

Parent Student Handbook

2019-2020



“Climbing Toward College & Career Readiness”



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Inspiring Collaboration, Innovation, & Empowerments



Let's work together
to make a difference
for our
students!

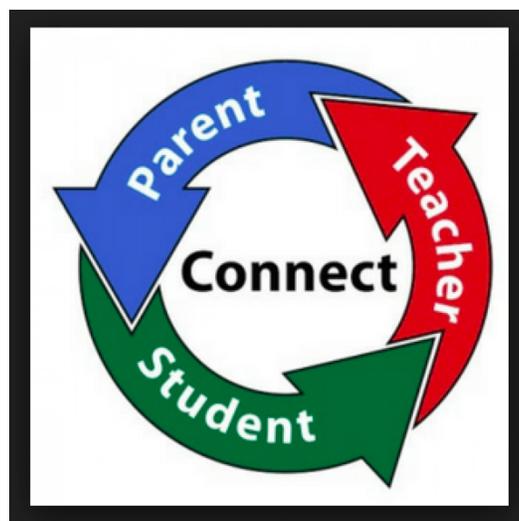


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PRINCIPAL'S MESSAGE



August, 2019

Dear Ararat Charter School Parents and Students,

We would like to welcome back all new and returning Ararat Charter School families! We are looking forward to working together with you in order to back ensure another successful school year. Our efforts will be focused on teaching our students the essential 21st century skills needed in order to be college and career ready. We also understand the importance of teaching our students to think critically and teaching student problem solving skills so that they may be successful at school and life.

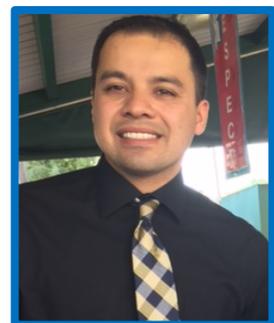
The Parent/Student Handbook offers information about our school policies and procedures in order to help parents and students have a successful school year. Our school staff is readily available should you have any questions pertaining to our parent handbook.

Our teachers will continue focusing on teaching our students the California state standards with an emphasis on how to apply them in a real-world setting. Students in K-5 will be continuously assessed throughout the school year with our program assessments. Teachers will be using student data to drive their instruction in order to meet the needs of every student. Students in grades 3-5 will be taking the CAASPP (California Assessment of Student Performance and Progress). This state test will be assessing our students in their understanding of the California state Standards in ELA and Math. This test will be administered online and will require students to have typing skills in order to response to questions in ELA and Math. Ararat Charter School will be working diligently throughout the year so that students have the necessary skills needed to take the test. More information will be forthcoming on how you can help prepare your child for the test. We would like to continue to collaborate with all Ararat Charter School families in order to form strong partnerships with parents so that we can work together to meet the needs of all students.

Included, are a list of all of our school's policies, procedures, and legal mandates that must be followed in order to comply with District, State, and Federal laws. Please read this handbook carefully as it contains very important information that will answer many of your questions on a variety of topics.

Sincerely,

Eddie Villela,
Principal



Bell Schedule

All Grades
Regular School Days - 7:50am – 3:00pm
Minimum Days - 7:50am – 1:35pm



The vision of Ararat Charter School is for all students to be high-achieving, lifelong learners and thinkers, who will become productive, thoughtful and responsible world citizens with an appreciation for cultural diversity.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY:

An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility.

The Academic Attributes of an Educated Person in The 21st Century Include:

- Knowledge of and ability to demonstrate solid skills in reading, writing and speaking;
- A core knowledge which includes cultural, mathematical and scientific literacy;
- Understanding of the scientific process;
- Knowledge of history;
- Ability to think critically, creatively, analytically, and logically;
- Ability to use technology as a tool and understanding its uses;
- Ability to gather and organize information;
- Understanding of the mathematical process including application;
- Ability to critically assess data;
- Ability to appreciate, enjoy and respect the visual and performing arts;
- An understanding of the political process.

The Personal Attributes of an Educated Person in the 21st Century Include:

- Concentration, focus and perseverance;
- Ability to work cooperatively with others;
- Adaptability;
- A strong sense of connection to and responsibility for the community;
- Valuing relationships, respect for others and for authority;
- Ability to honor differences including cultural, ideological and philosophical;
- Resourcefulness, confidence and motivation;
- Enthusiasm, a sense of wonder and curiosity;
- A passion for lifelong learning;
- Ability to communicate with respect and compassion;
- A strong social conscience;
- Celebrates diversity;
- A global perspective;
- Ability to think logically, make informed evaluations and problem solve



Ararat Charter School is committed to educate students to their maximum potential in an environment that actively engages students in rigorous and relevant programs, promotes academic excellence and values cultural and linguistic diversity and creative expression. Developing and nurturing the whole child is the primary objective of all Ararat Charter School programs.

Our students will...

- Achieve academic excellence in an environment that emphasizes critical thinking, self-inquiry and collaboration.
- Engage in Fine Arts programs, such as visual and performing arts.
- Acquire literacy in information technology.
- Demonstrate positive attitudes and appreciation of cultural diversity.
- Act with a sense of civic responsibility and demonstrate social consciousness.
- Practice good habits of personal fitness and well-being.



SPECIFIC SKILLS AND ANNUAL MEASURABLE OUTCOMES (AMO):

Ararat Charter School (ACS) will have a comprehensive standards-based assessment program. Student achievement will be assessed using formative assessments, Standards based benchmark assessments, and SBAC-CAASPP. Based on aggregate of multiple measures, we will use the summative assessment data to codify the level of mastery of students in the four subject areas: Language Arts, math, science and social studies. The data will also be used to make instructional decisions, allocate resources, and plan for acceleration and interventions.

Exit Outcomes:

- At least 85% of K-2 and 3-5 cohort groups of students will demonstrate basic competency or higher on grade level Common Core English Language Arts Standards
- At least 85% of K-2 and 3-5 cohort groups of students will demonstrate basic competency or higher on grade level Common Core in Mathematics (see measurable outcome table).
- By the end of each grade at least 90% of the students will demonstrate basic competency or higher on grade level Common Core the History/Social Studies standards.
- By the end of each grade at least 90% of the students will demonstrate basic competency or higher on grade level Common Core Next Generation Science standards.
- By the end of each grade at least 90% of the students will demonstrate basic competency or higher on grade level Common Core Next Generation Science standards.
- At least 85% of K-2 cohort groups of students will meet Level I standards in oral language, reading comprehension and writing competency as described in the Foreign Language Framework.
- At least 85% of grade 5 cohort groups of students will meet Level II standards in oral language, reading comprehension and writing competency.



- Collaboration with all stakeholders of the school community
- Innovation of instructional practices in order to best meet the needs of all students
- Empowering Students Staff and Parents

Ararat Charter School's Professional Community has...

- Compelling purpose, shared standards, and academic focus
- Collective efficiency and shared responsibility for students learning
- Collaborative culture
- Communal application of effective teaching practices and de-privatized practice
- Relational trust in one another, in students and parents
- Individual and group learning based on ongoing assessment and feedback

ACADEMIC APPROACH

Ararat Charter School believes that each and every child can be academically successful and that each and every student is unique. Ararat Charter School believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. Ararat Charter School also believes in the use of meaningful assessment methods in order to prescribe the best teaching strategies for each individual student.

Although there is no assurance that each child will master every instructional area, a major effort will be made to ensure maximum understanding and mastery. We believe that the potential for the learning best occurs in environments that include meaningful content with choices for learning: adequate time, space, and materials; immediate and meaningful feedback and careful monitoring of progress; enriched environment and collaborative learning opportunities.

The educational philosophy at Ararat Charter School synthesizes the constructive approach with elements from the following schools of thoughts: Developmental Stages as defined by Jean Piaget, Behaviorist orientations to learning, Multiple Intelligence developed by Howard Gardner, Jerome Bruner, Bloom's Model of critical thinking (Taxonomy), Accelerated School's model developed by Levin and colleagues at Stanford, and Problem-Based learning.

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. Constructivism has two major elements: 1) cognitive constructivism, which is about how the individual learner understands things, is proposed by Jean Piaget. In terms of developmental stages, Piaget claims that learning is dependent on the developmental stages of the individual. Elementary level students, who are at the concrete level of operations, learn by being engaged in hands-on activities and using models. Jean Piaget suggested that through process of accommodation and assimilation, individuals internalize knowledge and construct new knowledge from their experiences: and 2) social constructivism emphasizes how meaning and understanding grow out of social encounters (Vygotsky). A significant basis for constructivism was laid down by Vygotsky in his theory of the Zone of Proximal Development (ZPD) claiming that students do best when they are working in collaboration with adults.

Benefits of constructive approaches include: 1) children learn more and enjoy learning; 2) education works best when it concentrates on thinking and understanding; 3) constructivist learning is transferable; 4) constructivism gives students ownership of what they are learning; 5) by grouping learning activists in an authentic, real-world context, constructivism stimulates and engages students; and 6) constructivism promotes social and communication skills.

GOVERNING BOARD MEMBERS

- **Ms. Shakeh Avakian** – savakian@aratcharterschool.com
Board Chairperson, Retired School Psychologist
- **Dr. Silva Karayan** – skarayan@aratcharterschool.com
Board Secretary, Professor of Special Education
- **Mr. John Henderson** – jhenderson@aratcharterschool.com
Board Treasurer, Attorney
- **Ms. Rosemarie Shamieh** - rshamieh@aratcharterschool.com
Board Co- Treasurer, Associate Professor
- **Dr. Giuliana Velarde** – gvelarde@aratcharterschool.com
Board Member, School Counselor
- **Ms. Maria Cozette** – mcozette@aratcharterschool.com
Board Member, Marketing
- **Mr. Levi Kirkland** – lirkland@aratcharterschool.com
Board Member, Business



PARENTS

The Information You Need!

