



ICEF Public Schools

"The mission of ICEF Public Schools is to prepare all students to attend and compete at the top 100 colleges and universities in the nation."

PARENT-STUDENT HANDBOOK 2017-2018

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Letter from the CEO

Dear ICEF Family,

It gives me great pleasure to welcome you to the 2017 - 2018 school year. Welcome!!

Since arriving here in 2011, my purpose and desire have been to stabilize and build upon the rich history that started with the opening of the first ICEF Public School, View Park Preparatory Charter Elementary, nearly 20 years ago. Working together, we have weathered many storms and must now continue to focus on impacting positive academic change. We must ensure that all students are successful and that we support meaningful Family and Community partnerships.

This year, we introduce a new era at ICEF, one that speaks of renewed focus and determination – Excellence for All.

Excellence for All embodies our dreams for success. It means Academic excellence for our students, especially in reading and math; it means active engagement in Athletics and Arts so that we build well-rounded, confident, college/career ready students; it means positively contributing to a culture of responsibility and respect with intelligent fun that creates contagious energy to help and encourage others around us.

Implemented, these ideals drive forward our mission *to prepare all students to attend and compete at the top 100 colleges and universities in the country.*

I am very excited about this new era and am proud to work alongside you. Here's to a wonderful 2017-2018 school year!

Cheers!

Parker Hudnut, CEO
ICEF Public Schools

Section I: Introduction

ICEF's History

In 1999, Inner City Education Foundation (doing business as ICEF Public Schools) was founded as a nonprofit public-benefit education corporation, to provide alternative educational opportunities to children residing in the historically underserved and low-income communities of Los Angeles. ICEF Public Schools is focused on increasing academic achievement levels of “inner city” students and schools by advancing innovative teaching methods and cultivating close-knit learning communities. ICEF currently operates nine charter schools, within the Los Angeles Unified School District and the Inglewood Unified School District, including a total of five elementary schools, three middle schools, and one high school.

ICEF's Mission and Vision

ICEF's mission is to prepare all students to attend and compete at the top 100 colleges and universities in the nation. To this end, ICEF schools provide students with an intensive college preparatory instruction, which incorporates the “Three A's”: **Academics, Arts, and Athletics**. ICEF's comprehensive educational program begins in Kindergarten and continues through the 12th grade. We believe that only through a well-balanced and rigorous education model which incorporates the Three A's, can students be truly prepared to enter and compete in higher education and achieve personal and academic success.

ICEF's traditional education program is being expanded to include a state-of-the-art blended learning technology that combines information-age tools, resources and enrichment programs. This new technology, together with the use of the innovative “Targeted Group Structures” teaching method which allows teachers and students to rotate through lecture, small group and individual instruction, are creating highly effective and adaptable learning environments to meet unique student needs. Furthermore, ICEF's instructional team has also developed the framework for the new State Common Core transition to an educational program where critical thinking will be more valued than older, more traditional learning strategies. To ensure consistent parental involvement, ICEF schools offer a multitude of avenues for all parents and stakeholders to become involved in their child's education and be part of the school community.

ICEF's overarching vision is to prepare our students to be the next generation of community leaders, teachers, professionals that will help transform South Los Angeles and Inglewood into a more stable and economically vibrant community.

ICEF's Core Values

ICEF and its schools, and its staff are guided by their core values and beliefs that reflect what we believe are the best practices found in high performing schools that consistently produce well-educated students prepared to enter and succeed in college. The following core values are instilled as guiding principles throughout the entire ICEF organization:

- *Community*: We will create, grow and support a unified community where we are passionate about the success of our students.
- *Diversity*: We will respect diversity while using our differences to drive innovative practices that unite us all.
- *Empowerment*: We will empower our stakeholders to be efficient and effective in delivering the highest quality services for our students.
- *Accountability*: We will develop a culture of integrity where we hold ourselves and each other accountable for our actions and behavior with our students, our parents, and our stakeholders.
- *Communication*: We will provide clear, effective, and timely communications within our organization and in our business dealings.
- *Safety*: We will insure a learning environment where students, parents, visitors, and staff feel supported and secure.

- *Collaboration:* We will make ICEF an enjoyable workplace of professionals where we actively share responsibility, celebrate successes, learn from failures, and work together for the success of all.

ICEF School Directory 2017-2018

Effective 08.17.17

SCHOOL NAME	GRADE	ADDRESS
ICEF Innovation Los Angeles Charter School	TK-5	Challengers Boys and Girls Club 5029 S. Vermont Avenue, Los Angeles, CA 90037 Phone: 323-290-6997
ICEF View Park Preparatory Charter Elementary School	TK-5	5311 S. Crenshaw Blvd, Los Angeles, CA 90043 Phone: 323-290-6950
ICEF View Park Preparatory Charter Middle School	6-8	5311 S. Crenshaw Blvd, Los Angeles, CA 90043 Phone: 323-290-6950
ICEF View Park Preparatory Charter High School	9-12	5701 S. Crenshaw Blvd, Los Angeles, CA 90043 Phone: 323-290-6975
ICEF Lou Dantzer Preparatory Academy Charter	TK-8	5940 S. Budlong Ave., Los Angeles, CA 90044 (Enter school near 1120 W. 60th.) Phone: 323-290-6968
		Challengers Boys and Girls Club 5029 S. Vermont Avenue, Los Angeles, CA 90037 Phone: 323-290-6930
ICEF Vista Elementary Charter Academy	K-2	Stoner Elementary (entrance Stoner Ave & Lindblade) 11735 Braddock Dr., Los Angeles, CA 90230 Phone (323)298-6400
	3-5	St. Gerard Majella 4471 Inglewood Blvd., Los Angeles, CA 90066 Phone: 323-298-6400
ICEF Vista Middle Charter Academy	6-8	St. Gerard Majella 4471 Inglewood Blvd., Los Angeles, CA 90066 Phone: 323-298-6405
ICEF Inglewood Elementary Charter Academy	TK, 1-2, 5	Mt. Pleasant Baptist Church 434 S. Grevillea, Inglewood, CA 90301 Phone: 323-298-6420
	K, 3-4	215 Hillcrest Blvd., Inglewood, CA 90301 Phone: 323-298-6422
ICEF Inglewood Middle Charter Academy	6-8	304 E Spruce Avenue, Inglewood, CA 90301 Phone: 323-298-6425

ICEF Home Office (Corporate)

Address: 3855 W. Slauson Ave., Los Angeles, CA 90043

Office Tel: (323) 290-6900 ♦ **Community Hotline:** (323) 298-6496

ICEF's Enrollment Line: (323) 298-6464

Website: www.icefps.org

Section 2: Parent Involvement

In ICEF's effort to develop a culture of openness, collaboration, trust and responsiveness, we are committed to providing parents with meaningful opportunities to become involved in their child's education and school life to become active members of the school community. ICEF recognizes the valuable role that parents play in their and other children's academic and social development. As we strive to create strong parent-school partnerships, we want to encourage parents to communicate with teachers and to monitor their child's academic progress. We also want to offer our parents a variety of opportunities in which to participate, voice concerns, and contribute to the school community.

To ensure that an effective parent engagement program is carried out, every ICEF School employs a Community Relations Coordinator (CRC), whose job it is to work with parents, coordinate and oversee parent involvement activities, and facilitate meetings. The Community Relations Coordinator also serves as an intermediary between the school and its families to act as an advocate for parent concerns.

ICEF's parent communication plan offers parents and students multiple ways to stay informed, and to access relevant and up-to-date information about their child's progress and performance, and school activities. Stakeholders may also view school-wide academic performance and other vital information through the school's website, school communications, or by requesting it at the school office.

The parental involvement policy has been developed over many years with input from parents, including established parent groups such as the School Site Council and Parent Information Meetings. ICEF schools disseminate this policy to parents through Parent Information Meetings, the Parent-Student Handbooks, the school's website, and school postings. ICEF reviews its program annually and revises it to reflect the current needs of the school community.

Involvement Opportunities at ICEF

ICEF schools have established the following opportunities for parents and stakeholders' involvement in our schools:

1. Attend Title I/Title III Meetings
2. Participate in and/or become a member of the School Site Council
3. Participate in Parent/Family Volunteer Program
4. Attend Parent-Teacher Conferences
5. Attend Parent Information Meetings (PIM)
6. Attend Parent Grade Level Meetings
7. Conduct Parent Classroom Observations
8. Attend ICEF Wide events
9. Participate in school wide surveys (including LCAP Surveys)
10. Attend Special Meetings with Directors and Instructional teams

Title I/Title III Meetings

The school convenes meetings to inform parents of Title I and Title III students about program requirements and parents' right to be involved in the programs. The school provides parents of Title I and Title III students with timely information about these programs, and an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. The school also involves parents of Title I and Title III students in the planning, review, and improvement of the school's programs and parental involvement policy. If requested by parents of Title I and Title III students, the school provides opportunities for meetings that allow parents to participate in decisions relating to the education of their children.

School Site Council

The School Site Council (SSC) is made up of a group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds. All ICEF schools annually form School Site Councils that help our schools adhere to federal and State regulations (Education Code 52850-52863) in their operations. School Site Councils meet on a regular basis to provide proposed suggestions to the school with regard to school operations.

Each individual SSC provides recommendations to the ICEF Board of Directors. The recommendation is presented in the form of a Single Plan for Student Achievement (SPSA), which will address how the funds provided to the school (through any of the sources identified in Educational Code Section 64000), have been used to improve the academic performance of all pupils as well as where funds should be used for future year improvements. Goals are set and will be based on verifiable state data and they may include internal district measures of student achievement. Some goals may relate to general school operations, including, but not limited to, curriculum/educational programs, school safety, budgeting decisions on categorical expenditure and programs, school policies, and parent involvement practices. The School Site Council will monitor the implementation and annually revise improvement strategies and expenditures.

The School Site Council Composition adheres to state regulations for membership requirements, as follows:

- Elementary Level: Minimum of ten (10) elected members: (50% parents/community members, 10% Director, 30% teachers, and 10% other school staff).
- Secondary Level: Minimum of twelve (12) elected members: (25% parents/community members, 25% students, 10% Director, 30% teachers, and 10% other school staff). *The Middle school may, but is not required to, include student representation on the SSC.*

Parent/Family Volunteering Opportunities

To encourage parent and family involvement in student education, ICEF Public Schools provides parents/guardians with volunteer opportunities and activities throughout the school year. The Community Relations Coordinator (CRC) is responsible for directing and overseeing the parent volunteer process. The CRC will notify the school community of volunteer opportunities that are based on the school's need. The CRC will make the necessary arrangements and provide volunteers with guidelines and support.

In accordance with applicable laws and policies, ICEF Public Schools requires a Criminal Background Check for all volunteers who perform school site services while not under the direct supervision of a school employee. ICEF Public Schools also require volunteers with frequent or prolonged contact with students to show proof of recent (not older than 3 years) negative Tuberculosis (TB) assessment, in accordance with AB 1667.

ICEF Public Schools does not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to the school.

Example of ongoing volunteer services offered at school sites (may vary by school):

- Attending school sponsored trainings and parent leadership group (Must sign-in)
- Morning (7:30-8:30am) or Lunch supervision and clean up
- Afterschool supervision
- Assisting Community relations Coordinator in preparing for Parent Information Meetings
- Special Events Coordination
- Serving as Chaperon in School Sanctioned Field Trips

Other special arrangements can be made with CRC to ensure that all families have the volunteer opportunities. The CRC must approve all volunteer services before service hours are completed.

To evaluate the success of our volunteer program, parents/guardians are asked (1) to notify and get approval from CRC for service to be completed, (2) to sign the event Sign-in sheet, and (3) to have the CRC/authorized staff verify the volunteer hours. Volunteer hours should be logged the same day service is completed. Each family will have their own volunteer sign-in sheet, which is maintained in a Volunteer Log Notebook found in the main office. Please consult with the CRC or School Operations Manager (SOM), to obtain clarity as to when and where hours should be logged. Please print clearly and complete all columns in the volunteer log so hours can be accounted for properly. Illegible and incomplete information will not be counted.

The school maintains a report of the recorded volunteer hours. Parents/Guardians can request a report of their volunteer hours from the CRC. Volunteer hours are recorded per family - it is not necessary to indicate the same volunteer time for each child. The CRC will periodically notify families of completed volunteer status throughout the school year. It is advisable that you maintain a record of your volunteer hours.

Parent-Teacher Conferences

School wide Parent-Teacher Conferences are held a minimum of twice per year and are a key part of communication between teachers and parents and essential to building a strong partnership to ensure the success of every ICEF student. The goal of Parent-Teacher Conferences is to provide a safe venue for parents and teachers to discuss the academic, social, and emotional growth patterns of students. During these conferences, parents can seek clarifications from teachers, discuss student's areas need, and develop an action plan to support the student learning. Teachers may use this time to provide suggestions for activities and strategies families can use at home to help their child learn and grow. To ensure attendance, the school disseminates and publicizes conference information, in a timely manner, through a variety of communication methods. Parents who cannot attend are highly encouraged to set up individual appointments with their child's teacher.

