate in a complaint
investigation.
Employee Interactions with Students
RWWNA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

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

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

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

A. Examples of PERMITTED actions (NOT corporal punishment)
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)
   1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
   2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior
This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

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

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

**Duty to Report Suspected Misconduct**
When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

**Examples of Specific Behaviors**
The following examples are not an exhaustive list:

*Unacceptable Staff/Student Behaviors (Violations of this Policy)*

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors
(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors
(a) Getting parents’ written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing your Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

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Suicide Prevention Policy
The Governing Board of Russell Westbrook Why Not? Academy recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”
In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

**Overall Strategic Plan for Suicide Prevention**

The Superintendent or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district’s suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

**Resources:**

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at [http://www.heardalliance.org/](http://www.heardalliance.org/).

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Russell Westbrook Why Not? Academy along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

Russell Westbrook Why Not? Academy along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year.
based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall complete a general suicide prevention training offered by the SafeSchools Online Training System. Core components of the general suicide prevention training shall include:
  
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
o The factors associated with suicide (risk factors, warning signs, protective factors);

o How to identify youth who may be at risk of suicide;

o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;

o District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;

o District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);

o Responding after a suicide occurs (suicide postvention);

o Resources regarding youth suicide prevention;

o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

o Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

  o Youth affected by suicide;

  o Youth with a history of suicide ideation or attempts;

  o Youth with disabilities, mental illness, or substance abuse disorders;

  o Lesbian, gay, bisexual, transgender, or questioning youth;

  o Youth experiencing homelessness or in out-of-home settings, such as foster care;
Youth who have suffered traumatic experiences

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

C. Employee Qualifications and Scope of Services
Employees of Russell Westbrook Why Not? Academy and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal
ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Russell Westbrook Why Not? Academy.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at [http://www.sprc.org/training-events/amsr](http://www.sprc.org/training-events/amsr).

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Russell Westbrook Why Not? Academy suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the Russell Westbrook Why Not? Academy website and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  
  o Suicide risk factors, warning signs, and protective factors;
  
  o How to talk with a student about thoughts of suicide;
  
  o How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children
may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

F. Student Participation and Education
Russell Westbrook Why Not? Academy along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

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

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

Russell Westbrook Why Not? Academy will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:
• More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

• Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children’s Hospital Web page at http://www.childrenshospital.org/breakfree

• Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

• Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

• Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

Intervention, Assessment, Referral

A. Staff

Two Russell Westbrook Why Not? Academy staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

• Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons.
The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers
   A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students
   Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student’s emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement
   Russell Westbrook Why Not? Academy shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed.
Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (LA County Department of Children and Family Services Public Information Line: (213) 351-5602 or (213) 351-5603)

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
• Provide comfort to the student;

• Promise privacy and help, and be respectful, but do not promise confidentiality;

• Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts
If a suicide attempt by a student is outside of Russell Westbrook Why Not? Academy property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

• Contact the parents/guardians/caregivers and offer support to the family;

• Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

• Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;

• Designate a staff member to handle media requests;

• Provide care and determine appropriate support to affected students;

• Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis
It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

• Treat every threat with seriousness and approach with a calm manner; make the student a priority;

• Listen actively and non-judgmental to the student. Let the student express his or her feelings;

• Acknowledge the feelings and do not argue with the student;
• Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;

• Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

• Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt
A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

• Obtain a written release of information signed by parents/guardians/caregivers and providers;

• Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;

• Inform the student’s teachers about possible days of absences;

• Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);

• Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood;

• Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

• The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at
I. Responding After a Suicide Death (Postvention)
A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Principals and the Chief Academic Officer for Russell Westbrook Why Not? Academy shall ensure that the school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- **Suicide Postvention Response Plan** shall:
  - Identify a staff member to confirm death and cause (school site administrator);
  - Identify a staff member to contact deceased’s family (within 24 hours);
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

- **Coordinate an all-staff meeting**, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which you have permission to disclose.

- **Prepare staff to respond to needs of students regarding the following**:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:
- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention
Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted Suicide资源配置s_for_schools-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp

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Student Freedom of Speech and Expression Policy

The Board of Directors of Russell Westbrook Why Not? Academy (“RWWNA” or the “Charter School”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. “Obscenity”: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. “Defamation”: Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. “Discriminatory Material”: material that demeans a person or group because of the person/group’s disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived
characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. “Harassment (including sexual harassment), Intimidation and/or Bullying”: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. “Fighting Words”: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. “Vulgarity and/or Profanity”: the continual use of curse words by a student, even after warning.