ATTENDANCE

California Compulsory Full-Time Education Law

Education Code Section 48200 states that each person between the ages of 6 and 18 years of age 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 fulltime 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

- A. It is unlawful for any minor under the age of 18, who is subject to compulsory education or to compulsory continuation education, to be "absent from school and found in a public place," as defined in subsection B of this section, unless the minor has one of the valid excuses specified in Section 13.57.020.
- B. 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 of 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 pm of the same day on days when said minor's school is in session. Ord. 96-0009 § 1 (part), 1996]

Every student is expected to attend school for a full day on a daily basis, unless there is valid justification for the absence (Education Code Section 48200). The goal for all students is to have 96% attendance or higher, which means no more than seven absences all year long.

Absences, excused and unexcused, impact a student's academic achievement. Please send your child to school daily unless absence is truly unavoidable. Examples of UNEXCUSED absences include:

- Running errands for family
- Babysitting
- Vacations or trips
- Weather Conditions
- Transportation problems

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 is 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 to verify an absence within ten (10) days after the student**

returns to school in order to prevent absences from being recorded as noncompliant. Absences include coming to school late, leaving early and missing class periods. Upon learning from a parent/guardian the reason(s) for a student's absence, 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
- A physician
- A principal
- A teacher
- Any other qualified employee of a school assigned to make such verification

School 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).

ABSENCES - EXCUSED

California Education Code Section 48205 provides that a student shall be excused from school when the absence is due to:

- Illness or injury of pupil
- 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)
- Illness or medical treatment of a child of whom the student is the custodial parent
- Spending time with a family member called to duty for, on leave from, or just returned from active military duty in combat zone (immediate family member; maximum three days)
- Attending pupil's naturalization ceremony
- Justifiable Personal Reasons, which means that 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:
 - Appearance in court
 - Attendance at a funeral service (extended days)
 - Attendance at a religious retreat (shall not exceed four hours per semester)
 - 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
 - Pre-arranged mental health services (Mental Health Day Treatment)

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.

Excessive absences may prevent a student from being promoted to the next grade level or from graduating if they fall behind their schoolwork and academic goals. Because of this, we make every effort to encourage daily attendance. Whether an absence is excused or unexcused, it is the responsibility of the student to make up all schoolwork they missed. This will include the submissions of any missed daily classwork or homework and other projects as assigned.

Two unexcused partial absences are considered one unexcused full day. Upon the fourth (4th) unexcused absence, the school will contact the family to set up a meeting to determine the reasons and causes for the unexcused absences and related attendance problems. The school will try to help the family resolve these problems. Upon the sixth (6th) unexcused absence, a second parent conference will be set up.



If the parent does not come to the conference or upon the student's seventh (7th) absence, a certified letter will be sent home, and the following consequences may be enforced:

- Students who accumulate twenty unexcused absences throughout the course of the school year will not receive a passing grade in that class.



To re-admit a student back into the classroom, a doctor's note is required if the absence is 3 DAYS AND/OR LONGER. Please provide a note for every absence!

UNEXCUSED ABSENCES

Any absence for reasons other than those listed above as excused absences are deemed unexcused. Ararat Charter School is required by law to seek an explanation (a written note or verbal justification) regarding all absences within ten (10) days. Parents will receive a form or phone call regarding unexplained absences.



Number of <u>Unexcused</u> Absences at School	Consequences
3	Verbal
5	Written Letter to Parent
7	Principal/Designee will contact parent
After 7 Absences	Principal/Designee will schedule a parent conference and work on student attendance plan

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.

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
- 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

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 Section 48260 (a)]. Upon a pupil's initial classification as a truant, the school shall utilize the Notification of Truancy Letter to notify the pupil's parent/guardian (Education Code Section 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 parent or guardian who fails to meet these obligations may be guilty of an infraction and subject to prosecution
- That alternative educational programs are available at the LAUSD
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy
- 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 District officer or 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 Section 48262).

School attendance is vital to students' achievement. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

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 tardiest 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 believe you received such notification in 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.

Attendance Matters!

- When students attend school, they get better grades, score better on assessments, and are more likely to go to college.
- It is our responsibility to teach students the importance of attendance now so they are prepared for the future.
- It's the law. Parents and guardians are responsible for ensuring that their children go to school. When parents are at work, students should be safe at school.



Parents Influence Attendance - Get Involved!

- Plan family vacations for non-school days only.
- Schedule non-emergency medical and dental appointments after school hours.
- Make sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address.
- Communicate often with your child's teachers.
- Make your school aware of any problems that may be causing your child to miss school.

Every student is expected to attend school on a daily basis, unless there is valid justification for his/her absence. (EC 48200) Do not allow 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:

- Personal business
- Car problems
- No clean clothes
- Rain

INDEPENDENT STUDY CONTRACTS

Students who attend school regularly derive the educational benefit. Independent study contracts will only be approval if student will miss 5 days of instruction, but no more than 10 days of instruction. **Parents must request Independent Study Contract from the principal a minimum of 2 weeks prior to absence.** The principal's decision on approval is final. Parents should understand that an Independent Study Contract cannot replicate the education within the classroom and that such absences, and the subsequent missing of important information, can affect a student's grade on tests and projects. It is the student's responsibility to check-in with teachers upon return to school for any additional work missed. Teachers will assign work, and that work must be completed and returned on the student's first day back in class. If the work is complete, the absences will be identified as Independent Study. If the work is incomplete, the absences will be identified as unexcused.

PERFECT ATTENDANCE

Any students who will have zero tardies and zero absences for a given period of time will be recognized monthly. As an incentive for perfect attendance, those students who will receive a "Perfect Attendance Certificate", will also be awarded with wearing free dress after receiving award on designated days. Recipients will bring a "wrist band" home with a note attached. We will ask you to attach the wrist band to your child's back pack and keep it there until the free dress days are over.

Perfect 
Attendance!

TARDY



Students arriving after 7:50 am will be considered tardy.

To develop the value of punctuality in our students, Ararat Charter School has adopted a strict policy, which is outlined below:

- **Tardy arrivals to school are never "excused."**
- **Each student is allowed two (2) tardies per year that will not have consequences which allows for emergencies and uncontrollable situations.**
- **Three (3) tardies are considered one unexcused absence.**
- **Upon your child's sixth tardy arrival, you will be called in for a meeting with the school.**

PARENTS' RIGHT TO KNOW

The No Child Left Behind Act (NCLB) requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects. This information includes:

- The type of credential the teacher holds
- The teacher's college degree(s) and major(s)

PARENTAL RIGHTS

The California Education Code, Section 51101, states that parents/guardians of pupils enrolled in public schools have the right, and should have the opportunity, to work together in a mutually supportive and respectful partnership with schools to help their children succeed, to be informed in advance about a school's rules, and to be informed of the procedures for visiting schools and observing classrooms.

Ararat Charter School's Parent Bill of Rights and Responsibilities is an integral component in the school's mission which indicates the partnership role of families and schools in order to achieve student success. It also affirms the rights and responsibilities that parents have in advocating for their children's academic success.

Parents' Rights and Responsibilities to Ensure Their Child's Success

Parents are equal partners in the education of their children. Family strengths and assets are essential to the academic success of students and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and Ararat Charter School assume their responsibility for student success and commit to a partnership that:

- Maintains high expectations for student achievement
- Ensures all children are ready for college, careers, and life
- Promotes productive conversation and collaboration
- Reflects mutual respect and support

Parents Have the Right To:

- A free education that honors their child's learning and prepares them for college careers, and life
- A welcoming environment that values family assets and contributions to learning
- Information about the school's expectations, educational programs, policies and procedures
- The CA School Dashboard to assess the quality of their child's school
- Visit their child's classroom and develop partnerships with teachers and staff
- Opportunities to learn how best to support education at home and at school
- Intervention classes and other learning supports for their child
- File a formal complaint without fear of reprisal
- Translation/interpretation services to communicate effectively with school staff

Parents Have the Responsibility to:

- Promote literacy, high achievement, and a love for learning
- Ensure their child attends school every day, on time, and ready to learn
- Monitor and guide their child's academic progress to ensure success
- Confer with teachers and other school staff about their child's education
- Attend meetings and learning activities to be informed and support their child's education
- Express their level of satisfaction through the annual School Experience Survey
- Provide all information about their child as needed by the school
- Advocate for their child's education



ANTI-BULLYING POLICY

Ararat Charter School (ACS) is committed to providing a safe learning and working environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the ACS jurisdiction; and will not tolerate retaliation in any form when bullying has been reported. This includes bullying or any behavior while in school, at school related events, and traveling to and from school. ACS policy continues to require that all school and personnel to promote an environment of mutual respect, tolerance, and acceptance among students and staff.

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts. Bullying behaviors may include, but are not necessarily limited to, the following:

- Verbal: Hurtful name-calling,
- Nonverbal: Posturing,
- Physical: Hitting,
- Emotional (Psychological): Using peer pressure, or rating or ranking personal characteristics.
- Cyber bullying: Sending insulting or threatening messages by phone, e-mail, web sites or any other electronic or written communication.