Parent-Teacher Meetings

Parents are encouraged to schedule as many parent meeting with their student's teachers as deemed necessary to ensure the academic success of the student. Teachers and administrators will be happy to listen and address any parent concerns. To schedule a meeting with a teacher or administrator please contact the school's main office (leave your name, number, and the name of the person with whom parents wish to meet. The School Operations Manager will contact parents to determine their reason for wanting to meet, and set an appointment. Please note that parents/guardians may not be seen without an appointment. Meetings may also be scheduled through School Operations Managers.

Parent Information Meeting (PIM)

The Community Relations Coordinator (CRC), the School Director, and key parent leaders will lead monthly Parent Information Meetings (PIMs) to inform all parents on important of school issues. PIMs also serve as a platform for parents to voice concerns regarding operation or education issues. The CRC will seek active parent participation in meetings and will work with parents to devise strategies to involve parents in school programs. The schedule of PIMs is set at the beginning of the school year and is posted in the School Office and on the school's website.

Grade-Level Meetings

Grade Level Meetings are held to communicate information pertaining to individual grades. Grade-Level Meetings are typically held in conjunction with the Parent Information Meetings (PIMs). The Grade Level chairpersons are responsible for confirming and submitting an agenda to the Community Relations Coordinator (CRC) one week

prior to the PIMs. Parents facilitate these meetings with the assistance of school administrators and teachers. The objective of these meetings is to provide parents with grade specific information and collaboratively plan student-centered activities. The officers for grade level are (1) Grade Level Chair, (2) Treasurer, (3) Secretary, and (4) Field Trip Coordinator. Grade-level parents elect Grade-Level Officers on an annual basis.

Parent Classroom Observations

Parent involvement is highly encouraged at all ICEF schools. One way that parents can become involved in their child's school is by participating in a classroom observation. A classroom observation is a planned or unplanned classroom visitation. These observations are designed to allow parents to observe their child in their learning environment and should last no more than 20 minutes. If a parent would like to observe for longer periods of the school day, they must first make an appointment with the School Operations Manager (SOM), who will make arrangements with the teacher(s).

Unless proof of a court order that restricts contact with the student has been provided to the school's office, both custodial and non-custodial parents have rights to visit their child's school.

It is very important that parents adhere to the following regulations when conducting a classroom observation:

1. Parents must first report to the school's main office before proceeding to student's classroom.
2. Other family members/visitors will not be allowed to accompany parents in the classroom observations. Please make childcare arrangements ahead of time, as small children are not allowed in the classroom observation.
3. Parents must ensure cell phone are turned off or put in silent mode before entering any classroom.
4. Parents must enter and leave the classroom quietly.
5. Parents cannot speak with the teacher or students during class time.
6. Parents cannot stay longer than the allotted 20 minutes without other arrangements.

Survey of Entire School Community

To ensure parent participation in the decision-making process, ICEF asks students, parents, and community members to complete a surveys on a minimum twice per year basis to identify areas of strength and areas of needed improvement in both instructional and in school operations. These surveys are offered online at the end of each semester. They will assist school teams in determining the goals, actions, and budget priorities for their schools. School computers are made available to parents to complete surveys during Parenting Information Meetings.

ICEF Website Portal

Each ICEF school has a school website that provides all stakeholders with general school information, the school calendar, staff directory, and important school news. In addition, school websites provide access to important documents such as School Accountability Report Card, School Charter, School's Required Financial Statements, Board and School Site Council meeting dates and minutes. The school websites also include enrollment information, school announcements, upcoming events, and parent and student resources.

To strengthen parent involvement, school websites are reviewed annually and are redesigned to create a more interactive and informative experience for parents, students and staff. Parents and students may access their teacher webpage that serves as additional resources for parents and students. Parents will have the ability to "follow" teachers and stay informed regarding homework assignments and upcoming exams through the Parent web portal. School websites can be accessed through ICEF Public Schools' main webpage: www.icefps.org.

Parent Communication Plan

ICEF believes in the importance of keeping parents well informed about student progress, as well as school performance levels and current events. To build a strong partnership, ICEF schools use traditional and modern-day approaches to communicate and engage parents. Our means of communications include progress report cards, parent conferences, academic letters, phone calls, and Parent Information Meetings (PIMs). Parents may obtain vital academic information, including student grades and assignments at the “Parent Portal” through our Illuminate Student Information system.

To reach all parents, ICEF schools use BlackBoard, an online communication system that helps school administrators and teachers communicate with parents via text, web, and voice messaging. ICEF schools use Blackboard to communicate with parents and staff regarding emergency situations, student attendance, school events and other important issues impacting you and your child. Since the Blackboard system is used for emergency communications, ICEF has established a no “opt-out” policy for students, parents and employees. However, individuals will be able to customize the preferred method of communication and notifications.

All personal information is maintained in the strictest confidence and in compliance with ICEF’s policies. To ensure clear communication, please ensure that all contact information is updated and accurate. ***The school’s Community Relations Coordinator (CRC) is the main contact person for any inquiries regarding BlackBoard.***

Types of Notifications:

- ***General Notification Messages:*** are sent during the early evening. These messages are non-emergency in nature and announce upcoming events or reminders.
- ***Attendance Notification Messages:*** are generally sent during the school day and in the early evening. These messages are sent to inform parents that their student has been reported as an unexcused absence or tardy for one or more periods or an entire day of school. The most appropriate number is a daytime telephone number. Parents should provide the most often used work number or cell phone number. If parents are home during the day, the home telephone number or the cell number will be the most common number to which messages are sent. It is recommended that the attendance number not be the home number if no one is there during the day.
- ***Emergency Notification Messages:*** are of an urgent nature and may be sent anytime during the day. The number individuals provide should be the most likely number where communications can be delivered during the majority of your waking hours. Blackboard Connect will call every number stored including the numbers for general and attendance notifications to ensure that the appropriate individuals are reached. For parents, this number should be for the main contacts and not the alternate contacts provided on the Student Emergency Information Forms. The information on the Student Emergency Information Form will be utilized should the school not be able to reach main parent or guardian.
- ***Teacher Messages:*** are sent to inform you of your child’s academic standing, general behavior and work habits, and classroom reminders and notifications

It is important that the school has your current contact information so that you can receive these important messages. Should your contact information change or need to be corrected, please contact the school directly.

Stakeholders with questions or concerns may contact the ICEF Home Office (Corporate) by:

- Visiting our office (Monday-Friday from 7:30 to 4:00pm)
- Calling our office at (323) 290-6900 (Monday-Friday from 7:30 to 4:00pm)
- Leaving a voicemail at our Community Hotline: (323) 298-6496 (if after 4:00pm)
- Visiting our website at www.icefps.org

Contacting Your Child during School Hours

If a parent/guardian needs to contact their child during the school day, they should contact the school main office to leave a message or summon the student. Students are not permitted to use or check cell phones during school hours

(including recess and lunch times). If a student needs to contact their parent in case of an emergency, he or she should get a pass to the office and request to make a call.

Visitor Policy

ICEF Public Schools is committed to providing a secure learning environment for its students and staff. The following guidelines are intended to ensure the safety of our school community, monitor movement within our school campuses, and minimize disruption to the educational process.

All visitors must adhere to the following Check-in Procedures:

1. All visitors must check-in at the school's main office where they must present a valid identification card and receive a Visitor's Pass.
2. All visitors must wear a Visitor's Pass during the entire visitation. Individuals inside of campus not wearing a Visitor's Pass will be escorted out.
3. All visitors must return to the main office and check-out when leaving the school.

Visits to school premises may be prohibited at certain times (i.e. during standardized testing), as deemed necessary by School Directors. In such instances, school administrators will provide prior parent notification, indicating dates, times and reason why school visitors will not be allowed.

Visitor Conduct

All visitors must follow school rules and model appropriate behavior. All visitors must be respectful to school staff, students, other parents and volunteers during all visits, meetings, and events. In keeping with our student dress code, visitors should present themselves in a mature and sensible manner during any school visits, meetings, and events. Correspondingly, school personnel will ensure that all visitors are courteously received and that sincere efforts are made to provide visitors with assistance.

Parents are welcomed to express any questions and concerns, provided that it is done in a calm, logical and respectful manner. Rude, lewd, or hostile behavior (such as yelling, name calling, or threats) is counterproductive in resolving issues and will not be tolerated from visitors. Visitors who willfully violate the code of conduct, school rules and policies, interfere with the discipline, order or activity with the intent to disrupt, obstruct, or inflict damage to property or cause bodily injury upon anyone, may be asked to leave and will be restricted from entering school premises in the future.

Prohibited Behavior by School Visitors on ICEF Campuses:

- Use of profanity and being disrespectful to any school staff, student, or parents.
- Being hostile or intimidating to any teacher, staff, student or parents.
- Assault and/or battery of school staff, student or parents.
- Fighting on or near school campus.
- Unlawful possession and/or being under the influence of any illicit drugs or alcohol while on school campus.
- Unlawful possession of any weapons on school campus.
- Any acts of vandalism.
- Inciting an unlawful riot or public disturbance.

Adults and minors over 16 years of age who enter a school campus and fail to adhere to the aforementioned guidelines may be reported to the appropriate police agency and may be subject to criminal charges.

No Child Left Behind (NCLB) - Right to Know and Public School Choice

As required by the No Child Left Behind Act (NCLB), ICEF Public Schools will notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher. Secondly, ICEF schools will notify each individual parent, in a timely manner, if and when a child has been assigned, or taught for four or more consecutive weeks by, a teacher or teacher assistant who do not meet the NCLB “highly qualified” requirements. This applies to all core academic subject teachers and teacher assistants.

In addition, the federal No Child Left Behind Act of 2001 mandates providing the “No Child Left Behind-Public School Choice” (NCHL-PSC) option to students attending a Program Improvement (PI) school. Identified students who attend a PI school are provided the option to either transfer to a Non-Program Improvement school or select free, appropriate supplemental services (SES) for your child. Since funds are limited, priority will be given to the lowest achieving children from low-income families. School Directors will notify parents of the improvement status of their particular schools. ICEF schools will hold Title I meetings for parents of participating Title I students.

Parent Complaint Steps (School Level)

It is recognized that from time to time issues may arise and parents may wish to express concerns and complaints. It is ICEF’s policy to encourage feedback regarding perceived issues so that they can be addressed and corrections can be made. ICEF Public Schools has set forth steps for parents to express their concerns and complaints. Wherever possible and agreeable to the parties concerned, complaints will be resolved at a school level and/or without recourse to the formal Complaints Procedure. However, parents alleging discrimination or harassment should follow the Uniform Complaint Procedures.

Parents who wish to file a complaint (not involving discrimination or harassment), may do so in accordance with the following procedures:

1. Parent/Guardian should contact the school’s Community Relations Coordinator (CRC) to address any issues, complaints, and/or concerns. Parents should bring forth any proof or documents to support complaint, if possible.
2. The CRC will log complaint and attempt to resolve issue by doing the following:
 - a. Contact and/or schedule a meeting with parents to discuss complaint, provide parent copy of applicable ICEF policy and procedures, and/or find a remedy.
 - b. Scheduling an appointment with teacher/school site staff to discuss complaint and find a remedy.
3. If parent/guardian is not satisfied with the outcome or remedy provided by CRC, then parent/guardian may request an appointment to meet with the Assistant Director or School Director.
4. If parent/guardian is not satisfied with the outcome or remedy provided by Director or Assistant Director, parent may address complaint with the Senior Director.
5. If parent/guardian is not satisfied with the outcome or remedy provided by the Senior Director, the complaint will be forwarded to the Chief Operating Officer, and a formal complaint will be filed, using the Uniform Complaint Procedure and Form.

All complaints will be treated fairly, impartially, and in a timely manner. Complaints must be reported as soon as possible, but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Student and parents should recognize that delays in reporting might significantly impair the ability to investigate and respond effectively to such complaints. All complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. Retaliation against someone who files a complaint is not permitted. Complaints will be transparent and well documented. All parties involved in a complaint will be kept informed of the progress of the complaint at regular and appropriate intervals during the process.

Uniform Complaint Procedures

ICEF Public Schools shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, federal school safety planning requirements and issues related to the imposition of pupil fees.

Section 3: General Policies

Attendance

Daily Attendance Policy

Regular daily attendance is expected of all students. Frequent absences are highly discouraged as they have a negative impact on student's academic, social and emotional progress in class. In addition to being a key factor in student's academic growth, our strict attendance policy is intended train our students to become responsible individuals. Parents/guardians are responsible for ensuring that their child attends school on a daily basis. Parents/guardians will be notified through a voicemail message, text, and/or email of all student absences. ***Please refer to School's Daily Bell Schedule for specific school hours.*** ICEF school offices are open between 7:30 am to 4:00pm. Students should not arrive at school before 7:30 a.m., as the school's main office will be closed and students will be unsupervised. Parents must make arrangements with their students beforehand to be dropped off to and picked up from school at the appropriate times. Students should arrive in their complete uniform and fully prepared to receive instruction. Immediately upon arrival to school, students must report to the designated assembly area or class. Wednesday is early dismissal for all ICEF schools.