7. “Violating Privacy”: publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above.
A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Principal or designee at least two (2) school days prior to distribution. The Charter School Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the Charter School Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Charter School Principal). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Charter School Principal or designee).

The Charter School Principal or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.¹ The journalism staff adviser(s) shall

1 “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.
help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. RWWNA officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Principal.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

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

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and RWWNA administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

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

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a
missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students, staff, or Charter School property, or substantially disrupts the educational program. The Charter School Principal or designee shall document the impact the expression had or could be expected to have on the educational program.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Charter School Principal shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the RWWNA Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the RWWNA campus.

3. No RWWNA employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
1. RWWNA shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints
A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with RWWNA through following the Charter School's General Complaint Policies and Procedures.

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Transportation Safety Plan
It is the policy of Russell Westbrook Why Not? Middle and High Schools (collectively known as Russell Westbrook Why Not? Academy) to provide transportation to students in a manner that will protect their health, welfare, and safety. To this end this policy contains procedures for RWWNA personnel to follow to ensure the safe transportation of students to school or an activity. We, the administration of Russell Westbrook Why Not? Academy, recognize that transportation is an essential part of the school’s service to students and parents. This policy is to inform students, parents, and bus drivers of the rules and regulations of school bus transportation at Russell Westbrook Why Not? Academy.

A copy of this Plan will be kept at each RWWNA school and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of RWWNA policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the RWWNA discipline policy and discipline section below. Consequences are progressive and may include restorative actions such as Restorative Justice Circles, Training, and Social Emotional Learning. It is the school bus driver's responsibility to report unacceptable behavior to the school principal or assistant principal using the bus referral form.

Bus safety rules are to be posted on every bus.

Definitions
"School bus" is any motor vehicle designed, used, or maintained for the transportation of a RWWNA student at or below the grade 12 level to or from RWWNA or to and from RWWNA activities. “School bus” does not include a passenger vehicle designed for and when actually carrying not more than 10 persons, including the driver, except any vehicle or truck transporting two or more students who use wheelchairs.
“School activity bus” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between RWWNA and carrier to transport RWWNA students at or below the grade 12 level to or from a RWWNA activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

Determining Whether a Student Requires an Escort
If the school site or school activity destination is located on the opposite side of the street of the actual bus stop, then RWWNA and California Vehicle Code section 22112(d) require the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. RWWNA requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

Procedures for Students Regarding Boarding and Exiting the Bus
RWWNA has created the following procedures to govern the safe entry and exit of students to and from the school bus. RWWNA is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
   a. Bus Stop Rules
      i. Arrive at your bus stop AT LEAST 15 minutes before the scheduled pick up time. The school bus driver will not wait for late students.
      ii. Respect the property of others (homes, lawns, etc.) while waiting at your bus stop.
      iii. Keep your arms, legs and belongings to yourself.
      iv. Use appropriate language. No fighting, harassment, intimidation or horseplay.
      v. Stay away from the street, road, or highway when waiting for the bus.
      vi. Wait until the bus comes to a complete stop before approaching. Once the bus driver signals you, you may get on the bus.
      vii. After getting off the bus, move away from the bus.
2. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.

3. Students are to follow the directions of the bus driver while they are aboard the bus. Immediately follow the directions of the driver the first time.

4. Students are to find their seat as quickly as possible and sit down facing the front of the bus.

5. Students are to remain seated at all times while the bus is in motion.

6. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
   a. Talk quietly and only to those in your surrounding seats – students should not yell across the bus.

7. Be courteous.

8. Use appropriate language and actions. No pushing, kicking, swearing, or yelling.

9. Keep your arms, legs and belongings to yourself.

10. No fighting, harassment, intimidation or horseplay.

11. No throwing objects, inside or out of the bus.

12. No eating, drinking, or use of tobacco or drugs.

13. Do not bring any dangerous objects on the school bus.

14. Do not damage the school bus.

15. Students are responsible to follow all rules and regulations.

Exiting:

1. Students shall stay seated until the bus comes to a complete stop.

2. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.

3. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.

4. Students will unload in an orderly manner using the handrails.

5. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by the student’s parent and endorsed by the Principal or designee.

6. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
7. Students should always use crosswalks and controlled intersections when available and should not cross in the middle of the block.
8. Students must avoid trespassing on other people’s property, stay on sidewalks when possible.

Procedures for All Students to Follow as They Board or Exit a School Bus at RWWNA or Other School Activity Location
RWWNA has created the following procedures to govern the safe entry and exit of all students at RWWNA or other school activity locations.

Boarding Buses at School Site or School Activity Location:

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students’ entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the RWWNA staff shall inform the driver, and the driver will begin the boarding process.
4. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kids, fire extinguishers, etc.
5. Upon completion of the presentation, the driver shall have the RWWNA teacher or head chaperone sign a trip sheet, acknowledging the presentation has been given. The driver will then depart when safe to do so.

Exiting Buses at School Site or School Activity Location:

1. Upon arrival at RWWNA, the driver shall take the bus to the designated student drop off area.
2. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.

3. Upon arrival at the school or school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.

4. The driver will confer with the RWWNA teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.

5. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.

6. When the RWWNA teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.

7. Students exiting the bus at either RWWNA or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from RWWNA staff and the bus driver.

Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus

RWWNA staff members should always be involved and active in the supervision of the loading and unloading of students at RWWNA and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, RWWNA staff shall adhere to the following procedures:

Before leaving the school site for a school activity, the RWWNA teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.

Once the bus reaches the destination, a RWWNA teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.

A RWWNA staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.

Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the RWWNA teacher/head chaperone will conduct another roll call by calling out each student’s name and waiting for verbal and visual confirmation from the student of being present.
The RWWNA teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus
RWWNA shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus or a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone’s attending a school trip or school activity bus. Under California Law, unauthorized entrance on a school bus is trespassing. For the safety of the students we transport, the Russell Westbrook Why Not? Academy supports this law and has posted warnings on all buses.

Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety
RWWNA shall ensure that all students who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

General Bus Rules
Bus transportation is considered a privilege and as such, it can be taken away from students who fail to demonstrate appropriate behavior on the buses. When riding on Russell Westbrook Why Not? Academy buses, students are expected to conduct themselves in an orderly manner. The bus driver or monitor has been instructed to maintain discipline. The following rules apply when riding the Russell Westbrook Why Not? Academy bus:

- Students should be on time and standing at the bus stop. Buses will not wait.
- Students must get on / off the bus at their assigned bus
- Students shall listen to the bus driver or monitor for
- No eating or drinking on the bus
- Students shall remain seated and faced forward until the bus completely stops at their stop
- Drivers may not assign seating to students as the initial assignment may come from the Russell Westbrook Why Not? Academy.
- Any item which interferes with the welfare and safety of students and staff is not allowed on the bus. This includes glass containers, balloons, music players, electronic tablets, animals, large packages or large musical instruments.
- Students shall load and unload in an orderly manner.
- Students are to ride their assigned bus at all times. Parents must call by 12:00 pm if a student is to wait for a parent and not board the bus in the afternoon.
- All Russell Westbrook Why Not? Academy policies prohibiting alcohol, tobacco, and other drugs apply to all buses.
• All Russell Westbrook Why Not? Academy policies prohibiting fighting, weapons, threats to staff, and vandalism apply to all buses

Any misconduct that would result in restorative action in the School building will be addressed in the same manner if it happens on the bus.

Students who fail to observe school bus rules or fail to contribute to a safe transportation environment will be subject to restorative actions such as Restorative Circles, Reflections, and Safety Trainings.

School rules and regulations not specifically articulated above still apply while students are on the bus. Students who continue a pattern of inappropriate behavior on the bus are subject to further restorative actions which would include parent/guardian participation.

In the case of a bus consequence, the parent/guardian will be contacted via phone and written notification regarding the reason for the consequence and the time during which the consequence is to be served. The parent/guardian may be required to attend a conference with a member of the Russell Westbrook Why Not? Academy administration before the student may resume riding the bus. In the case of a suspension, the student will not be permitted to board the bus at the morning stop, or to board the bus at the School during dismissal. The parent/guardian will need to make arrangements for the student’s transportation to and from the School during the period of the suspension.