Administrators and staff are responsible for creating an environment where the entire school community understands that bullying behavior is inappropriate and will not be tolerated. Students must also take responsibility for helping to create a safe environment:

- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Do not engage in or contribute to bullying behaviors, actions, or words.
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask, encourage, or consent to anyone's taking retaliatory actions on your behalf.



ENROLLMENT SUPPORT FOR HOMELESS CHILDREN POLICY

The McKinney-Vento Homeless Assistance Act, part of No Child Left Behind, mandates that all local educational agencies, such as school districts, independent charter schools, private schools and county offices of education, designate an appropriate staff person as the liaison for homeless children/youth. This policy addresses the rights of children and youth experiencing homelessness to a free and appropriate public education. Ararat Charter School is responsible for ensuring the identification, enrollment, attendance, and academic success of students who are homeless.

This law is applicable to all schools, centers and offices within the Los Angeles Unified School District, including, but not limited to early education centers; preschools; elementary, middle, and high schools; magnet schools and centers; educational options schools; adult schools; continuation schools; special education schools; and dependent/ affiliated charter schools.

RE-ENROLLMENT OF CURRENT STUDENTS

The official School Intent to Re-enroll forms will be sent home in February or March of each year. **Please ensure that forms are sent back to our office indicating that you are planning to return for the following school year.** In addition, if your child has a sibling who will be attending Ararat Charter School, please ensure that you indicate this on your School Intent to Return Form. **If you fail to return your School Intent to Enroll Form by the specified due date, your child's space will not be guaranteed and will be subject to space availability and or Annual Public Lottery result.**

REQUIREMENTS FOR NEWLY ENROLLED STUDENTS



Submit required enrollment documents

Once an offer has been extended, all parents of newly enrolled students are asked to satisfy certain requirements before their child can be formally enrolled in Ararat Charter School. If you accept an offer of enrollment, you will be asked to submit enrollment paperwork to Ararat Charter School by the given deadline.

Comply with enrollment requirements by the submission deadline.

The deadline for providing required documents varies depending on when your child receives his or her enrollment offer. The date will be given to you when the offer to enroll is extended. If we do not receive all required paperwork by the specified deadlines, your child's enrollment will be withdrawn and their space will be offered to the next student on the wait list.

Attend the New Parent Orientation Session (Recommended)

This orientation will give you an opportunity to meet school officials as well as members of the school. You will be given an overview of our two campuses and learn about how the school is governed. We will also review key policies, major school events and provide an opportunity for you to get answers to your questions during a formal Q&A session.

SEXUAL HARASSMENT POLICY

It is the policy of Ararat Charter School (ACS) to maintain a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of ACS policy. The Ararat Charter School considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student.

Any student or employee of ACS who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting.

Ararat Charter School is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy. The Charter School considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through twelve. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three.

Any student or employee of the School who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the problem. The School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

NON-DISCRIMINATION STATEMENT

Ararat Charter School is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The School prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, immigration Status, citizenship, nationality, national origin, religion, color, mental or physical disability, age, 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.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the School.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the School.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Superintendent of the Ararat Charter School.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, contact school's administrators

CHILD ABUSE

Any school employee who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with the appropriate child protective services agency, such as the local police, sheriff's department, or the Department of Children and Family Services (DCFS).

CODE OF CONDUCT FOR EMPLOYEES

Ararat Charter School (ACS) 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. ACS 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.

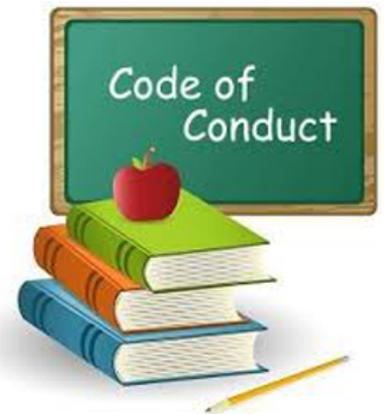
CODE OF CONDUCT FOR STUDENTS

Ararat Charter School (ACS) is committed to creating a climate on campus where every student feels safe and welcome. For more detailed information please refer to Ararat Charter School's Discipline Policy. Guiding principles for everyone in the school:

- ▶ **Be Respectful**
- ▶ **Be Responsible**
- ▶ **Be Appreciative of Differences**

School Pride Means.....

- ★ Treating others with respect
- ★ Finding peaceful solutions
- ★ Listening to each other
- ★ Being drug free
- ★ Keeping the school clean and beautiful
- ★ Having healthy friendships
- ★ Producing own work
- ★ Maintaining honesty and integrity
- ★ Showing empathy and compassion
- ★ Defending others' rights
- ★ Appreciating differences
- ★ Respecting the property of others
- ★ Engaging in safe activities



STUDENT DRESS CODE/UNIFORMS

Ararat Charter School faculty, staff, and administration are committed to establishing a positive educational atmosphere in the classroom, on campus, and at school sponsored events. While recognizing the prime responsibility for good grooming is that of the student and parent, the school nevertheless shares in this obligation since it believes that good grooming signifies the difference in character and motivation that should distinguish Ararat Charter School students from students attending other schools. Since Ararat Charter School students will be coming from all geographic areas of the Los Angeles Unified School District, we want to emphasize that school is the student's place of work and that respect for other members of society and oneself places some restrictions on the nature of our dress and grooming. We want our students' dress to reflect the character of our school.

All clothing must be neat, clean and acceptable in appearance. Clothing will be worn as its design is traditionally intended and fit the size of the wearer. The following is a description of the acceptable clothing available to students. Please read and adhere to the following standards of dress. For examples of our Dress Standards, visit Ararat Charter School's website at www.araratcharterschool.com.

Slacks: Slacks will be uniform-type cotton, solid navy-blue color, properly **tailored to fit at the waist and covering undergarments**. Slacks will be regular cut – non-riveted. **TIGHTS, LEGGINGS, JEGGING, SWEAT PANTS; ANY SPENDEX OR PANTS/SHORTS THAT LOOK LIKE SPANDEX (FORM-FITTING) ARE NOT ALLOWED AND ARE NOT A SUBSTITUTE FOR A UNIFORM STYLE PANT OR SHORT.** No oversized or “baggy cut” clothing is permitted. This includes baggy cut trousers and baggy cut cargo pants. Slacks will be the correct length without bagging at the ankle, and will be hemmed (cuffed) without side slits, holes, rips, safety pins, staples or tape. No jean styling (**jean styling has sewn-on patch pockets and reinforcing rivets. All clothing must be regular cut**). All belt buckles will be plain. All belts will be worn as designed through belt loops without excessive length.



Shorts: Shorts will be uniform-type cotton, solid navy-blue color. **Shorts cannot be shorter than the arm length. They must be properly tailored to fit the waist and covering undergarments. No short-shorts, cut-offs, or tight, form-fitting shorts (bike-type shorts) will be allowed.** Shorts will be regular cut – non-riveted, no jean shorts (see above).



Skorts: Skorts will be navy blue, light blue and gold checkered and no shorter than arm length. **No short-skorts or solid color skorts will be permitted.**

Shirt: Shirts will be solid white polo (with or without Ararat Charter School logo) with a **COLLAR** and **SLEEVES** from Monday thru Thursday and Ararat Charter School Spirit wear royal blue T-shirt on Fridays. **Sleeveless shirts, tank tops, graphic design or rhinestones on shirts are NOT allowed. Sheer/“see-through” fabric is NOT allowed.** Shirt will be **BUTTONED** during school hours. **Shirts/T-shirts will be worn as designed.**



T-shirts: T-shirt will be “regular cut.” The T-shirt must be long enough to cover the mid-section and stay below the top of the pants/Skorts at all times. **No bare midriff may be showing at any time.** T-Shirts may not be worn Monday thru Thursday, unless specified otherwise. Ararat Charter School T-shirts are mandatory at every school sponsored field trip.

Outerwear: Preferred jackets will be royal blue Ararat Charter School Hoodies. Otherwise, jackets, sweaters and other outerwear will be solid colors – **no prints, stripes, logos, characters, sports insignias, graphic design, or rhinestones.**



Caps: Caps will be Ararat Charter School caps **only** and may be worn outside for sun protection. Hats, caps, or beanies, should not be worn. No backwards baseball caps. All caps must be removed when entering any room.

Shoes: Shoes (athletic shoes preferred) will be worn at all times. Safety is of utmost importance. Sandal type (backless, open toed or “flip flops”) or heeled shoes are NOT permitted, even on free-dress days.

Free Dress: The aforementioned standards must be followed during dress free days as well. Refer to slacks, shorts skorts, shirts, T-shirts and shoes sections for more clarification.

THE FOLLOWING ARE ABSOLUTELY PROHIBITED:

Apparel with gang-related symbols or insignias, any attire that could be used as a weapon, such as chains, spikes or studs. This includes chains attached to wallets. **SUNGLASSES AND CAPS MAY BE WORN OUTSIDE FOR SUN-PROTECTION ONLY.**

DRESS REGULATIONS ARE IN EFFECT AT ALL SCHOOL FUNCTIONS AND EVENTS UNLESS SPECIFIED OTHERWISE VIA SCHOOL ANNOUNCEMENTS.

THE FOLLOWING CONSEQUENCES OF DRESS STANDARD VIOLATIONS ARE FOR THE SCHOOL YEAR:

For any dress standard violation, the student will be sent to the office. Office staff will then contact student’s parent and request the appropriate school attire to be brought to school immediately. Student will ONLY return to class after changing into acceptable school uniform.

In the case of financial hardship, please contact school’s administration for accommodation. Your information will be kept strictly confidential.