Tardy Policy

Tardiness is disruptive to the teaching and learning process of all students. Students who are not in their class (Grades 6-12) or designated assembly area (Grades K-5) by the designated start of school will be considered tardy. ***Please refer to Bell Schedule for your school's specific start time.*** Habitual tardiness will lead to disciplinary action and parents will be notified and/or ask to attend a meeting with teacher or school administrator. Certain ICEF schools will implement random tardy sweeps between classes. Students caught in the sweep must report to Main Office and will be assigned a detention or other disciplinary citation. If a student arrives after the designated time, he/she must: (1) Sign tardy book located in the main office and obtain a tardy note and (2) Report immediately to class with the issued tardy note.

Excused Absence

Absence from school shall be excused only for health reasons, family emergencies and other justifiable personal reasons, as permitted by law. Valid excused absences include illness, quarantine, medical or dental appointments, family emergencies such as a funeral for an immediate family member, required appearance in court of law and recognize religious holiday observed by student's faith. If possible, medical and dental appointments should be scheduled after school hours, weekends or school vacations. Students who are absent must return to school with a note from parent/guardian explaining the absence. If a student will be out for a prolonged period of time, parent/guardian must notify the office immediately. If a student is absent for three consecutive days he/she must return with a doctor's note. *If you know your child is going to be absent, please notify the school in advance.*

Reporting Absence from School

In the event a student is absent, he/she must return to school with a signed "Absence Note" provided by their parent/guardian. This absence note must be presented at the main office before the start of class (for Grades 6-12) or teacher (Grades K-5). If a student is absent for three consecutive days he/she must return with a doctor's note. The Absence Note must include the following: (1) Student's full name, (2) Date(s) of absence, (3) Reason for absence, (4) Parents/Guardians name and signature and (5) Daytime phone number. The school office may contact parent to verify the absence note. If a student is absent for ten consecutive days, the student will be un-enrolled, unless the parent provides an acceptable medical statement or other evidence for the prolonged absence.

Unexcused Absence Policy (Truancies)

An unexcused absence is an absence without a valid medical reason or family emergency. Unexcused Absences include but are not limited to: bad weather, overslept, alarm failed, missed ride or bus, flat tire, out of gas, car trouble, no clean uniform, or to attend personal business. Upon your child's return from an absence, a note must be provided to their teacher/school office. If your child's absence is not cleared within 10 days, it will be marked as truancy that may lead to referral to the Student Attendance Review Team. Upon pupil's initial classification as truant, the school is required to notify the pupil's parent/guardian by mail, or other reasonable means of the

following information: (1) The pupil is truant, (2) Parent has an obligation to compel student to attend school (3) Parents/guardians who fail to compel students to attend school will be referred to the School Attendance Review Team (4) Parents/guardians who fail to compel students to attend school may be fined and/or subject to prosecution (5) That the pupil may be subject to disciplinary action, restricted from participating in extracurricular activities, and may be subject to legal prosecution and (6) that it is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

The School Attendance Review Team

Student and parents/guardians who have more than 10 absences will be referred to the School Attendance Review Team (SART) at which time a conference will be held with the family to discuss an intervention plan and/or alternative placement. The SART will discuss the absence issue with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

Readmission to School after Communicable Disease or Medical Condition

A student suspected of having a communicable disease will be excluded from school until clearance to return to school from a physician is given. Written permission from a licensed physician is required after hepatitis, measles (7 days from onset of rash and otherwise recovered), meningitis, mumps, polio, scarlet fever, strep throat, whooping cough, ringworm, tuberculosis, and scabies. Permission from director or staff is required for chicken pox (7 days from onset of rash and primary crust dry), pink eye/conjunctivitis, pneumonia, influenza, German measles, mononucleosis, colds, impetigo and pediculosis (head lice). Readmission to school is based on condition and appropriate treatment. Written permission from physician is also required after surgery, stitches, casts, orthopedic appliances or previous illness requiring hospitalization. Such permission should include recommendations regarding student's ability to engage in physical activity.

Hall Passes

To prevent interruption to student learning, students are expected to use restroom during recess and lunch time. It is ICEF's policy not to issue passes during the first 20 minutes of class and the last 20 minutes prior to the end of class, except during an emergency. Any student out of class must have a valid hall pass at all times. Students found to be without a hall pass will be sent back to their classroom and are subject to disciplinary action.

Parent Absence

If a parent/guardian plans to be out of town, it is mandatory that the school be notified in writing as to whom the student will reside and any additional authorized persons who may be contacted in case of an emergency.

Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. If the school is unable to contact the parent/guardian, the emergency contact will be called. Parents/guardians must notify the school whenever there are changes to their home, work, mobile and emergency phone numbers or address.

Permission to Leave School

If a student has to leave school early, students and/or parent must provide a note to school office at the beginning of school day. The note must include the following (1) reason for leaving school early, (2) identify who will pick student up, (3) the time the student will be picked up and (4) parent/guardian contact information. The office must contact parent to verify this information. The person who will pick up the student must be listed as an authorized adult in the student's emergency cards and present a valid identification card. Students must be signed out at the school office and leave in the company of the authorized adult. No student may leave without permission from the school office.

Dismissal Procedures

Students must be picked up from school immediately after the school dismissal time. Students waiting to be picked up must wait in the designated waiting area and all obey school rules. Students are not allowed to remain on campus after school hours, unless they are enrolled in an afterschool program (such as YPI, tutoring, sports, or other official extracurricular activity). Students who walk home or take public transportation must exit campus immediately after the dismissal bell. Parents of elementary level students must submit a written authorization letter to the school office granting their child permission to walk home or take public transportation without adult supervision. During special circumstance, schools may be required to dismiss students at an earlier or later time. If such event occurs, the school will take all necessary action to notify parents/guardians of changes to the school's dismissal time. Students are expected to adhere to the same code of conduct as during regular school hours.

Drop-Off/Pick-Up Traffic Guidelines

Parents/guardians must ensure the safety of everyone present when dropping off or picking up their child from school. Parents/guardians must obey all traffic laws and be respectful to all students, parents, crossing guards and school employees. Parents/guardians must not block the flow of traffic in any way and use the designated drop off and pick up zones to unload/load students. Parents/guardians should discuss their drop off and pick up plans with their child in advance. Please plan ahead and allow more time when picking up your child during rainy days, as traffic is likely to be worse during times of inclement weather. Special dismissal instructions will be relayed to parents through BlackBoard during severe weather conditions, if necessary. *For specific information, refer to the School Drop Off/Traffic Guidelines.*

Afterschool Program

ICEF's elementary and middle school host afterschool programs to expand and enrich student learning and support working families by providing a safe place for students during afterschool hours. At the K-8 level, Youth Policy Institute (YPI) provides afterschool programming to enrolled students from the time of dismissal to 6:00pm, Monday through Friday. Students enrolled in the program must report to the afterschool program immediately upon dismissal. Students who are enrolled in this program are expected to maintain regular attendance and adhere to expected behavioral guidelines. Parents must make the necessary arrangements to ensure that students are promptly picked up by 6:00pm. No exceptions.

Student may lose their space in the afterschool program if they do not maintain regular attendance (three (3) or more unexcused attendance), have reoccurring disciplinary problems, or have more than two (2) "late pickups", at YPI's discretion. The school will attempt to communicate attendance, behavioral or other concerns with parents to correct the issue and secure the student's placement in the program. Please contact the school office for more information regarding student eligibility, enrollment and program requirements.

Late Pick-Up Policy

To ensure the safety of our students, parents/guardians must pick up their child promptly after the school's dismissal time. Students who are not picked up by parents within 15 minutes from the end of school must report to the school office and ask to contact their parent/guardian. If the school is not able to contact the parent within 30 minutes of the end of school, the school staff will then contact the student's emergency contacts and request the student to be picked up. Students who are not picked up by parents/guardians will not be able to participate in afterschool program without being previously enrolled in the afterschool program. Please be advised that if a student is not picked up by parent/guardian or emergency contact within 30 minutes after the school's office closing time, school staff is mandated to contact the local police department or child protective service agency.

Parents with difficulties picking up their child by the designated dismissal time must make all the necessary arrangements with a caregiver to have their child picked up on time. Parents/guardians may enroll their child in afterschool program, if offered at your school site. Students enrolled in an afterschool program must pick up their

child at the designated program end-time and comply with all afterschool program dismissal guidelines. If parents/guardian is late multiple times, the school administrator may request a conference with the parent/guardian to address the issue of late pickup. To ensure the safety of our students, ICEF reserves the right to contact Child Protective Service or Local Police in the event a student is not picked up within 30 minutes from the closing time of the school office or by the designated pick-up time of the afterschool program.

Field Trips

Field trips are an integral part of ICEF's educational curriculum and may be developed by each school to provide a variety of experiences and enhance the student's educational opportunities. Field trips may be authorized in connection with courses of instruction or school-related social, educational, cultural, athletic, or school band activities. All students within the class must be given the opportunity to participate in any educational field trip. Due to limit resources, most school field trips are made possible by parent donations. However, no child shall be excluded from an educational field trip because of a lack of sufficient funds or special needs. Schools may not require a "mandatory donation" as a condition to participate in any ICEF sponsored educational field trip.

Teachers are responsible for providing parents with all relevant information regarding the field trips, including the educational value of the trip, location, date and time, mode of transport, dress code, meals provided, and expected behavior during the trip. Before a student can participate in a school-sponsored trip, the Parent/Guardian must complete a Field Trip Permission Slip and Authorization for Medical Care and submit it to their teacher by the designated deadline. Authorization will not be accepted via telephone, email, or fax. Consent from all students' teachers may be required for 6-12 grade students with academic and/or behavioral issues, as deemed necessary by the school administrator. Appropriate educational experience and supervision shall be supplied for any student whose parent/guardian does not wish them to participate in a field trip (e.g. assigned independent study, or in-class assignment with another class).

Students represent the school while attending field trips and are expected to maintain high standards of behavior. Students who violate any school, bus, and school and field trip rules during a field trip are subject to disciplinary action. If circumstances warrant, parents/ guardians may be summoned to pick up unruly or disruptive students at their own expense. Parent/guardians/Family members over the age of 18 can serve as a chaperon and must abide by Chaperon Guidelines. Parent/guardian volunteer hours will be given volunteer hours accordingly. To ensure the safety of students, the use of private vehicle to transport any ICEF student is strictly prohibited.

Excuse from Physical Education

Under California Education Code, Section 51241, exemption from PE may be granted temporarily for an ill or injured student only if "a modified program to meet the needs of the pupil cannot be provided." In accordance with this law, an excuse from physical education class may be granted to a student who is unable to participate in regular or modified curriculum due to a medical condition or illness. A parent's written request for an excuse lasting up to three academic days will be accepted. To obtain an excuse from physical education class lasting more than 3 days, parents must present a written note from the student's physician. Notes should include student's name, duration of excuse from PE class, and specific limitations to activity. Once received and reviewed by school office, this message will be relayed to the appropriate teachers.

Bike and Skateboard Policy

To protect student safety, bicycles, scooters and skateboards are not allowed on campus. If skateboard or bicycles are ridden on school campus, they will be confiscated until the end of the day and must be picked up by students' parents. Students who use bikes as their means of transportation to and from school must not ride them on school grounds. Locking and securing the bike is the student's sole responsibility. The school will not be responsible for loss, stolen or damaged student bicycles or skateboards.

Student Dress Code (Uniform Policy)

Implementing a strict dress code supports a safe and disciplined learning environment and promotes good student citizenship. For this reason, ICEF Public Schools has adopted a mandatory school uniform policy in all of its school sites. Student must dress in their complete uniform Monday through Friday, or as instructed by School Director. In addition to the uniform requirements, students must show proper attention to personal hygiene, cleanliness, safety, and suitability of clothing and appearance. ***Please refer to School Dress Code Policy.***

It is the responsibility of parents/guardians to ensure that their child complies with student uniform dress code requirements at all times. Violation of the uniform policy will not be permitted. School Administrators will contact parents immediately if the student is not in school uniform, wearing prohibited clothing, or violating other dress code guidelines. Parents/guardians will be asked to bring the student's uniform to school. If the school parent is not able to bring the student's uniform, the school will issue the student a temporary uniform shirt and or pants of proper size. The student must change into the school attire and return to class in the provided school uniform. Prohibited clothing will be confiscated until the end of the day, and will be returned to the owner's parent or guardian.