Russell Westbrook Why Not? Academy rules and regulations not specifically articulated above still apply while students are on the bus.

Discipline/Consequences
1. Restorative actions for school bus/bus stop misconduct will be applied using Russell Westbrook Why Not? Academy’s PBIS procedures, but note that some situations may require alternative consequences. Russell Westbrook Why Not? Academy’s administration team will notify parents or guardians, students, and bus drivers of any actions in regards to bus privileges. The bus driver does not determine if a student is suspended from the bus.

2. Before writing a referral, the bus driver should try 3 strategies to redirect the behavior.
   a. Have a private conversation with the student about their actions and review expectations.
   b. Talk to the parent in person, phone, or send a letter home.
   c. Move the student’s seat on the bus.
   d. Conduct acts of kindness on the bus (after morning drop-off).
   e. Give students direct behavioral instructions (e.g. you may talk at a voice level 1 or be silent, you may put your food in your backpack or throw it in the trash, etc.)
   a. 1st Occurrence: Repeated occurrences that violate the bus rules. Students will get a warning and complete acts of kindness during choice time for the bus or bus driver for 1 day. Parents will be notified.
   b. 2nd Occurrence: Repeated occurrences that violate bus rules. Students will be placed in the Bus Safety Workshop.
   c. 3rd Occurrence: Repeated occurrences that violate bus rules. Students will attend Restorative Justice (SABER CIRCLE) with administrator, teacher, counselor, bus driver and parents/guardians.

PARENT AND GUARDIAN RESPONSIBILITIES
1. Provide the school office with proper student information including the home address, the home telephone number, and the telephone number at which the parent/guardian may be reached in the event of an emergency.
2. Instruct your children to be at the school bus stop at least 5 minutes before the scheduled pick-up time. Under no circumstances should students arrive at the bus stop more than 10 minutes prior to the scheduled pick-up time. In addition, students need to be waiting at the bus stop and not in the house or on the porch.
3. Students in grade 7th-12th may get off the bus on their own and walk home. In addition, 7th-12th grade students may escort younger students home with the permission of the parent or guardian.
4. All changes in transportation must go through the front office – changes reported to teachers or other staff will not be accepted. All transportation changes must be made no later than 1:30 p.m. on the day of the scheduled change. Transportation changes will not be accepted after 1:30 p.m.

SCHOOL BUS DRIVER RESPONSIBILITIES
1. Relations with Students: Bus drivers will treat students with respect and will refrain from any conduct which is intended or could be perceived as demeaning, intimidating or harassing.
2. Relations with School Officials: School officials can and will be of considerable assistance to drivers. They are trained in the education of students and it is in their best interests that control and discipline be maintained on the bus. Therefore, it is very important drivers have good relationships with the school officials and give them full cooperation.
3. Relations with Parents: Drivers must deal with students and parents in a polite, professional and considerate manner.
4. Student Discipline: Although drivers are responsible for maintaining order on the bus, drivers must always remember that the types of actions they may use are governed by school district policy. Drivers must never, under any circumstances, use corporal punishment. Drivers have no authority to deny a child the privilege of riding the bus, or drop the student at other than the designated stop. Any denial of bus riding privileges can come only from the school authorities.
5. Discipline Referrals: Drivers must follow the bus referral protocol. All referrals are to be submitted to an administrator. The behavior must be continuous and the driver must have implemented three strategies to redirect behavior before submitting a referral.

6. Bus Driver Training: All bus drivers will attend a 1-hour training session with the school administration. Training will focus on the following:
   a. Creating a positive attitude on the school bus
   b. Oral and visual communications skills between the driver and the passenger
   c. Dealing confidently with a disruptive student
   d. School discipline policy
   e. Developing and enforcing workable rules
   f. Bus referrals
   g. Appropriate driver behavior
   h. Sensitivity to a diverse student population
   i. Relations with parents and school staff

STUDENT RESPONSIBILITIES
1. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or is at the bus stop.