SPIRIT WEAR

Ararat Charter School has spirit-wear! These are custom made school t-shirts, long sleeve shirts, hooded jackets, and caps with ACS logo.

All students are highly encouraged to wear spirit-wear every Friday. Girls can wear their jumpers or skorts and wear the spirit-wear over them. Boys can wear it instead of the polo shirts. All staff will be wearing ACS spirit wear every Friday as well. Parents may purchase these items if they wish.

Spirit wear **MUST** be worn for ALL field trips. A student cannot participate in a school sponsored field trip without wearing an Ararat Charter School t-shirt or long sleeve shirt. Also, a parent may not chaperon students during a field trip without wearing an ACS shirt.

For additional information please refer to Student Dress Code/Uniform Section.

STUDENTS’ PERSONAL PROPERTY AND CELLULAR TELEPHONES



Personal items of value (mobile phones, iPods, iPads, MP3, cameras, smart watches, electronic games, computers, tablets etc.) are not allowed to be brought to school without prior authorization, since loss, theft, or damage is possible. Such items can be distracting to the educational process and may be confiscated by school personnel. **It is the policy of Ararat Charter School (ACS) to prohibit the use of cellular phones, or any electronic device by students on campus. Those devices are turned off and stowed away in the backpack AT ALL TIMES.** In case of a violation, electronic devices and cell phones will be confiscated and will only be returned to the parent. The date of the return will be at the discretion of the administrator. Furthermore, school is not responsible for lost or stolen items under any circumstances.



INTERNET ACCESS

Ararat Charter School provides access to the Internet and email through the school's computer network. The ACS website is located at www.araratcharterschool.com. All uses of ACS computers and networks are regulated by the Acceptable Use Policy (AUP). The purpose of providing access to the Internet and Ararat Charter School network resources is for regular instructional or business activity, or to compile data necessary for educational research.



STUDENT DISCIPLINE: SUSPENSION AND EXPULSION

Ararat Charter School has a comprehensive Discipline Foundation Plan. This plan is sent home at the beginning of each year. California Education Code Section 48925 (d) defines suspension as removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended for no more than five consecutive school days. California Education Code Section 48925 (b) defines expulsion as the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel. At Ararat Charter School, the Governing Board and or the Discipline Committee is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement (straight expelled) and, therefore, not be allowed to attend school or school sponsored program during the term of expulsion. Or, the enforcement of the expulsion may be suspended, pursuant to Education Code Section 48917, in which case, the expelled student could be assigned to an ACS alternative educational program for the term of the expulsion. The length of an expulsion may be for the balance of the trimester in which the Governing Board expels; for the balance of the trimester plus the following school trimester; or for one calendar year, depending on the violation and/or the student's social adjustment background.

1. Jurisdiction to issue suspensions or expulsions extends to misconduct related to school activity or attendance that occur at any time, including, but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the campus
- During, or while going to, or coming from, a school-sponsored event
- While riding on the school bus

A student may be suspended from a class or school for any of the acts enumerated in Education Code Section 48900, except for misconduct of willful defiance as described in Education Code Section 48900 (k). If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal for appropriate action. The principal shall then determine whether to suspend the student from school or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her administrative designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day (or next class period for that same class). A student serving a classroom suspension must remain on campus under appropriate supervision. Subsequent to a teacher's classroom suspension, the teacher shall, as soon as possible, ask the parent to attend a conference with the teacher, at which the school administrator, may also be present. If the student has committed an obscene act or engaged in habitual profanity or vulgarity, the teacher may require that the parent/guardian attend a portion of the school day in his or her child's classroom.

2. Other Means of Correction (Education Code Section 48900.5)

Suspension, including supervised suspension (such as in-school suspension and class suspension) shall be imposed only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Other means of correction used should be documented and kept in the student's discipline file, available to access pursuant to Education Code Section 49069.

3. Grounds for Suspension/Expulsion (Education Code Section 48900 et seq.)

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except in self-defense.

- c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type.
- d) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- e) Unlawfully offered, arranged, or negotiated to sell any controlled substance an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- f) Committed or attempted to commit robbery or extortion.
- g) Caused or attempted to cause damage to school property or private property.
- h) Stolen or attempted to steal school property or private property.
- i) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- l) Disrupted school activities (suspension only by an administrator; no expulsion)- (grade 4-12).
- m) Knowingly received stolen school property or private property.
- n) Possessed an imitation firearm.
- o) Committed or attempted to commit a sexual assault or committed a sexual battery.
- p) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in, hazing.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or group of pupils.
- t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- u) 48900.2 Committed sexual harassment (grade4-12).
- v) 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grade4-12).
- w) 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (grade4- 12).
- x) 48900.7 Made terroristic threats against school officials or school property, or both.

Prior to a suspension from school, the principal/designee will have an informal conference with the pupil where the pupil will be informed of the reason for disciplinary action, including other means of correction that were attempted before the suspension if required, and the evidence as well as the opportunity to present his/her version and evidence (Education Code §48911). If the school determines there is an emergency situation, defined as a situation that constitutes a clear and present danger to the life, safety, or health of pupils or school personnel, the informal conference is not required.

4. Circumstances for Recommending Expulsion (EducationCodeSection48915)

The principal shall recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of any knife or other dangerous object of no reasonable use to the student.
- c) Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d) Robbery or extortion
- e) Assault or battery upon any school employee

The principal shall immediately suspend and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds:



- a) Possessing, selling, or furnishing a firearm
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance
- d) Committing or attempting to commit a sexual assault or committing a sexual battery
- e) Possession of an explosive

The principal may recommend expulsion for the remaining grounds (as noted in Education Code Section 48900).

5. Behavior Intervention for Students with Disabilities

Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the Individualized Education Program (IEP) process and implemented throughout the timeframe of the Individualized Education Program.

The education of children with disabilities can be made more effective through the use of positive behavioral interventions and supports to address the learning and behavioral needs of these children. Students with disabilities who exhibit behavioral challenges must receive timely positive supports and interventions and appropriate assessments in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.). When behavioral interventions, supports, and other strategies are used, they must be used in consideration of the student’s physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and ensure a student’s right to placement in the least restrictive educational environment. It is the responsibility of the Individualized Education Program (IEP) team to determine student needs based on assessment, and to generate meaningful goals and appropriate instructional and behavioral supports and services.

6. Suspension and Expulsion of Students with Disabilities

For students with disabilities, the law requires additional procedures and considerations:

Suspension:

Special Education: When a student who receives special education services is suspended, school staff must determine if an Individualized Education Program meeting is needed to create a behavior support plan or to review and modify an existing behavior support plan to organize more targeted behavioral instruction and intervention to prevent the recurrence of the misconduct. Continued misconduct resulting in suspension will require an Individualized Education Program team meeting to determine if additional instructional and/or behavioral supports are needed and examine the appropriateness of current placement and services. The student cannot be suspended for more than 10 days in a school year. If the student has been suspended two times, or the total days of suspension accumulate to 5, 8, or 10 school days, an Individualized Education Program meeting must be convened to determine appropriate services/placement.

Section 504:

A student who has a Section 504 plan is considered as a general education student and can be suspended for the same number of days as a general education student, but at 10 days of suspension, there must be an analysis in a Section 504 Manifestation Determination meeting to review and, if appropriate, modify the current Section 504 Plan, including updating or developing appropriate accommodations as warranted.

Expulsion:

Special Education: Before a student who receives special education, services can be recommended for expulsion, an IEP team must hold a pre-expulsion Individualized Education Program and conduct a manifestation determination. If a student with disabilities is expelled, he or she is entitled to receive the services specified in his or her Individualized Education Program during the term of expulsion. If the student is not expelled, he or she will be placed in the most appropriate setting as determined in the student’s Individualized Education Program .

Section 504: An expulsion of a student being served under Section 504 is considered a disciplinary change of placement and can only be issued if the school’s Section 504 team conducts a Section 504 Manifestation Determination meeting and finds the conduct being disciplined is not a direct manifestation of the student’s disability and/or a direct result of the District’s failure to implement the student’s Section 504 Plan if applicable. ‘For more information, please refer to *A Parent’s Guide to Special Education Services* (Including Procedural Rights and Safeguards).



Appeal of Disciplinary Action

Challenges or objections to suspensions and opportunity transfers may be addressed directly with the Governing Board. Students who are recommended for expulsion have a right to an expulsion hearing and to address the Governing Board before the Board makes the final decision to expel. An expulsion appeal should be made to the Los Angeles Unified School District Charter Division.

SAFE SCHOOL ENVIRONMENT

Ararat Charter School (ACS) is committed to ensuring a safe school environment for all students and staff. ASC has developed a Safe School Plan which will be reviewed and revised by the School Leadership Council when needed.

COORDINATED SAFE SCHOOL PLAN

Parents may learn more about the Coordinated Safe School Plan from the principal or a member of the School Safety Planning Committee, which is responsible for annually reviewing and updating the Coordinated Safe School Plan. The site administrator will print out the plan and make enough copies so that it is readily available for inspection to all school staff and the public. Copies should be available from key personnel and such places as the main office, and the emergency bin.



ALCOHOL, TOBACCO, DRUGS

Ararat Charter School (ACS) does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students on school campuses or at school-sponsored activities. School administrators must take immediate action to prevent, discourage, and eliminate the use or possession of drugs, alcohol, or tobacco on campus and at school activities, in cooperation with local law enforcement.

GUN-FREE SAFE SCHOOL

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.