Continued noncompliance of school's uniform dress code by student, may be subject to disciplinary action. *The School Director will always have the discretion to determine the appropriateness of any item of apparel on a case-by-case basis.*

Prohibited Apparel (including on Free Dress Days):

- Items that are deemed to be “gang apparel”
- Lewd or suggestive attire items containing vulgar images, statements, or references
- Apparel which advertises, promotes, or symbolizes any illegal substance
- Sunglasses, Bandanas, skull caps, do-rags, scarves, hats, or wave caps
- Clothing that is too tight, too short, too revealing
- Clothing that is too baggy or too large, layering of clothes, shirts that are not tucked in
- Tank tops, midriff and string-tied tops, halter tops
- Solid white T-shirts (unless used as an undershirt)
- T-shirts with offensive language or graphics
- Open toe shoes, sling-back shoes, flip flops or house shoes
- Clothing items with rips, tears, and large stains
- Mini-skirts/skirts/ short shorts (including uniform skirts) that are higher than 1 inch above the knee.
- Leggings or sagging pants
- False nails or make-up
- Earrings that are larger than a quarter
- Girls may not wear more than one bracelet or ring
- Boys may not wear any jewelry (earrings, chains, dog tags, etc.).
- Nose rings or other body piercings are not allowed
- No hair color, Mohawks, or excessive hair designs, etc.

Physical Education Uniform

All students are expected to wear their PE uniform during their PE period, as directed by the School Director. The school will notify parents regarding specific Physical Education dress requirements. *This may vary based on school and grade level. Please refer to School Uniform Policy, regarding specific Physical Education dress requirements.*

Free Dress Days

The School Director will determine a Free Dress Day and notify parents in writing. Nonetheless, parents must ensure that the Dress Code (as stated above) is observed. The School Director will determine any questions regarding the appropriateness of dress attire.

Backpacks

Students are expected to arrive at school with all school materials and textbooks needed for their daily class in a school backpack. Backpacks should be in good condition and without any graffiti or “graffiti like” writing, tagging, nicknames, gang related symbols, or obscenities on it. Students who choose to write on their backpacks may be asked to erase it or to get a new backpack.

Meal Program

ICEF Public Schools will provide free and reduces meals for all students of families that: (a) meet program eligibility AND (b) submit a completed meal application by the deadline. Schools will provide meal applications to all parents during the enrollment period, school orientations or will be mailed home. Parents/Guardians may also request a meal application from the school office or fill it out electronically by going to www.mymealtime.com (to register you will need your child’s Student ID number). Only one application per household is required. Parents or students do not have to be a U.S. Citizen to qualify for free and reduced-price meals.

Both approved and non-approved meal applications will have a major impact on school funding, therefore we ask that ALL parents complete an application in a timely manner, which is by the end of the first week of school but no later than 30 days from the first day of school. Parents will receive a letter informing them of their child’s eligibility status within 10 operating days of submitting a complete meal application. Parents of students who do not submit a meal application by deadlines or do not meet income eligibility requirements to receive free meal, must either provide their child with a sack lunch or pay the reduce or full cost (based on their eligibility status) of all meals provided to students, in accordance with the following guidelines:

	Reduced Meal Pricing	Full Cost of Meals
Cost of Breakfast	\$0.30	\$2.00
Cost of Lunch	\$0.40	\$3.00
Cost for Total Day (Breakfast & Lunch)	\$0.70	\$5.00
Total Week Cost (5 days-Breakfast and Lunch)	\$3.50	\$25.00
For 185 Instructional Year (Breakfast and Lunch)	\$128.10	\$925.00

**If any child receives a second meal, it will be charged at the full cost.*

Parents/guardians are encouraged to **pay in advance** if their child requires a “reduce” or “full” cost meal. Parents can make payments to the school office using cash, money order, or by making payments online payment systems at www.mymealtime.com. Parents can use our online payment system to conveniently and securely make pre-pay deposits for student’s school lunch account. This system can be used to pay multiple students at multiple schools from a single parent account, view student current balance and view a detailed history of purchased meals. To make online payments, parents will need their child’s Student Identification Number.

If a student has dietary restrictions due to a medical condition, parents/guardians must complete the “*Medical Statement to Request Special Meals and/or Accommodations*” form, included in student enrollment packet or available at the school’s main office. However, it is the responsibility of parents to provide sack lunch for students who have a non-medical dietary restriction. If you have any questions about ICEF’s meal program, please contact the school office.

Families in Transition (Homeless Student)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless student. All ICEF Public Schools shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Unaccompanied homeless youth have these same rights. A homeless student is defined as a person between the ages of birth and twenty-two (22) who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live “doubled-up” with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in the circumstances described above.

Homeless children and youths will be identified through: (a) the application process for enrollment (self-identification), (b) school personnel recommendations, or (c) Coordinated activities with other entities and agencies.

ICEF Public Schools provides homeless students the following general assurance to maximize access to various education, social and enrichment programs that promote student achievement:

1. Homeless children and youth shall not be segregated or stigmatized in any way, based on their status of homeless.
2. Homeless children and youth shall be provided services comparable to those received by other students in the school, including educational programs for which students meet eligibility criteria (such as services offered under Title I or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; gifted and talented program; vocational/technical program; and school nutrition programs).
3. ICEF Public Schools shall provide and post notices of the educational rights of homeless children and youth.
4. ICEF Public Schools shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
5. Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.

The Community Relations Coordinator (CRC) will serve as the Homeless Student Liaison, responsible for carrying out the duties assigned by the McKinney-Vento Act. For additional information regarding this policy, please speak with school office staff.

Student Records Request

ICEF Public Schools maintain high standards in records management to ensure compliance with the Family Educational Rights and Privacy Act of 1974, and its implementing regulations. Student records are maintained and release in accordance with ICEF policy.

Student and Parents may request student records and transcripts as follows:

- (1) Online Transcript Request can be made online, by visiting www.icefps.org,
- (2) Submitting an Official Student Records Request Form to school administrator
- (3) Faxing request to ICEF's Custodian of Records: *ICEF Custodian of Records, 5120 Goldleaf Circle, Suite 350, Los Angeles, CA. 90056; Office Tel: 323-290-6900; Fax: 323-293-9092*

Please allow up to 7 calendar days for student records or transcripts request to be process.

Transfer Process

When a student transfers for any reason from an ICEF school to any other school, ICEF shall transfer the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event ICEF School closes, student records will be transferred to the school's charter authorizers in accordance to their guidelines. Students transferring out of an ICEF School seeking a PAR, can request it from the school, college counselor and/or ICEF's Director of Student Information.

Transportation

Given that enrollment in ICEF is a parent choice, transportation to and from school will be the sole responsibility of the parent and will not be provided by ICEF except in specific cases where transportation may be otherwise mandated by law.

Family Educational Rights and Privacy (FERPA)

ICEF Public Schools, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times. The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 5 working days of the day the School receives a request for access. Parents or eligible students should submit to the School written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. In compliance with federal law, the school will allow access to such files within 45 days following receipt of the parent/guardian's request.

If you are requesting copies of your child's educational records, the school may charge reasonable fees for the cost associated with making copies of the requested documents. Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to a parent's request. Accordingly, a school is not required to provide a parent with updates on his or her child's progress in school unless such information already exists in the form of an education record.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. While a school is not required to amend education records in accordance with a parent's request, the school is required to consider the request. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the

right to a hearing. That statement must remain with the contested part of the student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords parents the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an individual's opinion, or a substantive decision made by a school about a student.

Additionally, if FERPA's amendment procedures are not applicable to a parent's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: **Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-5901**

Section 4: Academic Program & Policies

The ICEF Education Model

The ICEF instructional program emphasizes six attributes of a strong college-going culture, which supports our core mission of ensuring that all ICEF students are prepared to enter and compete at the top colleges and universities in the nation:

The ICEF Education Model contains Six Essential Elements:

1. **College-Going Culture:** All K-12 stakeholders embrace and embody behaviors, skills, and environments that personally, socially, and emotionally prepare all students to compete at the top colleges and universities in the nation.
2. **College-Style Study Habits:** Whether in the classroom or independently, students need to know how to organize and prioritize their short and long-term assignments while balancing their social and family schedules. ICEF Schools incorporate study skills into the curriculum, not just assigning students a chapter to read, but teaching them how to read it closely in order to understand both the overarching themes, and the subtle nuances; not just telling the students to take notes on a lecture, but giving them the tools to do that effectively; and not just telling a student to study for a test, but advising them on how to manage their time and incorporate strategies for success.
3. **College-Level Analytical Writing:** In order to prepare students for the demands of college-level writing, teachers will scaffold instruction to produce writing products that meet the Common Core Writing Anchor Standards of writing for argumentation, writing to inform or explain, and writing to convey experiences. Students will learn claim-based writing through a variety of techniques, including the Toulmin Model, a method of writing focused using evidence for argumentation. Students will utilize these writing strategies to incorporate writing throughout each discipline and content area.
4. **College-Style Discourse:** Students possess the habits of mind to engage in intellectual strategies related to intellectual openness, inquisitiveness, interpretation, and precision and accuracy to the point of automaticity. Through formalized Socratic Seminars and Shared Inquiry in the early grades, students gain the competencies and habits of Socratic dialogue. They learn the academic language necessary to participate in a scholarly discussion and how to listen actively and interpret responses. Students consistently practice the tools needed to participate in college-level discussions according to the Common Core Listening and Speaking Anchor Standards. These skills include formulating an argument, relating evidence gained from the text to support an argument, drawing on past experiences, correlating previous readings in the class with the current topic of the discussion, and evaluating other speakers' point of view, reasoning and rhetoric.
5. **Backwards Mapping to College Standards:** Prior to the adoption of the Common Core Standards, ICEF had already adopted practices of backwards mapping college readiness by examining the Secretary's Commission on Achieving Necessary Skills (SCANS), the University of California/California State University (UC/CSU) system A-G requirements, and The College Board's Standards for College Success and determining which college-going skills, habits and behaviors are necessary for success. These same key measures are integral components on teacher evaluations as reflected on the Teacher Effectiveness Framework based on Danielson's Framework for Effective Teaching. The Framework, which was developed when ICEF was part of The College Ready Promise, focuses on three pedagogical priorities – College Readiness, Cognitive Engagement and Constructivism. These pedagogical priorities align with the Common Core Standards and aim to develop classrooms in which teachers facilitate instruction and students take ownership of their own learning. Instruction is aligned to the Common Core Standards and students are given multiple opportunities to think critically, analyze text, provide evidence-based claims and apply conceptual mathematical skills to solve problems. ICEF teachers act as guides and facilitators in this learning process.
6. **Technology Readiness through Targeted Group Structures (TGS):** Targeted group structures is a type of blended learning which “combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and

differentiate instruction from student-to-student across a diverse group of learners.” This model is proving highly effective in helping schools address the struggles of student achievement, limited resources, and the expectations of 21st century learners. ICEF Public Schools approach to TGS uses carefully selected technology based instructional programs that allow the teacher to maximize impact on students by streamlining tasks such as formative assessment, remedial intervention, and independent skills practice. This frees the teacher to focus on the aspects of instruction that only a trained teacher can accomplish: the building of higher order thinking skills, cognitive engagement, and the ICEF College Readiness Model.

Fundamental to implementing the Six Essential Elements of the ICEF Education Model are the three R's: Rigor, Relevance, and Relationship. They are used to create the culture of the school and underlie all instructional practices.

1. **Rigor:** ICEF schools provide a thoroughly challenging academic process which develops higher level thinking skills and engages students in the habits of inquiry by inspiring students to go beyond expected goals, preparing students to compete on a global level, designing instruction to discover all students gifts and talents, accelerating all students learning by teaching to the top quartile and by developing academic discipline.
2. **Relevance:** Relevance requires reaching out to students and tying real world experiences with the academic program. Tying in relevance includes activating prior knowledge when introducing new concepts in science and math or themes in history and literature. Relevance also includes creating culminating activities that force students to apply, analyze, and evaluate academic knowledge to real world situations or presenting problems to students that show them how what they are learning in class relates directly to something in the real world.
3. **Relationship:** Relationship is the foundation upon which the entire ICEF Education Model is built. Establishing a healthy and nurturing adult to student relationship is one of the key triggers that give our teachers the credibility to push the students so hard and demand so much quality in their work. This works on three levels with the individual student, the class as a whole, and the student's family and community.

Visual and Performing Arts

The Arts Department dedicates itself to instilling creativity, critical thinking, and problem solving ability through the arts. ICEF Arts is also committed to enhancing general education instruction by providing opportunities for Arts Integration throughout the core curriculum. All the classes start with the foundations of art language. The goal of preparing students to attend the top arts colleges is done through educating students on the many creative industries available, and preparing them for entry to arts colleges. Students from Kinder to 5th grade receive arts classes as a requirement. Students at the secondary level may choose art electives from a wide array of visual and performing arts classes. Art classes include but are not limited to Visual Arts, Performing Arts, Traditional Arts, Drama, Music, Dance, Performance Arts, Animation Production, Digital Filmmaking, and Graphic Design (varied by school and grade).