2. All students that ride the bus will participate in a transportation safety training the first two weeks of school. Students will be responsible to attend these trainings in order to ride the bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following competencies and concepts:
   a. Transportation by school bus is a privilege not a right;
   b. District policies for student conduct and school bus safety;
   c. Appropriate conduct while on and waiting for the bus;
   d. The danger zones surrounding a school bus;
   e. Procedures for safely boarding and leaving a school bus.

COVID-19 Regulations
During coronavirus pandemic, face coverings are mandatory in the bus loading zone and on the bus. We will follow the LA County Department of Health required guidelines.

General Bus Regulations
Bus Route: The Russell Westbrook Why Not? Academy will work directly with the bus administrators or bus company to assign a route based on the address provided during enrollment. Door-to-door pick-up/drop-off will not be allowed. Parents are responsible for any additional student transportation needs outside the normal and one alternate route. See alternate route requirements below.
Alternate Bus Route
Students may only ride the bus to which he/she has been assigned unless an alternative bus stop request has been approved. The Operations office will approve requests in childcare or shared custody situations provided the following criteria are met:

- Requests must be for a set schedule for the entire school year and include day care placements before and/or after school (exception: shared custody situations)
- Stop must be within the attendance area.
- Change cannot result in overcrowding of a bus.
- Students must be within a safe walking distance from the established stop. (within a four (4) block radius from address provided)
- For shared custody, both parents’ addresses must be registered with the School for transportation.
- Requests for alternate bus stops must be renewed annually
- Requests will not be approved for student employment, medical appointments, religious instructions, scouts or any other activity
- For emergency situations, please call the School.

Temporary Student Boarding
Parents are reminded that students are assigned to a specific bus and a specific bus stop. Your bus driver is not authorized to pick up or drop off students at other bus stops at any time. In a family emergency, the school principal or dean may issue a “one-day” afternoon emergency boarding pass for the student to be dropped at another location.

The vacation and work travel schedules of parents/guardians do not qualify under the provisions for the issuance of an emergency or a temporary boarding pass. The majority of our buses carry a full load of students. When a child stays with another family, the host family must agree to transport your child to and from the School.

Special Needs Students
Special needs students must be met at the bus stop by a parent/guardian/responsible adult or responsible older sibling. If no parent or other authorized responsible person is available after a series of attempts to drop-off, the driver will contact the Russell Westbrook Why Not? Academy and the students will be returned to the School.

Walking to School
Students are allowed to walk to and from the School, provided the school has received written notification from the parent(s).

Communications with Bus Drivers
If parents/legal guardians should have any issues or concerns and need to speak with your student’s driver, it is best to contact the main office to schedule a time to discuss your concerns. If you need to approach the bus, please do not step into the bus but instead signal to the driver.
you would like to talk and proceed to the driver’s side window. For the safety of all bus riders, our drivers are instructed to close the entrance door when approached and direct you to their side window. Keep in mind the bus has other stops and a schedule which limits the driver's available time at individual stops. If parents want to deliver a note to the school bus driver, they may give the note to their child to give to the driver.

Instruction for Students who were not Previously Transported in a School Bus
Upon registration, the parents/guardians of students who were not previously transported in a school bus or school activity bus and who are in kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. A list of school bus stops near the student’s home.
2. General rules of conduct at school bus loading zones, such as:
3. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line.
4. Students are not to play in or be in the street or private property.
5. Students shall be on the proper side of the street before the bus arrives at the bus stop.
6. Students should arrive at their bus stop five minutes prior to the scheduled leaving time.
7. If the student is late and needs to cross the street that the bus is stopped on, the student must wait for the bus driver to escort the student across the street.
8. Students should not approach the bus until it comes to a complete stop at the stop;
9. Students should board and exit the bus in an orderly fashion, with no pushing or shoving.
10. Students should understand the bus driver is in charge at all times, and students should follow the bus driver’s directions.
11. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped.
12. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
13. Red light crossing instructions, consistent with this Plan.
14. School bus danger zone(s).
15. Walking to and from school bus stops.

Instruction for all Students Prior to Departure on School Trip
Finally, prior to departure on a school activity trip, RWWNA shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited to, the following:
1. Location of emergency exits; and
2. Use of emergency equipment.
3. Instruction may also include responsibilities of passengers seated next to an emergency exit.
4. Instruction on how to use the passenger restraint systems, including but not limited to the following:
   a. Proper fastening and release of the passenger restraint system;
   b. Acceptable placement of passenger restraint systems on students;
   c. Times when the passenger restraint systems should be fastened and released; and
   d. Acceptable placement of the passenger restraint systems when not in use.

Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less

Pursuant to Vehicle Code section 34501.6, RWWNA is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the Principal that atmospheric conditions have reduced visibility to 200 feet or less.
2. The Principal may consult with legal counsel as needed.
3. The Principal may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the Principal.

***

Mathematics Placement Policy

This Policy of the Russell Westbrook Why Not? Academy (“RWWNA” or the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.
The California Mathematics Placement Act of 2015 requires school districts that serve pupils entering grade nine and that have not already done so to adopt “a fair, objective, and transparent mathematics placement policy” before the beginning of the 2016–17 school year. The mathematics placement policy must be adopted in a regularly scheduled public meeting. This law, SB 359 (Mitchell), addresses the math misplacement of students — especially students of color — as they enter high school. Correct math placement in ninth grade is crucial for educational success. Misplacement can result in pupils being less competitive for college admissions, including at the California State University and University of California.

In determining the mathematics course placement for entering 9th grade students, RWWNHS #1 systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, through the California Assessment of Student Performance and Progress (“CAASPP”)
- Interim assessment data (NWEA MAP Assessment) or other standardized measure
- Placement tests that are aligned to state-adopted content standards in mathematics including Math Diagnostic Placement Test
- Final grade in mathematics on the student’s official, end of the year 8th grade report card
- Previous course completion with grade of C or better
- Data from 9th grade diagnostic assessments

RWWNA will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. Mathematics teachers responsible for teaching 9th grade students will administer related exams and multiple assessment measures that evaluate student’s mastery of content. Recommendations regarding student placement will be made in collaboration with the instructional leadership team.

The instructional leadership team, led by the Chief Academic Officer will aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.

RWWNA offers clear and timely recourse for each student and the student’s parent or legal guardian who questions the student’s placement, as follows:

A parent/legal guardian of any 9th grade student may submit a written request to the RWWNA Principal, or designee, that:
Requests information regarding how the student’s mathematics placement was determined. Within five (5) days of receipt of the written request, the RWWNA Principal or designee shall respond in writing to the parent/legal guardian’s request by providing the information, including the objective academic measures RWWNA relied upon in determining the student’s mathematics placement.

Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

Requests reconsideration of the student’s mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the RWWNA Principal or designee shall respond in writing to the parent/legal guardian’s request. The Principal or designee and the student’s mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student’s current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal’s or designee’s response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian’s request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal’s or designee’s response time exceed one (1) month.

If, after reconsideration of the student’s mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student’s mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

RWWNA shall ensure that this Mathematics Placement Policy is included in the Student Handbook, which is posted on the school website.

This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.
## Russell Westbrook Why Not? Middle School Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Holiday Dates</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Admissions Day</td>
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<td></td>
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<td>Labor Day</td>
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<td>Veteran's Day</td>
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<td></td>
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<td>Thanksgiving Break</td>
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<td>Winter Break</td>
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<td>MLK Day</td>
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<td>President's Day</td>
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<td>Cesar Chavez Day</td>
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<td></td>
<td></td>
<td>Spring Break</td>
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<tr>
<td></td>
<td></td>
<td>Memorial Day</td>
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<tr>
<td></td>
<td></td>
<td>September 3, 6, 2021</td>
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<td></td>
<td>November 11, 22-26, 2021</td>
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<td>December 20-21, 2021 - January 7, 2022</td>
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<td>January 17, 2022 - February 21, 2022</td>
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<td>March 28, 2022 - April 13-15, 2022</td>
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<td></td>
<td>May 30, 2022</td>
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</tr>
</tbody>
</table>
# Russell Westbrook Why Not? High School Calendar

| 2021-22 | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su |
|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| August  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| September| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| October  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| November | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| December | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| January  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| February | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| March    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| April    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| May      | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| June     | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30|