SCHOOL VOLUNTEERS

School volunteers assist our school by providing support to teachers and other staff through a variety of activities. The school's office facilitates the processing of school volunteers, maintains a database of school volunteers and offers training for the office equipment. School volunteers must meet basic health and safety requirements to ensure the well-being of all students and staff. All volunteers must be cleared by Department of Justice (finger printing) and be free of tuberculosis (TB test). Volunteers also must familiarize themselves with Ararat Charter School's Volunteer Policy before they can volunteer. Field trips and on-site fundraising are also subject to the same policy.



SCHOOL VISITORS

Ararat Charter School is committed to providing a safe and secure learning environment for its students. The enhanced involvement and assistance of parents, community members, and organization representatives in school programs and activities have increased the number of school campus visitors. In some instances, campus visitors have created concerns for staff. Therefore, all school campus visitors must be informed and must adhere to the laws and school policies of visitors to school.

campuses, as stated in the California Education Code (Education Code § 44810 (a); § 44811 (a); § 51101, (a): (1), (2), (12) and Board Rules (1265, 2002).

- All campus visitors must have the consent and approval of the principal/designee by completing classroom observation request form.
- Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. This does not preclude visits occurring on the same day as requested.
- Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal/designee has been obtained.
-



Parents do have the right to:

- 1- Be informed in advance of the procedures for visiting the school;
- 2- Request and obtain approval of the principal/designee to enter a school campus;
- 3- Observe in the classroom in which their child is enrolled for a maximum of 20 minutes after making a request;
- 4- Observe in the classroom or classrooms for the purpose of selecting the school in which their child will be enrolled, within a reasonable period of time after making a request;
- 5- Be aware that classroom visitors often distract the students and that what you see may be different than what occurs on a regular basis.
- 6- Request a meeting with the classroom teacher and/or school principal/designee following the observation; and, Meet with their child's teacher(s) and/or the school principal/designee, within a reasonable period of time after making a request.
- 7- Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and will be further restricted from visiting the school.

Parents do not have the right to:

- 1- Willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
- 2- Disrupt class work, extracurricular activities or cause disorder in a place where a school employee is required to perform his or her duties.

Parents should:

- Follow the established school policy in requesting a classroom visitation from the principal/designee.
- Complete a visitor's permit and obtain the principal/designee's approval before proceeding to the classroom.
- Sign in and out the Visitor Book and get a Visitor Pass from the office staff.
- Enter and leave the classroom as quietly as possible.
- Do not converse with the students, teacher and/or instructional aides during the visitation.
- Do not interfere with the execution of any school activity during the visitation.
- Keep the length and frequency of the classroom visits reasonable (to be determined by the activity being observed).
- Keep the frequency of classroom visits reasonable (to be determined by the activity being observed).
- Follow the school's established procedures for scheduling an appointment with the teacher(s) and/or principal/designee after the classroom visit, if needed.
- Administrator's Authority Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges.
- Visitors may not participate in field trips.
- Ararat Charter School Policy states, that smoking and the use of all tobacco products are prohibited on all school properties.

All volunteers must present a current TB test clearance and be cleared from any criminal charges by Department of Justice.

EMERGENCY PREPAREDNESS

Administrator(s) at Ararat Charter School work diligently to make sure that students and staff are prepared for an emergency. Every school has a detailed Coordinated Safe School Plan that provides guidance for the school staff in an emergency. Regular drills are a part of a school's activities. Every school conducts the following types of drills:

- Fire Drill
- Earthquake or Emergency Drill
- Protected Campus or "Lockdown" Drill
- Duck, Cover and Hold Drill
- Take Cover Drill



Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency. In addition to conducting regular drills, each school stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies and sanitation items. These supplies are checked regularly by school staff.

MEDICAL AND HEALTH INFORMATION

Health Information

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

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



An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in 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 5 days; thereafter, a written request is needed from the student's health care provider.

Students are allowed to wear protective gear (hats, sun visors) while outdoors at recess. School will regulate the type of sun protective clothing/headgear in accordance with California Education Code Section 35183.5. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for their outdoor activities while at school.

Asthma Program

Asthma is one of the leading causes of school absenteeism that may interfere with student's achievement. If your student is frequently absent due to asthma symptoms, frequently in the doctor's office because of asthma, in the emergency room or recently hospitalized due to asthma, their asthma may not be well controlled. You may refer your student to the Asthma Program by contacting the school nurse. Students referred to the Asthma program improve control of symptoms and decrease days missed from school.

Communicable Disease Prevention

Communicable disease inspections may be conducted periodically. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Guidelines for exclusion and readmission follow policies set forth by Ararat Charter School, the state Department of Health and Department of Education. Guidance in addressing communicable diseases also comes from the Center for Disease Control and Prevention and national organizations.

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis (pink eye); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis (whooping cough). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and district, county and state policy. Readmission to school is based on condition and appropriate treatment.

Fever/Influenza

Any student excluded from school with flu-like symptoms and **or a fever of 100 degrees or greater must be free from symptoms and fever for at least 24 hours, without the use of fever-reducing medication before returning to school.**

An effort will be made to notify parents/guardians about school exposure to chickenpox, head lice, or other communicable disease that pose a risk to students. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancers or organ transplants. Information on the treatment and prevention of head lice is available from the school nurse or school health personnel.

New students will not be enrolled unless a written immunization record, provided by a health care provider or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses at the time of enrollment or who lack a written record are no longer allowed a grace period. All students new to Ararat Charter School must show that they have received all currently required immunizations in order to be enrolled. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school 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 health department. A doctor may exempt your child from some or all immunizations (for example, due to a medical condition). You may exempt your child because of your personal or religious beliefs. Ask your school or childcare provider for details.

Medication Administration/Assistance

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 school nurse or other designated school personnel if the school receives 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



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:

1. 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
2. A written statement from the parent or guardian of the student consenting to the self-administration, providing release for the 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 school nurse or administrator. School health personnel do not prescribe or give advice regarding medication.

ORAL HEALTH INFORMATION

Kindergarten students while enrolled in a public school, or first grade students not previously enrolled in a public school, must present evidence of having received an oral health assessment by May 31st of the school year. This assessment may be performed no earlier than 12 months prior to the date of the initial enrollment of the student into a public school. This law will impact students currently enrolled in kindergarten or first grade. The oral health assessment may be performed by a licensed dentist or other licensed or registered dental health professional. The parents or legal guardian of the student may be excused from complying with the oral health assessment if they sign a waiver stating that they could not find a dental office that accepted their child's insurance, they could not afford to pay for the assessment, or they did not want to have their child's oral health evaluated. There is no penalty for students and families who are not able to comply with the oral health assessment (e.g., students may not be excluded from school for noncompliance with the assessment or waiver).

PHYSICAL EXAMINATIONS



Comprehensive physical examination and health assessment consistent with Child Health and Disability Prevention (CHDP) guidelines are required for all first-grade students within 18 months prior to entry or up to 3 months after admission to the first grade. A CHDP or equivalent examination may be done by a private health care provider, health department clinic or, in some instances, the District CHDP staff. All children entering Early Childhood Programs must have a physical examination. Although students enrolling for the first time in LAUSD are encouraged to provide the school with a report of a recent physical examination. Forms for this purpose may be obtained from the school nurse.

If your child is without medical insurance or with limited coverage, or if you are covered by Medi-Cal, your child may be eligible for a free CHDP examination at the school. If help is needed in meeting the requirement for a CHDP examination, please contact your school nurse. If parents/guardians do not wish to have their child examined at school (including vision and hearing screenings), they must file an annual written statement to that effect with the school administrators.

CUSTODY LAW

Under California law (Family Code section 3010), each parent is equally entitled to custody of his or her child. It is the policy of Ararat Charter School to obey Family Code section 3010 so that either parent, upon showing proper identification, may check the child out of school, or otherwise make decisions regarding the health, education and welfare of the child. Family Code section 3025 provides that a non-custodial parent shall not be denied access to school records pertaining to his or her child. Ararat Charter School shall allow either parent to access their child's school records, including medical records in the school's possession.

If a court has made order(s) restricting or limiting a parent's rights to visitation or custody of a child and/or access to information about the child, it is the obligation of both parents to immediately provide a legible copy of the court stamped order, signed by the judge, to each child's school site. Copies of court orders can be obtained in the clerk's office at the courthouse where the orders were made.



One parent's oral or written assertion, without confirmation by a signed court order, is insufficient reasons for the school to deny the other parent access to the child and/or the child's records.

Ararat Charter School will follow the most recent signed child custody court order that has been provided, or in the absence of any orders, California law as cited above, giving parents equal rights to custody of the child.

Parents are requested to avoid involving school personnel in child custody disputes. If a parent is uncertain as to whether the school has current information regarding child custody, he or she should contact their child's school site to verify the school has been provided with legible copies of the most recent court orders.

VISION AND HEARING SCREENING

Screening of the students' vision and hearing will be done at the school site in accordance with State mandates. Parents/Guardians will be notified of any findings as a result of the mandated screening tests that require further attention.



TUBERCULOSIS CLEARANCE

All kindergarten students, all new first grade students who have never attended kindergarten, and all students entering an Early Education Center must present a written report (usually on the immunization record) provided by a health care provider or health department, giving the results of a Mantoux test for tuberculosis done within one year prior to school entry. A chest X-ray will be required if the skin test results are positive. All new students entering grades 2-12, who have never attended any school in California, must present documentation of the results of Mantoux test done at some previous time.

TESTING AND ASSESSMENT

California's New State-Wide Testing System

The CAASPP system is based on the state's California Common Core State Standards (CA CCSS) for English-language arts (ELA) and mathematics, adopted by the State Board of Education in 2010.