Athletics

ICEF provides students the opportunity to participate in an outstanding athletics program that enriches and supports their academic experience. School administrators ensure that the athletic program promotes teamwork and work ethics in student participants, and assure that everyone involved in these activities is treated fairly and respectfully. ICEF's Athletic program offers the following school sports to enhance the instructional environment. All students grades 9th through 12th participating in interscholastic athletics must pass a comprehensive physical examination yearly by a license health provider and meet all California Interscholastic Federation (CIF) eligibility requirements.

ICEF interscholastic sports adhere to all applicable statewide rules and regulation, as well as school regulations including, but not necessarily limited to, eligibility, gender equity and discrimination. Athletics are considered an integral part of an institution's education program and are therefore comply with Title IX of the Education Amendments of 1972 (20 U.S.C. .1681 et seq.).

Homework Policy

In our schools, the purpose of homework is to review and reinforce the day's lesson as well as prepare students for upcoming instruction. In addition, homework assignments instill strong work habits and a sense of personal responsibility. It is expected that students will be assigned homework Monday through Friday, which must be completed and submitted by the designated time. It is also important that students and parents understand that homework includes dedicating time to study for exams, reviewing lesson and notes, and conducting research.

To help students and parents understand their responsibilities, all ICEF teachers will provide a "Course Syllabus" during the first week of school. The Course Syllabus will describe the learning goals, assignments deadlines, exam dates and grading criteria. *Please contact your child's teacher, if your child does not receive a course syllabus by the end of the first week of school.*

Parents should assist their child in completing their homework and staying on task by ensuring that their child:

- Has a designated place to complete homework and study that is quiet and free from distractions.
- Has a regular time and schedule for completing homework. Minimal 1 hour per day.
- Has an effective time management method (weekly/monthly planners) to manage various assignments, projects, extracurricular and chores.
- Has all the necessary supplies to complete homework (paper, pencil/ pen, dictionary, thesaurus, etc.). Has an organizational system (folder and dividers) to sort schoolwork by class/subject/type of assignment, etc.

Tutoring/Academic Assistance

All ICEF schools provide instructional intervention and prevention strategies including free afterschool tutoring, which aims to help students advance to proficient levels and keep up with the "accelerated" pace of instruction. Parents should speak with their child's teacher or school administration in regards to specific information about academic assistance offered to students.

Student Information System (Illuminate) for Students

Illuminate is our student information system that helps students and parents communicate with their child's teacher, view assignments, and see schedule information. Through the Illuminate Connection portal, parents and students will have access to real-time information including attendance, grades, assignments, school bulletins, and messages from teachers. Your school's Community Relations Coordinator will provide parents their Illuminate Home Connection portal access key. If you have any issues, please contact your school office.

Illuminate Home Connection website: <https://icefps.illuminateHC.com>

Report Cards and Grading

For elementary and middle school students (grades TK-8), there are three official grading periods (trimesters). For High School student (grades 9-12), there are two official grades (one at the end of each semester), in addition to three progress report cards prior to each final grading period. Grades will also be posted on Illuminate for parents/guardians to review. Both parents/guardians and students are encouraged to monitor grades regularly and speak teachers immediately upon having any academic concerns. For the 2016-2017 school year, report cards will be distributed on the following dates:

Grading Code

Grades are used as a measure of Grade Point Average (G.P.A.). To determine the GPA, simply add the points for each grade (see below) and divided by the number of classes taken. G.P.A is used to determine honor roll status and is a major determining factor for college admission.

TK-5th Grade	
Grade	Description
4	Exceeds grade level standards/objectives
3	Meets grade level standards/objectives
2	Experiences difficulty meeting grade level standards /objectives.
1	Does not meet grade level standards/objectives.

6-12th Grade	
Grade	Grade Point
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.333
C	2.0
C-	1.667
D+	1.33
D	1.00
D-	0.7
Fail	0.0

***No “D” grade policy will be in effect in grades 9th-12th.**

Learner Behaviors

In addition to grades for content areas, students are assessed on specific learner behaviors. Scores for these behaviors are determined using the following Standards-Based rating scale. Learner behaviors include work habits and students’ socio-emotional and behavioral skills.

Performance Levels	
4	Exceeds Standards
3	Meets Standards
2	Approaching Standards
1	Does Not Meet Standard

N/A	Not Assessed at This Time
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Learner Behaviors:

- Listens actively
- Follows directions
- Accepts responsibility for own behavior
- Stays on task and uses time efficiently
- Completes class work on time
- Completes homework on time
- Collaborates well with others
- Demonstrates critical thinking effectively
- Uses technology effectively

Academic Probation and Eligibility to Participate in School Activities (Middle and High School)

It is our expectation that students will put forth 100% effort at all times. Students who fail to maintain a minimum grade point average of 2.0 in Middle School and High School will be placed on academic probation for the period of one academic grading period and **MUST** attend tutoring and/or any seek additional instructional intervention. Students who do not maintain a 2.0 grade point average are deemed ineligible to participate in any extracurricular activities including school sports teams, clubs, drama, senior activities, or attend student body functions until their grades improve. A student who has earned **more than one “1”** in Learner Behavior in any grade period will not be allowed to participate in any extra-curricular activities.

Parents/Guardians will be notified by letter if their student is on academic probation. To help student address unsatisfactory grades, one of the two will take place:

1. Teacher/Parent conference will be schedule to address the academic or behavioral issues.
2. A Student Success Team will be assembled within 2 weeks of grade release date to create an intervention plan.

Academic Probation does not apply to students in Grades TK-5. Students at these grades who are not meeting standard proficiency should seek additional assistance through tutoring and instructional intervention. Parents/Guardians, staff members, or students may request support through a Student Success Team, whose primary purpose is to provide students and families with strategies to support student success.

Promotion and Retention Policy

Promoted students will have earned a passing grade in each of their classes over the course of the year and will have met the school’s behavior standards for that grade level. Teachers clearly state the grading standards for their class at the beginning of the year. If a student fails any class over the course of the year, she/he is in danger of repeating the grade. *Please contact your child’s teacher, if you have questions about your child’s academic standing or course requirements.*

Grade Change Request Process

Under Education Code section 49066, parents (which includes legal guardians or others with educational rights for the pupil) have a right to request a change of a pupil’s grade only on the following grounds: (1) Mistake (2) Fraud (3) Bad Faith (4) Incompetency.

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

grade will be final. Marks for work habits and cooperation will not be deemed grades for purposes of this bulletin. Questions regarding marks for work habits and cooperation may be directed to the teacher or director. All decisions regarding work habits and cooperation grades at the school site level will be final.

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

Honor Roll

Students who maintain a certain G.P.A. will be awarded the status of honor roll at the end of each semester. Students on honor roll must maintain a 3.0 grade point average for bronze status, 3.5 for silver status, and 4.0 for gold star with no "C's," Fails, or "1's." Students on the honor roll will be recognized at an assembly, parent meeting, or special lunch. Not applicable to all schools/grades.

Standardized Testing

Each year, during the spring semester, students are expected to demonstrate their understanding of the content of their core classes (English, Math, Science, and History) through the California Assessment of Student Performance and Progress (CAASP) passed in October 2013 through AB484. This statewide assessment system includes the Smarter Balance Assessment System, the California Standards Science Test for Grades 5, 8 and 10, The California Modified Assessment for Science in Grades 5, 8 and 10 and the California Alternative Performance Assessment (CAPA) for students with special needs in Grades 2-10. The CAASP System helps evaluate how ICEF students perform relative to other CA students. ICEF's goal is to ensure that all students reach "proficient" and "advanced" levels in all subject areas. To prepare for the assessment, teachers administer several ICEF assessments throughout the year, to gauge critical areas of need and adapt their curriculum accordingly.

Parental cooperation is strongly encouraged to reinforce the importance of taking the examination seriously and to encourage student to try their best. The Testing window is between April-May.

Parents can help their child prepare for standardize testing by:

- Ensuring good student attendance.
- Ensuring that their child gets enough sleep and has a good breakfast every day.
- Ensuring that student completes all homework assignment and develops good study habits.
- Making sure student reads at home on a regular basis and discusses what they have read.
- Helping student to develop a positive attitude towards education from an early age.
- Staying in communication with student's teachers to address academic and/or behavioral issues.
- Requesting academic assistance when student is struggling or unable to meet academic norms.

Student Textbook Accountability Policy

Textbooks are issued for students to use in class and keep at home for the course period. It is important to remember that these books must be used for the following school year. For this reason, it is important that textbooks lend to students are cared for and returned in the same condition as when assigned. Parent and students are responsible for all lost, stolen, or damaged textbooks. **A student withdrawing from school must return books to teachers before any withdrawal forms are given.**

Students are expected to:

- Be responsible for the school property loaned to them.
- Do not write, highlight, or draw in any school textbook.

- Keep your textbook(s) in your possession. Do not loan your book to anyone.
- Keep textbooks in a safe place, out of reach of pets, small children, foods, and liquids.
- Keep a book cover on your book.
- Return the textbooks in good condition before the last day of school.

If a textbook is lost or stolen:

1. Students should check the lost and found to see if a book was returned.
2. If not found, the main office will notify the student of the price of the book.
3. Replacement textbooks will be issued or ordered from the publisher (if needed).
4. The student will receive a book to use in class; however, parent must pay for the lost book before the replacement book can be taken home. Payments must be made to the school and submitted to the School Operations Manager.
5. Students should then present the receipt to their teacher so that they can obtain a new book and fill out a new textbook card.

If a textbook is damaged:

Each teacher inspects the books upon their return, assesses the damage and informs the student of the amount of the fine in writing.

- 50-cents per page for writing
- \$1 for each torn page
- \$10 or the value of the book (whichever is less) for a broken binding/spine
- \$20 for books damaged by liquid or the value of the book, whichever is less.

Academic Honesty Policy

Helping our students to develop integrity and morality is as equally important as their academic progress. Cheating diminishes the value of students' education and robs them from the opportunity to fully develop their talents and capabilities. Cheating in **ANY** form whatsoever is strictly prohibited and will be penalized. Teachers will report any forms of dishonesty or deception that unfairly, improperly or illegally enhance a grade on an individual assignment or a course grade. Students are expected to performance to fullest and seek help from teachers, counselors, parents and fellow students when facing academic problems.

Academic dishonesty includes, but is not limited to:

1. Cheating on exams, in any form or manner.
2. Having possession during an exam of any prohibited or unauthorized information or device (whether or not it is actually used) is an act of academic dishonesty and will be dealt and penalized as such.
3. Copying homework, classwork, and special project from others.
4. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
5. Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
6. Taking an exam for another student, or permitting someone else to take a test for you.
7. Asking another to give you improper assistance, including offering money or other benefits.
8. Asking for or accepting money or any other benefit in return for giving another improper assistance.
9. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
10. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information, or notes of any kind) that is not specifically authorized by the teacher.
11. Altering a graded exam and resubmitting it for a better grade.
12. Working together on a take-home exam, unless specifically authorized by the teacher.
13. Gaining or providing unauthorized access to examination materials.
14. Downloading information from the Internet and presenting the work product as your own.

Plagiarism in Papers and Assignments

1. Giving or getting improper assistance on an assignment meant to be individual work.
2. Including in any assignment turned in for credit any materials not based on your own research and writing.
This includes:
3. Using the services of a commercial term paper company.
4. Using the services of another student.
5. Copying part or all of another person's paper and submitting it as your own for an assignment.
6. Acting as a provider of paper(s) for a student or students.
7. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
8. Failing to use quotation marks where appropriate.
9. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography.
10. Making up data for an experiment ("fudging data").
11. Citing nonexistent sources (articles, books, etc.).
12. Downloading information from the Internet and presenting the work product as your own.
13. When in doubt students should always include source for information/citation and ask teacher for clarification.

Section 5: Culmination and Graduation Requirements

Elementary Culmination Requirement

Fifth grade students must meet all grade level academic and behavioral standards to be eligible to participate in the 5th grade culmination ceremony and related culmination activities. Specific eligibility will be based on, but not limited to attendance, behavior, and academic criteria, as determined by School Directors. Fifth grade promotion ceremonies are scheduled to take place during the month of June.

Middle School Culmination Requirement

To be eligible to participate in the eighth grade culmination ceremony and all related culmination activities, eighth grade students must meet the following criteria. Eighth grade promotion ceremonies are scheduled to take place during the month of June. **Students who fail to meet the culmination criteria will not be allowed to participate in the 8th grade culmination ceremony and related culmination activities.**

Criteria to participate in Culmination activities:

1. Student may not have no more than two “1’s” during the entire 8th grade year in Learner Behaviors.
2. Student must maintain a cumulative 2.0 grade point average (GPA) or higher for 8th grade year.
3. Student must not have any “Fails” on final Report card.
4. Student must have an attendance rate of 95% for the 8th grade excluding a serious major illness (must provide a written excuse from the doctor).
5. Student must adhere to all school rules and policies. Excessive disciplinary issues can prevent a student from participating in culmination. Each School Director will determine excessive disciplinary issues.