**No School**

**Pupil-Free/Professional Development Days**

**First/Last Day of School for Students**

ELPAC: 2/1-5/31/2022

CAASPP Testing Window: 5/16-27/22

CAST Testing Window: 5/9-13/22

PSAT/NMSQT: October 2021

PFT: 2/1-5/31/22

PSAT 10: April 2022

<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>Classes End</th>
<th>Holidays/Breaks</th>
<th>Holiday Dates</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2021</td>
<td>June 10, 2022</td>
<td>Admissions Day</td>
<td>September 3, 2021</td>
<td>August 2-13, 2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labor Day</td>
<td>September 6, 2021</td>
<td>November 19, 2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thanksgiving Break</td>
<td>November 11, 2021</td>
<td>April 8, 2022</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter Break</td>
<td>November 22-26, 2021</td>
<td>June 13-17, 2022</td>
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<td>MLK Day</td>
<td>December 20, 2021 -</td>
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<td></td>
<td>President's Day</td>
<td>January 7, 2022 -</td>
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<td>Cesar Chavez Day</td>
<td>January 17, 2022 -</td>
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<td>Spring Break</td>
<td>February 21, 2022 -</td>
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<td></td>
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<td>Memorial Day</td>
<td>March 28, 2022 -</td>
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<td>April 11-15, 2022 -</td>
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<td></td>
<td>May 30, 2022 -</td>
<td></td>
</tr>
</tbody>
</table>
Attachment B: School, Parent and Student Pledge

School Pledge
We are committed to preparing every student at Russell Westbrook Why Not? Academy for success in college and in life. We understand that our students’ educational success depends on the collaboration of faculty, parents, and students. Therefore, we agree to carry out the following responsibilities:

- We will provide students with a safe, collaborative, challenging and welcoming environment.
- We will give students the essential tools and support necessary to tackle challenging academic content.
- We will provide students with the essential materials that support the school’s academic content.
- We will provide parents and students with updates on student achievement, progress and conduct, including timely and fair notice of unsatisfactory work.
- We will sponsor school activities, cultural events, and academic enrichment programs.
- We will provide meaningful and educationally relevant volunteer opportunities and workshops for students and parents.

Parent Pledge
I understand that my child’s studies are very important and my participation in activities at Russell Westbrook Why Not? Academy is a critical component of my child’s educational success. Therefore, I intend to actively engage in my child’s education by:

School Home Connection: Academics
- I will ensure my child comes to school every day, on-time, and ready to learn.
- I will ensure my child comes to school in uniform and prepared with all needed supplies.
- I will have my child read at home every night for at least thirty (30) minutes.
- I will ensure that my child completes his/her homework and school projects independently and on time by establishing routines at home.
- I will enforce the school’s Student Code of Conduct with my child, providing appropriate consequences.
- I will enroll my child in academic enrichment programs as advised by the school and ensure attendance.
- I will pay for any books or property damaged by my child.
- I will stay informed and engaged in my child’s academic and character growth as well as classroom and school activities.
- I will respect the school, staff, students, and other families.

Parents as Partners: Family Engagement
• I understand I’m encouraged but not required to complete forty (40) hours of service per family during the school year.
• I understand I’m encouraged but not required to attend at least two (2) parent workshops during the school year.
• I understand I’m encouraged but not required to attend all parent/teacher conferences or make special arrangements with the teachers.
• I understand I’m encouraged but not required attend school activities (i.e. music performances, field trips, assemblies, etc.) with my child at least twice a year.

**Student Pledge**

_I know that going to school is very important. My parents want me to try hard and do my best at Russell Westbrook Why Not? Academy because this will help me succeed in the future. I will meet the following responsibilities:_

• I will come to school every day, on-time, and ready to learn.
• I will come to school in uniform and prepared with all needed supplies.
• I will read every night at home for at least thirty (30) minutes.
• I will complete all assignments to the best of my ability and turn them in on time.
• I will comply with the school’s Student Code of Conduct.
• I will take care of books and other materials that the school lends me.
• I will be an active and engaged learner and stay informed on my progress in meeting academic and character goals.
• I will respect the school, teachers, staff, and other students.

My child and I have discussed the School, Parent and Student Pledge and Code of Conduct. In consideration of the unique opportunities offered by Russell Westbrook Why Not? Academy and our shared investment in my child’s success, we agree to fulfill all pledge commitments.