The primary goal of the new statewide testing program is to better prepare all students for college and careers in the twenty-first century. Computer-based assessments, developed through SBAC (Smarter Balanced Assessment Consortium), form the cornerstone for CAASPP (California Assessment of Student Performance and Progress). Schools throughout California will be taking the CAASPP in the spring. The primary purpose of the CAASPP is to assess the understanding of students on the Common Core Standards in ELA and Math. This state test will be taken on the computer for students in grades 3-5. Score reports will be shared with parents as soon as they become available to the school.

Schools are required to send results for the CAASPP and CMA Science, STS, and CAPA tests to each student's home address within 20 working days after they are received from the testing contractor. Individual student results are confidential and are to be shared only with parents or guardians and their child's teacher(s). Individual Alternate Modified Test, CMA, and Standard Based Test in Spanish results provide information about each student's academic progress. Schools also use group results to identify strengths in their academic programs and areas that need improvement.

The API will be based on results from statewide tests administered in grades three through eight, and eleven. Specifically, the 2015–16 API reporting cycle is expected to reflect a school's performance on the following tests:

- California Assessment of Student Performance and Progress (CAASPP)
 - Smarter Balanced assessments in ELA and mathematics (grades three through eight, and eleven)
 - California Alternate Performance Assessment (CAPA) in science (grades five, eight, and ten)

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)



Ararat Charter School values your child's cultural and language assets and offers appropriate instructional program options that best meets your child's educational needs. To better serve the instructional needs of students who are not fluent English speakers, all public schools are required to identify students' English proficiency levels. Parents and school staff work together to determine the languages that families and students speak at home using the Home Language Survey. Based on responses on the Home Language Survey, state law requires the public schools to assess the English language proficiency of new enrollees who speak a language other than English using the Initial ELPAC assessment.

This assessment must be administered within the first 30 calendar days of enrollment. Schools will notify you of this requirement with a parent letter.

To measure student progress in learning English, all continuously enrolled English Learners will be administered the English Language Proficiency Assessments for California (ELPAC) Summative in the Spring until the reclassification criteria is met. Additional information can be found at www.elpac.org.

PHYSICAL FITNESS TEST

The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity.

Public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These students include those enrolled in elementary, middle, high, and unified school districts, county offices of education, and charter schools. School districts should also test all students in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Students who are physically unable to take the entire test battery are to be given as much of the test as conditions permit. (Education Code (EC) Section 60800 and the California Code of Regulations, Title 5, Section 1041).

The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. By law (Education Code Section 60800), all school districts in California are required to administer the PFT annually to all students in grades five, seven, and nine.

The FITNESSGRAM® is composed of the following six fitness areas, with a number of test options provided for most areas:

Aerobic Capacity

- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run
- Walk Test (only for ages 13 or older)

Abdominal Strength and Endurance

- Curl-Up

Upper Body Strength and Endurance

- Push-Up
- Modified Pull-Up
- Flexed-Arm Hang



Body Composition

- Skinfold Measurements
- Body Mass Index
- Bioelectric Impedance Analyzer

Trunk Extensor Strength and Flexibility

- Trunk Lift

Flexibility

- Back-Saver Sit and Reach
- Shoulder Stretch

The FITNESSGRAM® uses objective criteria to evaluate performance for each fitness area (e.g., body composition, abdominal strength, and endurance). The Cooper Institute established these criteria using current research and expert opinions. These criteria represent a level of fitness that offers some protection against the diseases associated with physical inactivity.

BEFORE AND AFTER SCHOOL PROGRAMS

Ararat Charter School will have enrichment and Intervention after-school programs for grades 1-5. Enrichment Programs are voluntary and on first come first serve basis. Each student will be entitled to participate in at least one round of enrichment classes. **Intervention Programs are mandatory.** School officials will inform parents of after-school program schedules as they become available.

FOOD SERVICES

LAUSD Food Services Division is responsible for the operation of the School Breakfast Program (SBP) National School Lunch Program (NSLP) at Ararat Charter School. The SBP and NSLP were developed to protect children from hunger and malnutrition by offering balanced school meals.

If you have questions regarding Food Services, the best place to go for answers is the food services manager at our school. They are knowledgeable in all areas of meal service, food preparation, sanitation, safety, and the various programs offered.

Additional information could also be found at

- <http://achieve.lausd.net/cafela>.
- Food Services Division 213 241-6419 / 213 241-6422
- Meal Applications Questions 213 241-3185



MEAL APPLICATIONS



Your student may qualify for free or reduced-price meals based upon your household size and income, which is based on Federal Income Eligibility Guidelines by submitting a meal application. Meal applications are required to be completed each school year. We highly encourage families to fill out an application to apply for benefits. The meal applications are held as strictly confidential information and used only by the Food Services Division. **Personal information will not be shared with any outside agencies.** Applications for free and reduced-price meals reminders are emailed/mailed to students' home before the start of each school year. They are also available at the school site when school starts.

- Applications may also be completed online, submitted electronically and are processed within 48 hours. Please visit the Café LA website at http://cafe-la.lausd.net/new-online_meal_application

- If you receive an application in the mail, please fill it out and mail it back in the return envelope provided; this will expedite the process.
- **Only one application per household is required.** Please do not submit multiple applications as this will slow down processing.
- Once your application has been received and or processed, an eligibility letter will be mailed to your home address.

Students who have not turned in an application or who do not qualify to receive free or reduced-price meals, will be required to pay the full price for meals or bring a meal from home.

The following are the 2019-20 LAUSD co-pay meal prices:

Student Meal Prices		
	FULL PRICE	REDUCED PRICE
Breakfast	\$2.25	\$0.30
Lunch	\$3.00	\$0.40

If students do not have money or forget to bring lunch, the Food Services Division will provide your child with a meal and bill your child's account. All account balances must be paid off by the end of the school year. Parental consent is obtained through the "Acknowledgement of Receipt" form when initialed by the parent and returned to school"

If you are required to pay for your child's meals, please ensure that you pre-pay prior to your child picking up his/her meal.

The menus are available from your child's school or on the Food Services Division website.

If your child requires a special diet, or has special needs for meal service you may obtain the "LAUSD Medical Statement to Request Special Meals" form from the Food Services Manager, or you may visit our website at <http://achieve.lausd.net/cafelat>. You will find the following forms and information under the Nutritional Information and Special Diets link from the "Menu" page:

- LAUSD Medical Statement to Request Special Meals
- Parent/Guardian Request to Substitute Soy Milk for Fluid Milk
- Nutrient Analysis
- Carbohydrate Count
- Food Allergen and Ingredient Lis

FORMAL AND INFORMAL COMPLAINT PROCEDURES

PROCEDURE OF FILING A COMPLAINT

Ararat Charter School is an Independent Charter School, and is governed by its own Governing Board. If an issue arises, it should be pursued by contacting the responsible parties of authority in this order: 1) TEACHER; 2) PRINCIPAL; 3) BOARD CHAIRPERSON; 4) THE GOVERNING BOARD. The decision of the Board will be final. Every effort should be made to address the concerns at the informal level with the child's Teacher and/or Principal. The Governing Board has invested authority in the Principal to deal with complaints and concerns. If concerns are not satisfactory resolved at the teacher level, the Parent/Guardian may request a meeting with the principal or submit a written informal complaint to the Principal. The Principal will work with all parties concerned to investigate and reach a resolution.

UNIFORM COMPLAINT PROCEDURE

The Governing Board of Ararat Charter School recognizes that, as a California public charter school, it is required to comply with laws and regulations that guarantee various rights to its students and parents. Therefore, Ararat Charter School has adopted



the following procedures to allow students and parents to file complaints when they believe the Academy has not met its obligations.

This uniform complaint procedure applies to allegations regarding the following matters:

- Discrimination or harassment on the basis of actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person or group perceived to have any of those characteristics. (Govt. Code sec. 11135; 5 Cal. Code of Regs. sec. 4900.)
- Charging an unlawful fee to a student for an education activity as set forth in the Ararat Charter School policy on student fees. (Educ. Code sec. 49011.)
- Failure to provide sufficient standards-aligned textbooks to allow each student in a class to have their own copy to use in school and take home. (Educ. Code sec. 35186(e)(1).)
- Failure to provide adequate numbers of teachers with appropriate certifications, including English learner certification, and subject matter competency or misassignment of teachers. (Educ. Code sec. 35186(e)(2).)
- Unsafe or unhealthy facilities conditions that pose an immediate and urgent risk of injury to students and staff. (Educ. Code sec. 35186(e)(3).)
- Failure to provide students, including English learners, with the intensive instruction and services needed to pass the California High School Exit Exam after a student has failed to pass either section of that exam. (Educ. Code sec. 37254(d) and 35186(e)(4).)
- Failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

Complaint Procedures

The following procedures shall be used by parents, students, or other persons to address complaints which allege that Ararat Charter School has violated one or more of the legal requirements stated above. The principal of each school shall maintain a record of each complaint and subsequent related actions. (Please inquire more information about Uniform Complaint Procedure from the school's office.)

Appeals to the California Department of Education (CDE)

Appeals of LEA decisions/findings regarding discrimination, harassment, intimidation, and/or bullying allegations, as well as findings regarding provision of accommodations to lactating students, may be appealed to CDE's Education Equity UCP Appeals Office by filing a written appeal within 15 days of receipt of the LEA's decision.

The written appeal should specify reasons for appealing the decision and include a copy of the LEA's decision.