School administrators will review student records to ensure that ALL students meet the minimum criteria required to participate in graduation or culmination activities and ceremonies. Every effort will be made to inform parents if their child is in danger of not meeting the aforementioned requirements. However, it is parents’ responsibility to monitor their child’s academic, attendance, and behavioral standing to ensure they child meet the eligibility requirements to participate in the culminating activities and ceremony. Parents are highly encouraged to routinely monitor their child’s progress through the following methods: (1) review of student’s Progress and Semester Reports cards, (2) scheduling Parent-Teacher conference, (3) check student assignments, agenda, and grades through Illuminate website (online student information system), (4) schedule a conference with School Director to address student academic/disciplinary issues.

It is crucial that parents of students who are struggling to meet academic and behavioral standards be proactive and seek assistance to ensure that their child receives the needed support, as early in the school year as possible. Based on available school resources, some schools may offer the students afterschool enrichment program, tutoring, and counseling programs, amongst other intervention support services. *To schedule a conference with your child’s teacher or School Director, please call the school office to set up a meeting.*

Elementary and Middle School Culmination Dues

The school, on behalf of the culminating students, coordinates a variety of activities, as part of its overall responsibility to sponsor traditional culmination services. Culminating students will receive an “*Information Packet*” during the Fall Semester, which will specify the payment, deadlines, reimbursement deadlines, and eligibility requirements for culmination activities. Dues for culmination activities must be paid by the specified payment deadline. If a student has paid his/her student dues or made donations, and is later prohibited from participating in the culmination activity due to disciplinary, academic or other reasons, the student and/or parent/guardian must request a refund before the reimbursement deadline specified in the “*Information Packet*”. **NO REFUNDS WILL BE GIVEN AFTER THE REFUND DEADLINE.** The culmination fees may include: Cap & Gown, Yearbook, Class Trip (if Applicable), and Grad Night.

Schools may solicit donations from parents of culminating students to cover culmination ceremony expenses (venue fees & diplomas). No eligible culminating student may be denied participation in culmination ceremony or a diploma, based on parent’s inability to pay culmination dues.

High School Graduation Requirements

All high school students must be enrolled in a complete sequence of college preparatory A-G credits and must complete these courses with a passing grade of “C” or better for high school graduation and to meet the minimum University of California (UC)/California State University (CSU) requirements. Students must also complete all other subject and non-subject requirements as set forth by ICEF Public Schools in order to participate in the senior high school graduation ceremony and to receive a diploma. The subject and non-subject requirements for graduation are as follows:

	ICEF Credit Requirements	A-G Required Credits	Non-Subject Requirements
Social Science	30	20	<ol style="list-style-type: none"> 1. Complete 100 community service hours or 25 hours per year that you are enrolled in an ICEF high School as part of the culminating Senior Project.* 2. Apply to a minimum of three four-year colleges/universities. * 3. Take the SAT and/or ACT* 4. Meet school’s citizenship requirements* <p><i>*Students who fail to meet these non-subject requirements will NOT be eligible to participate in the senior high school graduation ceremony, but will be awarded a high school diploma if all other subjects and non-subject requirements are met.</i></p>
English	40	40	
Mathematics	40	30	
Laboratory Science	30	20	
Foreign Language	30	20	
Visual & Performing Arts	10	10	
Physical Education/Health	20	0	
College Prep Elective	20	10	
Other Electives	30 (A-G courses recommended)	0	
TOTAL	250	150	

A-G Requirements

The subject requirement, more commonly referred to as the "a-g" subject requirements, is one of three requirements needed to enter UC as a freshman. Specifically, students must complete a pattern of 15 college-preparatory courses drawn from the areas of history/social science, English, math, lab science, a language other than English, the visual and performing arts and the college-preparatory elective. We label each subject area or requirement with a letter to easily identify the different course requirements. The intent of the “a-g” subject requirements is to ensure that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study.

- **History/social science (“A”)** – Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“B”)** – Four years of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.

- **Mathematics (“C”)** – Three years of college-preparatory mathematics that includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science (“D”)** – Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“E”)** – Two years of the same language other than English or equivalent to the second-level of high school instruction.
- **Visual and performing arts (“F”)** – One year, including dance, drama/theater, music or visual art.
- **College-preparatory elective (“G”)** – One year chosen from the “A-F” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “G” electives.

Transferability of Courses to other Public Schools

Any other public school including, but not limited to charter schools, to which a student transfers must accept instructional credit granted by any school in ICEF Public Schools at full value. However, credit may not be granted for the same course twice, unless so indicated in the Guidelines for Instruction for that school district. While California has a set of 13 minimum course requirements for high school graduation, each local school district in California may add its own requirements. Therefore, it is very important that students entering a new California school district contact the new high school as soon as possible to have their progress toward fulfilling the graduation requirements of the new district reviewed. The local school district officials can evaluate the transcripts and advise you on when your child can graduate. School contact information can be located through the CDE California School Directory.

Requirements for Senior Graduation Ceremony

Graduation is a privilege and not a right for 12th grade students. High School Seniors must meet the following requirements to be allowed to participate in the graduation or culmination ceremony. Any Student who fails to meet the listed eligibility requirements will not be allowed to participate in the culmination ceremony.

Eligibility Requirements:

1. A student must adhere to all school policies.
2. A student may not have earned more than one “1” in Learner Behavior during the 12th grade year.
3. A student must have an attendance rate of 95% for 12th grade, excluding a serious or major illness.
4. Pay off all outstanding balance to the school for lost, stolen or damaged textbook or school equipment.

Advanced Placement Class Requirement

For high school students, an advanced Placement (AP) class gives students an opportunity to take college-level class.. For example, an “A” grade will count as 5, a “B” grade will count as 4 points, and a “C” will count as a 3. All students are recommended to complete at least one (1) AP class as part of their graduation requirements. Students may also fulfill this requirement by completing a junior college course. To prevent students from becoming overly burdened in any one semester and maintain an adequate academic standing and GPA, students should strategically select and spread out difficult courses. It is highly recommended that student meet with school academic counselors and teacher before taking on AP classes.

Community Service Requirements

All high school students must complete 100 hours (25 hours per year of attendance to an ICEF High School) of community services before graduating. Services must be done after school hours in a variety of activities approved by college counselors. Student must show proper documents, which must include supervisor’s full signature and contact information. Students must complete 25 hours (25%) by the end of each academic year. Students should meet with college advisor and request a list of volunteer opportunities. Students who fail to show proof of completed hours will not be allowed to participate in senior graduation ceremony.

College Portfolio

In order to help students take the necessary steps into higher education, all must produce and present a college portfolio. Composing the College Portfolio is an ongoing process that should begin in 9th grade and be finalized by the end of first semester of senior year. Students are expected to seek guidance and feedback from counselors, teachers, peers and parents. A maximum of 5 hours of service can be credited for the completion of a student's college portfolio. College Counselors will provide students with a specific list of required items and deadline for the College Portfolio.

The college portfolio may include:

- Personal statement (UC prompts)
- Resume
- Post high school career plan
- Proof of voter registration (if 18 years of age)
- California id or passport
- Mid-year reflection
- Completion of three college applications: CSU/UC, state colleges outside of CA, and private college(s)
- Completed job application
- Verification of completion of sat and/or act (score report)
- Three letters of recommendation: one teacher, current employer and/or community service representative, and community or faith-based leader
- Proof of three colleges visits considered for enrollment
- Provide three college acceptance letters
- Scholarship award letters
- Awards and certificates
- Community service reflection
- End of the year reflection

SAT/ACT

Students must take either the SAT or ACT college entrance exam which all students are required to take before applying to college as part of their graduation requirements. To help students prepare for these exams, they have the opportunity to take a comprehensive SAT/ACT Preparatory elective course. In addition to these preparatory courses, students will be expected to attend additional trainings, which focus on helping students develop personal management and leadership skills needed to succeed as a college student.

Letters of Recommendation and Transcripts Request

Students who need transcripts or recommendations for scholarships, college applications, and other special programs must give their teacher, counselors, or school administrator the necessary forms at least 2 weeks in advance. Staff members reserve the right to refuse to complete a recommendation if they feel that they cannot construct a positive recommendation for the student. Writing letters of recommendation is a laborious and time consuming task, therefore students should be sincere and considerate when making request.

High School Graduation Dues

The school, on behalf of the graduating students, coordinates a variety of activities, as part of its overall responsibility to sponsor traditional graduation services. All 12th grade students will receive a "Senior Graduation

Packet” during the Fall Semester, which will specify the payment, deadlines, reimbursement deadlines, and eligibility requirements for graduation activities. Dues for graduation activities must be paid by the specified payment deadline. If a student has paid his/her student dues or made donations, and is later prohibited from participating in the graduation activity due to disciplinary, academic or other reasons, the student and/or parent/guardian must request a refund before the refund deadline specified in the “Information Packet”. **NO REFUNDS WILL BE GIVEN AFTER THE REFUND DEADLINE.** The graduation fees may include: Cap & Gown & Tassel, Prom Ticket, Yearbook, Senior Trip (if Applicable), Senior Breakfast, and Grad Night.

Schools may solicit donations from parents of graduating students to cover graduation ceremony expenses (venue fees & diploma.). No eligible graduating student may be denied participation in graduating ceremony or a diploma, based on parent’s inability to pay graduation dues.

Section 6: Behavior Expectations and Disciplinary Policy

Student Discipline at ICEF

ICEF is committed to providing a positive and safe school environment that nourishes growth and healthy student development. ICEF's student discipline policy is designed to provide fair and consistent organization wide guidelines for addressing student behavioral with the least amount of disruption to the learning process. ICEF's discipline policy prescribes a multi-level approach that emphasizes positive reinforcement, proactive staff involvement and student support services. The multi-tiered approach that focuses on (1) Core Instructional Intervention, (2) Strategic Interventions, and (3) Intensive Individualized Support.

ICEF policies are subject to change. Updated policies will be posted at www.icefps.org and school's websites or request from school office.

Student Code of Conduct

In addition to making all ICEF schools a secure learning environment, we aim to provide all students with a positive educational experience. Any disruptive, uncooperative, and unsafe behavior poses an unnecessary obstacle to student's academic and personal growth. Therefore, it is fundamental that students fully understand and obey all school rules, carry themselves with maturity, and treat everyone with the upmost respect. Although we offer guidelines for acceptable behavior, students are expected to practice sound judgment and make decisions that reflect school values.

Guidelines for Everyone in the School:

- Be Safe
- Be Honest
- Be Respectful
- Be Responsible
- Be a Life-Long Learner
- Be Appreciative of Differences

With appropriate guidance student should:

- Learn and follow school and classroom rules.
- Solve conflicts maturely and peacefully, without physical or verbal violence.
- Keep a safe and clean campus that is free of graffiti, weapons, and drugs.
- Be good role models and help create a positive school environment.
- Report any bullying, harassment, or hate-motivated incidents.
- Display good sportsmanship both on the athletic field and playground.
- Attend school on time, with all required books and supplies, and be ready to learn.
- Engage in safe social activities and have healthy friendships.
- Listen attentively to each other.
- Express your thoughts, opinion, and insights in a respectable and effective manner.
- Produce their own work.
- Maintain honesty and integrity at all times
- Show compassion and understanding to others.
- Defending others' rights
- Respect the property of others

Prohibited Behavior

Any student found to have committed any of the acts below will be subject to a full investigation and, if applicable, all appropriate disciplinary actions, which may include suspension, expulsion, and/or referral to law enforcement.

The following acts are not permitted and will lead to disciplinary action:

1. Bullying, intimidation, cyber bullying (bullying or intimidation by an electronic act)
2. Possession of any weapons, firecrackers, or alcohol, tobacco, drugs or any illegal substance.
3. Fights, threats, any act of violence
4. Graffiti, vandalism, robbery and stealing
5. Gang activity
6. Cheating, plagiarism, forgery or falsification
7. Sexual harassment and assault
8. Blackmail and extortion
9. Any type of discrimination, prejudice and hate crimes
10. Selling of any items on campus without written consent from Director.

Expected Student Behavior and Responsibilities

Classroom:

- Enter the classroom prepared and ready to work.
- Follow the classroom rules set by the teacher and classmates.
- Do not interrupt the teacher or talk loudly or excessively.
- Listen attentively and actively participate in classroom activities.
- Respond politely and promptly to instructions given by the teacher, aide or volunteer.
- Get permission and a hall pass before leaving the classroom for any reason.
- Do not touch others to hurt, harm or embarrass them.

Restroom Etiquette:

- Use the restroom before or after school and during nutrition and lunch breaks.
- Flush the toilet after use.
- Inform a staff member if the toilet is not working properly.
- Wash hands thoroughly after using the restroom, especially before eating.
- Do not socialize in the restrooms.
- Use few paper towels and throw them in the wastebasket ONLY.