_________________________  ____________  ____________________  ________
Parent /Guardian Signature        Date          Student Signature        Date
Attachment C: School, Parent and Student Pledge Review Form

Student Name: ________________________ Parent Name: ________________________ Grade: ____

The School, Parent and Student Pledge is a set of shared commitments signed at the beginning of each school year by the student and the family. The goal of the School, Parent and Student Pledge Review Form is to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success.

**Academics:** Review the Academics section with your student and his/her teachers to make sure the student is following school pledge and is always ready to learn.

**Attendance/Behavior:** Review attendance marks & behavior concerns on progress report with student and his/her teachers and discuss how to improve if needed.

**Goal:** Create one (1) goal with your student to improve his/her level of success in and out of the classroom.

<table>
<thead>
<tr>
<th>School Home Connection: Academics</th>
<th>Yes/No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student reads every night at home for at least the recommended amount of time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework &amp; projects are completed and on-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to teacher contacts are timely and appropriate</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Attendance &amp; Conduct</th>
<th>Number</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of unexcused absences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of excused absences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of unexcused tardies:</td>
<td></td>
<td></td>
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<tr>
<td>Number of behavioral referrals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of suspension days:</td>
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<td></td>
</tr>
</tbody>
</table>

**GOAL:**

FOR RWWNMS ONLY. Please rate how the student is doing in each of the HOWL categories.

<table>
<thead>
<tr>
<th>HOWL</th>
<th>1-4</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honest</td>
<td></td>
<td></td>
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<tr>
<td>Optimistic</td>
<td></td>
<td></td>
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<tr>
<td>Work hard</td>
<td></td>
<td></td>
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<tr>
<td>Lead by example</td>
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<td></td>
</tr>
</tbody>
</table>

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Attachment D: California Compulsory Full Time Education Law

Education Code Section 48200 states that each person between the ages of 6 and 18 years not exempted under the provisions of Chapter 2 or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district which the residency of either the parent or legal guardian is located and each parent, guardian or other person having control or charge of the pupil shall send the pupil to the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Los Angeles County, Code of Ordinances, Chapter 13.57 – Daytime Restrictions for Minors

It is unlawful for any minor under the age of 18, who is subject to compulsory education or to compulsory continuation education, alone or in concert with others, to be present in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places or amusement and eating places, vacant lots or any place open to the public during the hours of the day when the school, which the minor would normally attend, is in session, on days when that school is in session. This section shall not apply to public sidewalks immediately adjacent to school grounds, the entrance areas to schools, or to school grounds.

It is unlawful for any minor under the age of 18 years, who is subject to compulsory education or to compulsory continuation education, to be "absent from school and found in a public place", unless the minor has one of the valid excuses (refer to Section 13.57.020). For purposes of this chapter, a minor is "absent from school and found in a public place" if said minor is found idling, wandering, strolling, playing, or aimlessly driving or riding about in or upon any public street, avenue, highway, road, curb area, alley, park, playground, or other public ground, public place or public building, place of amusement or eating place, vacant lot or unsupervised place, or any place open to the public during the hours of 8:30 am and 1:30 p.m. of the same day on days when said minor's school is in session.

Every student is expected to attend school on a daily basis, unless there is valid justification for the absence [Education Code 48200]. Please refrain from allowing your child to have parent permitted truancies. These truancies are best described as absences for reasons other than what the law allows. They may include the following:

- Running errands for family
- Babysitting
- Transportation problems
- Vacations or trips
- Inclement weather
Attachment E: Parent/Student Acknowledgement Form

Dear Parent/Guardian:

Parents/Guardians must sign a notification form and return it to their children’s schools acknowledging that they have been informed of their rights.

Please read the new Parent/Student Handbook and return the signed form below to the school. Your signature does not constitute consent to take part in any particular program.

______________________________________Tear/Cut-Off____________________________________

Russell Westbrook Why Not? Academy
Receipt of Annual Notification of Parent/Student Handbook

I acknowledge, with my signature below, the receipt of the required annual notification of parent/student rights on behalf of my child.

Please PRINT the name, birth date and grade of your child.

_________________________________   ___________________________   ___________________________
Student’s First Name                 Middle Initial                  Student’s Last Name

_________________________________
Signature of Parent/Guardian

_________________________________
Signature of Student (Grades 6-12)