The appeal may be sent to:

California Department of Education
Education Equity UCP Appeals Office
1430 N Street, Suite 5405
Sacramento, CA 95814
916-319-8239

Appeals of LEA's decisions/findings regarding educational programs listed in the Uniform Complaint Procedures Jurisdiction section of this policy, including foster/homeless youth services, pupil fees, elementary physical education instructional minutes, and enrollment in courses without educational content and previously completed/graded courses sufficient for satisfying requirements/prerequisites for postsecondary education and receipt of a diploma, may be appealed to CDE's Categorical Programs Complaints Management Office by filing a signed written appeal within 15 days of receipt of the LEA's decision.

The written appeal should specify reasons for appealing the decision and include a copy of the LEA's decision.

The appeal may be sent to:



California Department of Education
 Categorical Programs Complaints Management Office
 1430 N Street, Suite 6408
 Sacramento, CA 95814
 916-319-0929

Appeals of LEA’s decisions/findings regarding special education compliance may be filed with CDE’s Special Education Division by sending a written appeal within 15 days of receipt of the LEA’s decision.

The written appeal should specify reasons for appealing the decision and include a copy of the LEA’s decision. The appeal may be sent to:

California Department of Education
 Procedural Safeguards Referral Service
 1430 N Street, Suite 2401
 Sacramento, CA 95814
 800-926-0648

Appeals of LEA’s decisions/findings regarding legal requirements pertaining to LCAP may be filed with the CDE by sending a written appeal within 15 days of receipt of the LEA’s decision.

The written appeal should specify reasons for appealing the decision and include a copy of the LEA’s decision. The appeal may be sent to:

California Department of Education
 Local Agency Systems Support Office
 1430 N Street, Suite 6400
 Sacramento, CA 95814
 916-319-0809

Contact information for various programs and services subject to the Uniform Complaint Procedures.

Program or Service	Contact Office	Contact Phone
Child Nutrition	Nutrition Services Division	800-952-5609
Discrimination, Harassment, Intimidation, Bullying, Student Lactation Accommodations, and LGBTQ Resources	Education Equity UCP Appeals Office	916-319-8239
Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district	Coordinated School Health and Safety Office	916-319-0914
Local Control Accountability Plans (LCAPs): Content or Procedures	Local Agency Systems Support Office	916-319-0809
Local Control Accountability Plans (LCAPs): Fiscal, including the California Peer Assistance and Review Programs for Teachers	School Fiscal Services Division	916-322-3024



Every Student Succeeds Act / No Child Left Behind including bilingual education, compensatory education, consolidated categorical aid, economic impact aid, English learner programs, migrant education, school safety plans	Categorical Programs Complaints Management Office	916-319-0929
Physical Education: Instructional Minutes	Science, Technology, Engineering, and Mathematics (STEM) Office	916-323-5847
School Facilities (for Williams Complaints)	School Facility Planning Division	916-322-2470
Special Education	Procedural Safeguards and Referral Services Unit	800-926-0648
Pupil Fees	Categorical Programs Complaints Management Office	916-319-0929

When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of Ararat Charter School’s decision.

The CDE may directly intervene in the complaint without waiting for action by Ararat Charter School’s when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists.

Annual Notice to Parents/Guardians

Notice of this complaint procedures is sent annually to the parents or guardians of Ararat Charter School’s students in the same manner as other annual notices that are required by law or the charter agreement.

WILLIAMS/VALENZUELA UNIFORM COMPLAINT PROCESS

Williams/Valenzuela Uniform Complaint Process, Education Code Section 35186 provides important information to parents, guardians, pupils, teachers and other stake holders:

1. Every school must provide sufficient textbooks and/or instructional materials.
2. School facilities must be clean, safe, and maintained in good repair.
3. Each class should be assigned a teacher and not a series of substitutes or other temporary teachers.

The Governing Board of Ararat Charter School recognizes that, as a California public charter school, it is required to comply with laws and regulations that guarantee various rights to its students and parents. Therefore, Ararat Charter School has adopted the following procedures to allow students and parents to file complaints when they believe the Academy has not met its obligations.

This uniform complaint procedure applies to allegations regarding the following matters:

- Discrimination or harassment on the basis of actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, race or ethnicity, religion, sex, sexual orientation, or a person's association with a person or group perceived to have any of those characteristics. (Govt. Code sec. 11135; 5 Cal. Code of Regs. sec. 4900.)
- Charging an unlawful fee to a student for an education activity as set forth in the Ararat Charter School policy on student fees. (Educ. Code sec. 49011.)
- Failure to provide sufficient standards-aligned textbooks to allow each student in a class to have their own copy to use in school and take home. (Educ. Code sec. 35186(e)(1).)
- Failure to provide adequate numbers of teachers with appropriate certifications, including English learner certification, and subject matter competency or misassignment of teachers. (Educ. Code sec. 35186(e)(2).)



- Unsafe or unhealthy facilities conditions that pose an immediate and urgent risk of injury to students and staff. (Educ. Code sec. 35186(e)(3).)
- Failure to provide students, including English learners, with the intensive instruction and services needed to pass the California High School Exit Exam after a student has failed to pass either section of that exam. (Educ. Code sec. 37254(d) and 35186(e)(4).)
- Failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

Complaint Procedures

The following procedures shall be used by parents, students, or other persons to address complaints which allege that Ararat Charter School has violated one or more of the legal requirements stated above. The principal of each school shall maintain a record of each complaint and subsequent related actions. (Please inquire more information about Uniform Complaint Procedure from the school's office.)

Appeals to the California Department of Education (CDE)

If dissatisfied with Ararat Charter School's decision on any matter except textbooks and teachers, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving Ararat Charter School's decision. The appeal should be sent to:

**State of California
Department of Education
1430 N Street
Sacramento, CA 95814**

When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of Ararat Charter School's decision.

The CDE may directly intervene in the complaint without waiting for action by Ararat Charter School's when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists.

Annual Notice to Parents/Guardians

Notice of this complaint procedures is sent annually to the parents or guardians of Ararat Charter School's students in the same manner as other annual notices that are required by law or the charter agreement.

FERPA POLICY ON PROTECTION OF STUDENT RECORDS



The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by Ararat Charter School. Such records might include information about attendance, health, grades, behavior, athletic ability, or activities in class. The law generally prohibits the release of pupil records information without written consent of the parent. Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. School employees and officials, who have a legitimate educational interest, have a right to access pupil record information without the consent of the parent

or student. A legitimate educational interest is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. Upon request, the school discloses education records without consent to officials of another school or 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. In general, other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order, natural parent, adopted parent or legal guardian consent, or by statute.

Directory information is routine information maintained by school about students. It is this special category of pupil record

information that does not require the same level of confidential treatment as pupil record information. Under the law, a school may identify certain categories of information as directory information and may provide directory information to certain individuals, officials and organizations identified by the district as those who have a legitimate need to know. Parents have the right to limit or deny the release of any portion of directory information. Additionally, parents may deny the release of directory information to any designated recipient.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient unless a written request is on file to withhold its release as indicated in the Information Release Form submitted to the school.

- Name
- Address
- Telephone
- Date of birth
- Dates of attendance
- Previous school(s) attended

HIPAA PROTECTION OF THE STUDENT HEALTH INFORMATION

THE PROTECTION OF HEALTH INFORMATION UNDER THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 REGARDING STUDENT INFORMATION

State and federal laws strictly regulate the protection of an individual's health information. This policy is intended to help Ararat Charter School employees follow those laws whenever they receive access or use a student's health-related information, or receive a request for access to that information. The Federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), established, for the first time, a set of national standards for the protection of an individual's health information. The federal government then published a set of regulations known as the HIPAA Privacy Rule that set forth how an individual's protected health information could be used and disclosed, and the ways in which individuals could control access to their health information. The HIPAA Privacy Rule does not apply to information contained in an employee's employment record. That information is protected under other federal and state laws.



HIPAA and Ararat Charter School

Ararat Charter School through certain of its affiliates, employees, and independent contractors, receives and retains records of health care services provided to students. The School also provides medical services to students. Under certain circumstances, a student's health information becomes part of the student's file. Thus, the School and its employees have access to student health information that is protected under HIPAA. Therefore, the School and its employees must comply with all relevant provisions of the HIPAA Privacy Rule. Protected health information must be kept confidential at all times and may only be used and disclosed in accordance with this policy. This means you cannot disclose PHI to any other person unless authorized by this policy. This includes disclosures made verbally in person or by telephone, and in writing by mail, fax or e-mail. This prohibition on uses and disclosures also means that you cannot repeat information you hear, make copies of information you receive, or share passwords or login information with others unless authorized by this policy. There are serious legal penalties for the unauthorized use or disclosure of PHI. Please note improperly disposing of Personnel Records or Employee Information can constitute a "disclosure" under the law. Use secure disposal methods, such as the shredding of paper records.

Disclosing Protected Health Information

If the student is under 18 years old, not emancipated or not legally allowed to consent to the medical treatment addressed in the protected health information, the student's PHI may be disclosed directly to the student's parent or legal guardian upon request from the parent or legal guardian, unless one of the following circumstances exists:

1. There is any suspicion or belief that the student has been or may be subjected to domestic violence, abuse or neglect by the parent or legal guardian,
2. Disclosing the student's PHI to the parent or legal guardian could endanger the student, or
3. The request relates to protected health information from a medical treatment that the student sought or obtained on a confidential basis

A student's protected health information may be disclosed any time there is a serious and imminent threat to the health or safety of a student or other individual as long as:

- a) The threat has been verified by a health care professional, and
- b) Disclosure of the PHI is made to someone who can prevent or lessen the threat

PHI may also be used or disclosed by Ararat Charter School in connection with any internal activities of the school related to providing, payment for, or managing health care treatment and services. PHI may also be disclosed to health care providers for purposes of treating a student.