Eating Area:

- Eat lunch in the assigned area only.
- Remain seated while eating and do not yell or scream when talking.

- Clean area of all trash and throw away uneaten food before leaving the lunch table.

During Field Trip:

- Follow all school rules and code of conduct
- Listen and follow instructions.
- Stay with your group/class at all times

Office:

- Enter the office quietly at all times.
- Speak and refer to all school personnel by their appropriate titles.
- Wait to be recognized after entering the office.
- Speak in reasonable and respectful voice tones.
- Use courteous language, eye contact and complete sentences.

Auditorium:

- Enter and leave the auditorium quietly.
- Follow instructions given my teachers and/or school staff.
- Do not talk during any performance or assembly.
- Sit quietly with backs against the chair.
- Remain seated during entire performance or assembly.
- Show appreciation by clapping only.
- Absolutely NO booing, hooting or whistling at any time.
- Only enter the auditorium with a teacher or other appropriate adult.
- Never bring food or drink into the auditorium.

Bus Safety:

- While waiting for bus, students must stand in an orderly line on the sidewalk and off the roadway.
- On the bus, students must observe same conduct as in the classroom.
- Remain seated at all times and talk quietly.
- Cooperate with bus driver and follow all rules

Non-Discrimination Policy

ICEF Public Schools has adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, actual or potential parental, family, or marital status gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the ICEF Public Schools. Further, the policy requires school personnel to take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. Behzad Sadeghi, Title IX Coordinator and Cal. Code of Regs., Title 5. Mr. Sadeghi can be contacted at: 5120 W. Goldleaf Circle, Suite 350, Los Angeles, CA 90056; 323-290-6900.

ICEF Public Schools is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. ICEF Public Schools prohibits discrimination and harassment based on an individual's sex (including sexual orientation or gender identity, pregnancy, childbirth or related medical condition); ethnicity such as race, color national origin, ancestry); religion (including religious accommodation); disability (mental or physical disability or reasonable accommodation); age; marital status; or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by the District. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statement, or conduct that is physically threatening or humiliation.

Sexual harassment is a form of sex discrimination under Title X of the Education Amendment of 1972 and is prohibited by both federal and state law. It shall be a violation of this policy for any ICEF staff to harass another staff member or student through conduct or communications of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature.

Any student or employee of the ICEF Public Schools who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the site administrator so that appropriate action may be taken to resolve the problem. ICEF Public Schools prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

This nondiscrimination policy covers admission or access to or treatment or employment in ICEF's program and activities, including vocational education. The lack of English language skills will not be a barrier to admission to or participate in school programs or activity.

Anti-Bullying Policy

ICEF Public School is a bully-free campus. ICEF Public Schools will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the ICEF's jurisdiction. 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. This includes while in school, at school-related events, and traveling to and from school.

Bullying behaviors may include, but are not limited to:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyber bullying: Sending insulting or threatening messages by phone, e-mail, web sites (Facebook, twitter, MySpace, tumbler, etc.) or any other electronic or written communication.

ICEF staff is committed to a policy that identifies and corrects those students who become involved in bullying behaviors. ICEF expects that all students will refrain from becoming involved in any bullying behaviors. Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Corrective measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Failure to comply with these expectations will result in the disciplinary/corrective actions, including but are not limited to:

- | | |
|--|---|
| • Temporary removal from the classroom | • Referral student to support program/counseling |
| • Loss of privileges (participation in extracurricular, field trips, free dress, etc.) | • Prohibit student from participation in extracurricular programs |
| • Referral to disciplinarian | • Request that parents attends school with student for one day |
| • Detention | • Expulsion |
| • Suspension | |
| • Conference with parents | |

All school employees are required to report alleged violations of this policy to the School Director or the Director's designee. All other members of the school community, including students and parents are encouraged to report any act that may be a violation of this policy. ICEF prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. If a parent is found bullying a student, an emergency meeting will be called with School Director and the offending parent will be banned from the campus.

Cellular Phones Policy

Students MAY NOT use any personal technology (including cell phones, tablets, or other personal technology) during the school day or the after school program. Cellular phones must be turned off (not silent or vibrate mode) and put away during school hours. Cell phones must not be visible or used on the school campus during school hours or during afterschool programs. Students may not use their cell phone to keep track of time, as a calculator, to take pictures, or for any other purposes while on campus. If student has an emergency and must contact parent, they must obtain a pass to visit the school office and use their phone. Parents may contact the main office if they need to reach their student.

In the event a student violates this policy, the following actions will occur:

- **1st Violation**-The cell phone will be confiscated, until the end of the day and parent will be notified. Student can pick up phone at the end of the school day.
- **2nd Violation**-The cell phone will be confiscated, until the end of the day and parent will be notified. Parents/guardian must come to the school to pick up the cell phone during school office hours.
- **3rd Violation**-The cell phone will be confiscated until a Parent-Teacher conference is held. Students who continue to violate this policy may be subject to additional disciplinary actions and loss of privileges (i.e.

exclusion from non-academic field trips and activities). Any graduating/culminating student who violates this policy will jeopardize his/her ability to participate in culmination/graduation.

Personal Property Policy

Personal items of value (such as cash, jewelry, digital equipment, electrical devices, etc.) should not be brought to school since loss, theft, or damage is possible. Also, such items can be distracting to the educational process and may be confiscated by school personnel. ICEF Public Schools assumes no liability for lost or stolen cellular telephones or other personal items of value, including confiscated items or items in student lockers.

Computer Usage Policy

To support student learning, ICEF Public School will provide students access to a computer (Laptop/Netbook) during class. School issued computers are to be used for school related purposes only. All computers, equipment, and/or accessories provided to students are the property of ICEF Public School and must not be removed from the classrooms. Computers and equipment must be returned in the same condition as issued at the end of each period. Students and parents will be personally responsible for any damages or loss of any laptop/netbook computer and related equipment. In case of damages or loss, parents will pay for the full cost of the replacement of the damaged or lost equipment and may result in the restriction and/or termination of the use of computers and disciplinary action. Student and parents must complete and submit the "Computer Policy Acceptance Form," before being allowed to use school computers and gain access to the Internet.

Student must take every precaution to prevent damages to school computers by abiding by the following guidelines:

- No food or drinks next to laptop at any time
- Laptops should never be left unsupervised
- Computer must never be placed near extreme heat or cold
- Laptops or netbooks must never be carried when the screen is open
- Cords, cables, and removable storage must be inserted and ejected carefully
- Laptops must always be shut down or placed in "sleep mode" at the end of class
- Do not write, draw, etch, or place stickers on computers, or remove school labels from computer
- Do not place anything on top of laptop that will press against the screen
- Do not attempt to clean or fix any computers and report any issue with a computer.
- Do not remove, add, or alter any program, files, folders, or settings.

Internet Policy

ICEF understands that the Internet is a vital source of information for its students, and a key component of our college readiness model. However, students must adhere to the following guidelines, in order to ensure their own safety and protect school equipment from damage. Please be advised that this is a condensed version of Computer and Internet Usage Policy. The complete version may be obtained from school office.

Students May:

- Request permission to use computer or internet
- Use the Internet to research assigned classroom projects, using only appropriate websites.
- Use the Internet to send e-mail related to classroom projects only.

Students May Not:

- Use the internet for any illegal purposes
- Use impolite, profane, or abusive language in e-mails.
- Access websites inappropriate for school such as social networking sites or sites containing illicit material.
- Change computer files that do not belong to the user
- Send or receive copyrighted material without permission

- Download any items or programs into any computer (i.e., software, music, pictures)
- Use the school computers or Internet to log into Facebook, Twitter, and chatting, or any social media sites.
- Share their login or user information with another student.
Purchase good or service via the Internet.

Social Networking Account Policy

ICEF acknowledges that many of our students have a Facebook, Twitter or other social media account. Any student who uses any social media account to demean, harass, or humiliate another student, teacher, staff member, any ICEF school will be immediately suspended for a minimum of two days pending a parent conference. Parents are encouraged to monitor their student's social media accounts regularly. Any student who violates this policy will jeopardize participating in culmination.

YouTube Policy

Under no circumstances should any student post an inappropriate video on YouTube. Any student who violates this policy will be immediately suspended for a minimum of two days pending a parent conference with all parties involved. Any student who violates this policy will jeopardize their ability to participate in culmination events.

Section 7: Student Safety

Communicable Disease Prevention

A communicable disease is an infectious disease that is passed from person to person by direct contact or through the air. Communicable disease inspections may be conducted periodically. Children who show signs of a cold or other communicable disease should be kept at home as a precaution. In this way, a longer absence may be prevented and classmate and school staff will be protected. If a student is running a fever, they must stay home 24 hours after the fever has subsided to make sure they are not contagious.

Basic Tips to Stop the Spread of Germs:

1. Wash your hands often and thoroughly (minimum 20 seconds) using soap and warm water or use hand sanitizer, especially before eating.
2. Cover your nose and mouth with a tissue when sneezing or coughing (throws tissue away afterwards). If you don't have a tissue, cough or sneeze into your upper sleeve or elbow. If you sneeze into your hands, wash them immediately afterwards.
3. Avoid touching your mouth, nose and eyes.

Emergency Cards

Emergency cards are vital to ensure the safety of our students during an emergency situation. An emergency card provides the school staff with the following information: emergency contact, medical information, and emergency release authorization. New students must complete an emergency card as part of the student enrollment process. Returning students must complete a new emergency card annually, at the beginning of the school year. It is imperative that parents or guardians update their child's emergency card whenever there is a change in any information provided.

Immunization Requirements

Parents, including those of new and returning students, must present their child's immunization records to show proof that their child has received all required immunization, as required by the California School Immunization Law. Students entering the 7th grade are required to show proof of receiving two doses of measles-containing vaccine (MMR), and one dose of Tetanus, Diphtheria, Pertussis (Tdap). Those students who do not meet the State guidelines will be excluded from school until the requirements are met. For information about children immunization schedule, please contact your child health care provider, local health department or visit <http://www.shotsforschool.org>. Parents must present original documents for verification and the school office will make copy for student records. To ensure compliance, school administrators will periodically review the immunization status of all students; however, it is parent's responsibility to ensure student's immunizations records are up-to-date.

Parents/guardians may provide documentation to request medical or personal belief exemption to immunize for their child, in accordance with Section 6051. Please be aware that effective July 1, 2016, "Personal and Religious Belief Exemptions" to required immunization will no longer be accepted in accordance with SB277.

Prescribed Medications in School

Students required to take medication (prescribed or over the counter) during the regular school day, must first present a written permission form signed by both a licensed CA health care provider and parent/guardian, to the school administrators. Parent must complete the "Request for Medication to be taken during School Hours Form", found in the enrollment packet or by requesting it from the school's main office. Forms must be submitted to the School Operations Manager for review and approval. If such request is received, the school administrator or

designated qualified personnel will assist the student and ensure medication is properly administered. A form must be submitted each year and when there are any changes to student’s medications.

After submitting the request form, parent/guardian should deliver medication to the School Operations Manager. All student-prescribed medication must be in the original prescription bottle, labeled with student’s name, medication name and dosage instructions. If multiple medications are to be administered at school, each medication must be in a separately labeled container. If your child takes medication regularly during non-school hours, parents/guardians should leave a short-term supply in the office to be used in case of an emergency, such as an earthquake, and label it in red “For Emergency Use Only.”

California State Law authorizes students of any age with asthma or allergic reactions to carry and self-administer inhaled asthma medication and auto-injectable epinephrine, if there is written authorization from child’s authorized health provider and parent/guardian. Students may not carry or use medication on campus without first submitting required written consents from both license health care provider AND parents/guardian to school office. Parents must submit the following documents to obtain permission for student self-administration or self-carry of medication during school hours: (1) A completed “Request for Self-Administration of Medication during School Hours,” (2) a copy of physician-provided student’s “Asthma Plan” and (3) Student Contract for Self-Administration/Self-Carry of Medication during School Hours. Student misusing self-administration medications are subject to specific disciplinary actions pursuant to California Education Code Section 48900.

Although schools will make all efforts to assist students, parents/guardians are strongly encouraged to request their child’s health care provider to develop a schedule in which taking medication during school hours is minimized or eliminated to the greatest extent possible.

Student Health Screenings

During the school year, ICEF Public Schools will be providing state mandated vision, hearing and scoliosis health screenings for specific ICEF students (Education Code 49451). We are able to provide these testing services free of charge to all of our students. Qualified medical personnel will conduct all health screenings. Schools will send written notifications to all applicable parents to inform them of the screening dates. No action is required from parents who consent to have the health screenings provided to their child. Students may be excused from these tests upon written parental request. Results of student health screening will be sent to all parents and included in each student’s cumulative record. Should students be found to have signs of a possible health concern, parents will be informed.

Mandated Health Screening	Grade Levels
Vision (Boys & Girls)	TK, K, 2nd, 5th, 8th grades
Hearing (Boys & Girls)	TK, K, 2nd, 5th, 8th and 11th grades
Scoliosis	7th Grade Girls AND 8th Grade Boys

Emergency Lock-Down

A school lockdown is issued when there is a threat to students and school staff. Schools have different types of school lockdown procedures. These lockdowns may be triggered by different factors, including but not limited to: (1) Active shooter, (2) Hostage situation, (3) riots, (4) Police activity, (5) National disasters.

Types of Lockdowns:

- **Shelter-in-Place:** usually an external health hazard where building evacuations are not recommended.
- **External Threat:** This threat exists when danger is inside of the school/campus. The goal of this procedure should be to keep everyone safe until the threat is completely removed.
- **External Threat:** This type of threat occurs outside or the school building/campus. The goal of this lockdown is to prevent the threat from entering the school.
- **Full Lockdown:** This Scenario involves a serious of threats that requires immediate action.

School lockdown procedures require the cooperation of the faculty, staff, volunteers and students. While every school will have their own unique set of rules in their lockdown procedure, the following are general guidelines and best practices for having an effective lockdown.

1. Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate.
2. Never open doors or windows unless ordered to do so by a safety or school official. Always ask for documentation from an official to confirm their identity. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.
3. Remain quiet, still, calm and alert. Silence televisions, cell phones and other electronics.
4. No outside activities are permitted until the event is resolved. Do not react to class bells or fire alarms. Announcements via the PA system will give evacuation directions if appropriate or possible.
5. Faculty, visitors and students should know that it is okay to fight back and/or flee if it becomes necessary to save lives

Visitors will not be allowed to enter the school during an Emergency Lock Down situation. During such an event, visitors inside of the school must remain inside of the classroom or take shelter in the nearest classroom. Visitors must follow instructions provided by school administrators.

Emergency Preparedness for Schools

ICEF is dedicated to protecting all students, staff and volunteers during different types of emergencies situations. Each school has a detailed Emergency and Evacuation Plan that provides guidance during emergencies. To ensure that this plan is carried out accordingly, every school conducts regular drills to familiarize students, teachers and staff with emergency procedures. These types of drills include: Fire Drill, Earthquake Drill, Duck, Cover, and Hold Drill, and Lock Down Drill.

It is important that parents/guardians take the steps necessary to prepare their families for an emergency. Below are suggestions to help parents and students prepared for emergency situations.

- Parent must ensure that the Student Emergency Card is updated with the most correct and current information. Please make sure that you inform school of changes to contact and emergency information.
- Become familiar with school Emergency Plan and Evacuation Procedures. Speak with designated emergency contact, to make them aware of their responsibility and of school emergency release procedures. ***Be advised, emergency contacts will be ask to show proper California Identification when picking up students.***
- Parents should have school contact information readily available (name of school, school telephone, student grade and teacher)
- Speak with students regarding the importance of knowing and following school emergency procedures, emphasizing being attentive and remaining calm.
- Work with child to memorize parent's/guardian's contact information.
- Create home emergency procedures with your family and practice them with your children.
- Visit <http://www.ready.gov/make-a-plan> to learn more on how to prepare for emergencies.

During an emergency or threat, students may be relocated to a designated safe zone. It is important that parents remain calm and composed, as students will look to parents for reassurance and support. If and when it is safe to do so, parents/guardians/authorized adults may pick up students from Family Reunification Site. Dismissal procedures will be modifying depending on the type and severity of emergency and a reunification location and procedures will be announced to parents. Once a reunification site is announced, students will be released to their parents, legal guardian, or authorized emergency contact, upon presentation of proper identification.

Gun Free Safe Schools

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

Exhibits



Greetings School Community,

Welcome to the 2017-2018 school year here at ICEF Innovation Los Angeles! I am very excited to be your principal and look forward to a productive school year. This is sure to be a landmark year as we embark on a journey that will end in success for all students. Building on the mission of ICEF Public Schools our vision statement is; IILA will provide a positive learning environment where scholars have access to a rigorous and innovative academic program that engages all stakeholders. As an educational community, we are dedicated to this vision. We believe that learning requires self-esteem, personal effort, mutual respect, a safe and orderly environment, adequate resources, and clear goals. We are fortunate to have an excellent teaching staff that is returning this year, along with a few excellent additions. Our staff has been trained to support this philosophy, and we firmly believe that all children should have the opportunity to learn in an environment that is well-planned and focused on student achievement.

As we begin our journey into the 2017-2018 school year, we will implement a variety of strategies and techniques in an effort to assist every student in becoming a 21st Century learner. This year our focus areas will be:

- 1) Providing strategic reading and writing instruction that supports the attainment of necessary literacy skills that will improve student achievement in all academic areas.
- 2) An integrated S.T.E.M. curriculum with an emphasis on NGSS aligned Science and Engineering practices that will equip students with 21st century skills.
- 3) Continuing innovative practices in the areas of Arts and Athletics that includes community partnerships and wellness initiatives for our students and extended families.
- 4) Increased incorporation of technology into teaching and student learning experiences.
- 5) Improved access to counseling and other behavioral supports as a means of limiting academic distractions.

The effort to meet each child's needs for growth socially, emotionally and academically is ongoing and intentional in order to ensure success, one child at a time. At IILA we use formative and summative assessments to gather data on the academic growth of our students and use that data to develop appropriate classroom and individualized instruction, which is accomplished through the use of Guided Reading, Daily 5, Readers and Writers Workshop, and SWUN Math implementation. We also integrate a school-wide Character Education program with specific traits that provide opportunities for social-emotional growth.

Our journey to success requires the efforts of all parents, students, teachers, administrators, staff, and local school community members. It is important that each stakeholder evaluates his/her role and commitment to our children, and determines the actions necessary to be a positive and productive member of our school community.

I look forward to working in partnership with you to support our students in their journey as learners. Together we will ensure that every culminating student of ICEF Innovation Los Angeles Charter School transitions into middle school adequately prepared to continue their collegial efforts.

Have a wonderful year!

Leslie Shaw-McGee
Principal

ICEF INNOVATION LOS ANGELES CHARTER SCHOOL
SCHOOL DIRECTORY 2016-2017

Address: 5029 S. Vermont Avenue, Los Angeles, CA 90037

Main Office Phone: (323) 290-6997

Fax: (888) 615-9130

School Website: www.iila.icefps.org

Name	Title	Telephone	Email
Leslie McGee	School Principal	(323)298-6441	lmcgee@icefps.org
Patricia Hernandez	School Operations Manager	323-290-6997	phernandez@icefps.org
Margarito Rodriquez	Instructional Specialist	323-290-6997	Margarita.rodriquez@icefps.org
Kimberly Bridges	Literacy Specialist	323-290-6997	kbridges@icefps.org
Jewell Pearson	Community Relations Coordinator	(323)298-6442	jpearson@icefps.org
Laurie Eason	School Information Coordinator	(323) 290-6916	leason@icefps.org

ICEF Home Office: (323)290-6900
ICEF Home Office Website: www.icefps.org



**BELL SCHEDULE
2017 - 2018**

		Regular Day	Early Dismissal (Wednesday)	
Breakfast Served		7:15- 7:50	7:15-7:50	
Morning Assembly		7:50 – 7:55	No Assembly	
Instruction Begins		8:00 AM	8:00 AM	
Recess/ Nutrition	TK/K/1st	9:20-9:40 2:00 – 2:25 (TK/K)	TK/K/1st	9:10-9:30
	LD 7th	9:45 – 10:05	2nd/3rd/ 4th	9:35 – 9:55
	2nd/3rd/ 4th	10:10 – 10:30	4th/5th	10:35 – 10:55
	4th/5th	10:35 – 10:55	LD 7th	10:00 – 10:20
Lunch	TK/K & 1st	11:00-11:40	TK/K/1st	11:00 – 11:20
	2nd/3rd/ 4th	11:40-12:20	2nd/3rd/ 4th	11:20 – 11:40
	4th/5th	12:20-1:00	4th/5th	11:40 – 12:00
	LD 7th	1:00 – 1:35	LD 7th	12:10 – 12:30
Dismissal	K-6	3:00 PM	12:30PM	

July 8, 2017

ICEF INNOVATION LOS ANGELES CHARTER SCHOOL STUDENT DRESS CODE

Implementing a strict dress code supports a safe and disciplined learning environment and promotes good student citizenship. For this reason, ICEF Public Schools has adopted a mandatory school uniform policy in all of its school sites. Student must dress in their complete uniform Monday through Friday. In addition to the uniform requirements listed below, students must show proper attention to personal hygiene, cleanliness, safety, and suitability of clothing and appearance. Please refer to Parent-Student Handbook for complete the Uniform/Dress Code Policy.

A complete uniform consist of the following items:

	SHIRTS/TOPS	PANTS/ BOTTOMS	SHOES	SOCKS (HOSIERY)	ALL OUTERWEAR
BOYS K-4TH	Gray or Navy Blue Polo shirt – Must have IILA logo ONLY	Navy Blue Pleated Style Pants Or Knee Shorts	Black, white or black & white shoes ONLY	White, navy blue ONLY	All Sweaters, Jackets, And Sweatshirts, must be Solid Navy Blue and have First Initial, and Full Last Name.
GIRLS K-4TH	Gray or Navy Blue Polo shirt – Must have IILA logo ONLY	Navy Blue Pleated Style Pants Or Shorts, Skort, Skirt	Black, white or black & white shoes ONLY	White, navy blue ONLY	All Sweaters, Jackets, Sweatshirts Must Be Navy Blue, and must have First Initial, and Full Last Name
BOYS 5TH	Light Blue Polo shirt Must have IILA logo ONLY	Navy Blue Pleated Style Pants, Knee Shorts, Skort or Skirt.	Black, white or black & white shoes ONLY	White, navy blue ONLY	All Sweaters, Jackets, Sweatshirts, and must be Solid Navy Blue and have First Initial, Middle Initial and Full Last Name.
GIRLS 5TH	Light Blue Polo shirt Must have IILA logo ONLY	Navy Blue Pleated Style Pants, Shorts, Skort or Skirt.	Black, white or black & white shoes ONLY	White, navy blue ONLY	All Sweaters, Jackets, Sweatshirts must be Navy, and must have First Initial, Middle Initial and Last Name.
Scholars Must Wear PE Uniform To School On PE Days.	Gray T-Shirt –Logo is required	Navy Blue Shorts or Sweats Only- Logo Not Required	Tennis Shoes	White, navy blue ONLY	All Sweaters, Jackets, Sweatshirts must be Navy, and must have First Initial, and Last Name
Field Trip Attire	PE Shirt or School Polo shirt is acceptable	Jeans or Navy Blue pants	Tennis Shoes	White, navy blue ONLY	All Sweaters, Jackets, Sweatshirts must be Navy, and must have First Initial, and Last Name.

Polo shirts and PE T-shirts must be purchased online at www.icefinnovationla.epluno.com. Contact main office with questions.

I HAVE READ, UNDERSTAND AND WILL ADHERE TO THE ICEF INNOVATION UNIFORM POLICY.

PARENT/GUARDIAN SIGNATURE _____ STUDENT NAME _____

ICEF INNOVATION LOS ANGELES CHARTER SCHOOL Drop-Off Guidelines

Before School - Parents, we ask that you drive west on 51st Street and pull your car in front of the school so that your children are able to safely exit your cars onto the sidewalk nearest to the front gate. Please do not drop students off across the street. Also, please do not allow students to exit your car in the middle of the street. Double parking is NOT allowed at any time. Please do not block our neighbor's driveway



VERMONT

50th Street

CHALLENGERS

**ICEF INNOVATION
LOS ANGELES**

Basketball Courts

PARKING



**ICEF INNOVATION LOS ANGELES CHARTER SCHOOL
2016-2017 EXTRACURRICULAR ACTIVITIES**

THE FOLLOWING EXTRACURRICULAR ACTIVITIES, INCLUDING SPORTS, LEADERSHIP GROUPS, AND AFTERSCHOOL PROGRAM, ARE AVAILABLE TO OUR STUDENTS. FOR MORE INFORMATION ABOUT PROGRAMS, PLEASE CONTACT THE SCHOOL OFFICE.

TYPE	NAME OF EXTRACURRICULAR
STUDENT LEADERSHIP ORGANIZATIONS	Student Council: is comprised of elected members of the school community. The role of these students is to build school community and represent the student body in its entirety. The student council presents a unique opportunity for young students to learn organization, leadership and teamwork skills.
ATHLETICS	<ul style="list-style-type: none"> • Basketball – 3rd – 5th Grade • Track & Field – All Grade Levels • Rugby – 5th Grade • Cheer Squad – 3rd – 5th Grade • Dance Squad – 3rd – 5th Grade • Soccer – 5th Grade
AFTERSCHOOL PROGRAM	Challengers Boys & Girls Club is the after school program that consists of homework time, enrichment and whole group activities for students age 6 and older.