Any request from a government agency or official, a court of law, or any other representative of a state or federal government for a student's protected health information must promptly be referred to the Governing Board for response.

INTEGRATED PEST MANAGEMENT PROGRAM



It is the goal of the Ararat Charter School to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment, and property. The IPM Policy detailed below focuses on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides, where possible.

Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions, and low-risk methods of use. Pesticides and herbicides may only be applied by the District's licensed Pest Management Technicians. No pesticide/ herbicide use by school-based staff, contractors, students, or parents is permitted.

The School will send a Request for Notification Form for parents or guardians to sign if they desire 72-hour notification of pesticide use (except for emergencies as determined by the IPM Coordinator and an independent IPM expert). The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal word indicating the toxicity category of the pesticide, a contact name and number for more information, and the availability of further information at the school's main office. Parents or guardians should notify the school principal on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and they desire to be notified of all pesticide applications.

Signs shall be conspicuously posted around any area at least 72 hours before and for five (5) half-lives of the product after the use or application of pesticides not on the IPM Team-approved list in a non-emergency situation. In the event of an emergency as determined above, posting will go up at the time of the application.

Policy Statement

It is the policy of the Ararat Charter School to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances.

Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds. Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount. Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The School will strive to ultimately eliminate the use of all chemical controls.

PARENT INVOLVEMENT

State Board of Education Policy #89-01

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home and in their children's education improves student achievement.

Important Facts:

1. Families provide the primary education environment.
2. Parent involvement improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools. The extent of parent involvement in a child's education is more important to student success than family income or education.
6. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the school environment.

PARENT INVOLVEMENT POLICY

Ararat Charter School has adopted the following parent involvement policy and plan. This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to all parents. Ararat Charter School shall convene an annual meeting, at a time that is convenient for parents, to which all parents are invited and encouraged to attend. At this meeting parents will be informed of the current Parental Involvement Policy and any possible changes that need to be addressed.

- Ararat Charter School will notify parents of the Parent Involvement Policy, their rights under Title I, and how they could be involved in the planning, review, and improvement of the school plan, Parental Involvement Policy, and the Parent-Teacher-School Compact in the school.
- Ararat Charter School will be flexible as to meeting times to encourage broad parent involvement.
- Ararat Charter School will hold bi-monthly School Leadership meetings, monthly Parent Involvement meetings, and through parent surveys, will involve parents in planning review and improvement of programs.
- Ararat Charter School through regular and consistent communication through newsletters, phone calls, biannual parent conferences, Back-to-School night, and Open House will provide parents with timely information regarding curriculum, assessments, and expectations for student achievement.
- Ararat Charter School will review and revise annually the Parent Involvement Policy based on parent survey data.



COMPACT FOR STUDENT HIGH ACADEMIC ACHIEVEMENT

- Ararat Charter School has developed jointly with parents a school-parent compact that describes the school's, students', parents', and teachers' shared responsibilities to support student academic achievement. The compact shall be reviewed annually and modified as needed.
- Ararat Charter School teachers will provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the State's academic expectations.
- Ararat Charter School will include in their compact for parents a promise that they will monitor homework, attendance, communication with teachers as well as provide a quiet place for schoolwork to be completed.
- Ararat Charter School will provide two parent teacher conferences yearly as well as communication throughout the year.
- Ararat Charter School students will work hard to do their best in school. Students will read, understand, sign, and follow

the Parent-Teacher-School Compact. Students will read, understand, sign and follow the School Code of Conduct.

- Ensuring, to the extent possible, information sent home is in a language and form parents can understand. For parents whose English is a second language, Ararat Charter School will provide information in their primary language when requested. For parents who are visually impaired, provide information in Braille or in large print when requested.
- There will be ongoing communication between parents and teachers through: parent/teacher conferences at which time the learning compact will be discussed; progress reports to parents; and reasonable access to staff, observation of classroom activities, and opportunities to volunteer and participate in their child's class.

Building Capacity for Involvement

- Ararat Charter School will have meetings once a month, to assist parents to understand topics such as content and achievement standards, state/local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve achievement of their child.
- Ararat Charter School will provide materials and grade level specific training to help parents work with their children by holding parent workshops covering Literacy, Math, and English Language Development.
- Ararat Charter School will coordinate and integrate parent involvement activities that encourage and support in fully participating in the education of their child by coordinating and integrating, as appropriate, parent involvement programs/activities with public preschool programs.
- Ararat Charter School will ensure that information and reports are sent to parents in a format and language that parents understand.
- Ararat Charter School will provide teachers and staff members with strategies and techniques to work together with parents in order to develop a partnership in education.
- Ararat Charter School will support parents with activities that foster their involvement in the school by involving parents in the development of training for teachers, principals, and other educators; providing necessary literacy training for parents; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education.

Accessibility

Ararat Charter School will, to the extent possible, provide opportunities for participation by parents with limited English proficiency, parents with disabilities, parents who qualify for Title I services, parents of traveling students, and migratory parents. This includes providing information and school reports in a format and, when possible, in a language parents understand.

LOST OR DAMAGED INSTRUCTIONAL MATERIALS

In the beginning of each school year, your child is assigned with instructional materials (as defined in Education Code Section 60010 (h)) to be used for the duration of the school year. It is imperative that these books and materials are well taken care of. Please speak to your child regarding taking care of the materials that are assigned to him/her. The teachers will discuss the importance of this as well. Should a book get lost or damaged, it is the parent's responsibility to pay the cost of the book as a replacement fee (EC Section 48904(a)(1)). Ararat Charter School has the rights to withhold student grades, report cards and certificates until pupil's parent or guardian pays for the damage. (EC Section 48904 (b)(1))

STUDENTS WITH DISABILITIES AND SPECIAL EDUCATION



Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities are eligible to receive special education services. These services are based on assessment and determined by an Individualized Education Program (IEP) team, which includes the student's parent(s) as equal participants. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, student with disabilities are educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled.

Parents of school-age children who suspect their child may have a disability and who may need special education services should contact the administrator.

Further information concerning special education programs and services is provided in the School's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards) which is available at every school and on the Division of Special Education website: <http://sped.lausd.net/>. Assistance related to special education issues is available from your school administrator.

STUDENTS WITH DISABILITIES UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, intimidation, and/or bullying in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. Ararat Charter School will promptly investigate any complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of such discrimination/harassment.

Ararat Charter School has specific responsibilities related to the provision of a —free appropriate public education|| (FAPE) to school age individuals with disabilities under Section 504. School is required to provide a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program.

Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or guardians must be notified in writing of any School decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For further information about Section 504 and/or assistance in filing an appeal, complaint or to conduct an informal mediation or impartial hearing regarding Section 504, contact Ararat Charter School's administration.

TRAFFIC SAFETY RULES

Traffic congestion during morning drop-off and afternoon dismissal can be extremely difficult at times. We encourage our parent community to walk to school whenever possible. If you live too far to walk from home, then please consider parking a few blocks away from school and walking the remainder of the way together. Please review the following drop-off and pick-up procedures carefully. In order to continue to provide a safe environment for all students, please note the following guidelines:



- ◆ NO PARKING is allowed in this Loading Zone during drop-off and dismissal times.
- ◆ If you plan to escort your child onto campus, please park and walk to school.
- ◆ Have children ready to exit your car with all belongings; please do not have items in the trunk of your car.
- ◆ Please pull all the way forward in front of the gate before allowing your child to exit the car.
- ◆ If your child is not waiting for pick-up, please exit the valet lane, circle the block and re-enter the valet lane. You may not park in the valet lane and wait for your child.

- ◆ PLEASE ALWAYS USE the CROSSWALK at the intersections.
- ◆ For your safety and the safety of your child NEVER “JAY-WALK”.
- ◆ PLEASE NEVER double-park in the flow of traffic to allow your child to exit the car and walk between parked cars. This is extremely dangerous and puts the life of your child at risk!
- ◆ Please do not use the Staff Parking Lot or neighbors’ driveways as a student drop-off and pick-up area.
- ◆ Please do not make a U-Turn in front of the school in order to leave or enter the valet lane.

Thank you for obeying our traffic rules. Your cooperation ensures the safety of every child at Ararat Charter School and helps to make our valet lane a success!

WE NEED YOUR HELP!

*Students should be picked-up **no later than 3:00pm**. We do not provide supervision after school. **If you are unable to arrange pick-up by that time personally, you should make other childcare arrangements.***

LIBRARY



For success in reading, students need many opportunities to interact with good books by reading them and by hearing them read aloud both at school and at home. It is for that reason that our school library media center policy permits **ALL** students to take their borrowed books home.

We will discuss the meaning of responsibility with your child. We will need help in making sure that the books are kept in good condition and are returned to the school library media center on time. **Parents will be expected to pay the replacement price for any lost or damaged books. (California Education Code section 48904).**

The following are ways to help your son or daughter assume this responsibility:

1. Model careful handling of library books.
2. Help your child to find a safe place to keep books during the borrowing period.
3. Help your child to remember to return the books on time.

While the books are in your home, we hope that you will:

1. Read them aloud to your child.
2. Have your child read aloud to you.
3. Have your child read silently.

Giving all students access to library media resources at school and at home is one way that we hope to improve your child’s opportunity for academic success.

