



ICEF Public Schools

Excellence for All

ICEF PUBLIC SCHOOLS

PARENT-STUDENT HANDBOOK

2023-2024

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Letter from the CEO

Dear ICEF Family,

Welcome to our 2023-24 school year! For any new families, welcome to the ICEF family!

I am especially excited for this new year of school as we at ICEF are beginning under a newly revised mission statement that expands our goals to be more than simply college attendance. Our new mission statement is “to educate and empower courageous leaders to embrace their full potential in college, career, and life by providing a community that honors each student's unique identity, fosters academic excellence, nurtures healthy minds, and inspires critical thinkers.”

ICEF's new mission begins with our goal - to educate and empower courageous leaders to pursue their full potential in college, career, and life. The mission then continues by defining how we will accomplish that goal -

- *Providing a community that honors each student's unique identity:* Every student is unique and comes from beautifully unique circumstances and backgrounds. We support EVERY student and believe that by honoring and supporting each individual, we prepare them best for their future.
- *Fosters academic excellence:* Every student is a scholar and creating the proper academic environment will bring forth that scholar
- *Nurtures healthy minds:* maintaining mental well-being is critical for all elements in life, from learning to relationships to career to longevity. A healthy mind is a key part of reaching one's full potential.
- *Inspires critical thinkers:* The modern world is full of different opinions, misconceptions, misinformation, and disagreements. Our scholars must learn how to use their personal reasoning and judgment to navigate through this complex life to reach their full potential.

Put together, we have expanded our mission beyond only college to now purposefully create leaders who are prepared for college, career, and life. As a family, ICEF has always cared about what our students do many years after you graduate. Now, ICEF finally has a mission that aligns to those feelings that have been part of ICEF since we started 24 years ago.

I am excited about this upcoming year and am proud to support you on this journey. Have a wonderful school year!

Parker Hudnut
CEO

ICEF Public Schools

SECTION 1: INTRODUCTION

ICEF's History

In 1999, Inner City Education Foundation (doing business as ICEF Public Schools) was founded as a not-for-profit public-benefit corporation to provide better educational opportunities to children residing in the historically underserved and low-income communities of Los Angeles. In particular, ICEF Public Schools focused on increasing academic achievement levels of “inner city” students and schools by advancing successful teaching methods and cultivating close-knit learning communities. ICEF currently operates seven (7) charter schools. Six (6) are within the Los Angeles Unified School District and one (1) is within the Inglewood Unified School District.

ICEF's Mission

ICEF's mission is to educate and empower courageous leaders to embrace their full potential in college, career, and life by providing a community that honors each student's unique identity, fosters academic excellence, nurtures healthy minds, and inspires critical thinkers.

ICEF's Core Strengths

Community Trust: ICEF was founded by families as one of LA's first charters to serve families of the Los Angeles and Inglewood community. Today, while ICEF has become more diverse, it continues to foster and build strong ties with its original community. We cherish the trust and connection we have with our community and work to ensure every student feels valued and supported.

Integrated Academics and Social-Emotional Learning: ICEF is committed to staying ahead of the curve in investing in social-emotional learning, recognizing the unique strengths, culture, and ambitions of the students and families we serve. By integrating rigorous academics with comprehensive social-emotional learning programs, we provide students with the skills and tools necessary for success in both their personal and academic lives.

Student Support: At ICEF, we prioritize high levels of support for our students through a personalized, family atmosphere that builds confidence from enrollment all the way through college and career. We understand that each student has individual needs, and we are dedicated to providing the necessary resources, guidance, and mentorship to ensure their growth and achievement.

By upholding our mission and leveraging our core strengths, ICEF strives to empower our students to become compassionate, resilient, and socially conscious leaders who will make a positive impact in their communities and beyond.

ICEF's School Directory

SCHOOL NAME	GRADE	ADDRESS
ICEF Inglewood Elementary Charter Academy	TK, 1-2	Mt. Pleasant Baptist Church 434 S. Grevillea Ave., Inglewood, CA 90301 Phone: (323) 298-6420
	K, 3-5	215 Hillcrest Blvd., Inglewood, CA 90301 Phone: (323) 298-6422
ICEF Innovation Los Angeles Charter School	TK-5	Challengers Boys & Girls Club 5029 S. Vermont Ave., Los Angeles, CA 90037 Phone: (323) 290-6997
ICEF View Park Preparatory Elementary School	TK-5	5311 S. Crenshaw Blvd., Los Angeles, CA 90043 Phone: (323) 290-6950
ICEF View Park Preparatory Middle School	6-8	5311 S. Crenshaw Blvd., Los Angeles, CA 90043 Phone: (323) 290-6950
ICEF View Park Preparatory High School	9-12	5701 S. Crenshaw Blvd., Los Angeles, CA 90043 Phone: (323) 290-6975
ICEF Vista Elementary Charter Academy	K-2	Stoner Elementary (Entrance on 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 Home Office		
<p>Address: 3855 W. Slauson Ave., Los Angeles, CA 90043 Office Tel: (323) 290-6900 Website: www.icefps.org</p>		

COVID-19

The 2023-2024 school year will have a continued focus on ensuring the safety and well-being of our students, staff and families as we continue to transition back to being full-time on-campus.

ICEF is committed to maintaining the continuity of instruction, keeping students and staff safe and healthy, ensuring access and equity for all students, communicating with stakeholders, including staff, families and community partners and ensuring flexibility to meet the needs and advocate for all students.

ICEF will share information and guidance during the course of the school year as it becomes available. In addition, all ICEF schools will continue to implement best practices to ensure safe school environments that may include some or all of the following as needed:

- Recorded temperature checks of staff and students
- Quarantine room established for students or staff who become ill at school
- Face-masks/shields must be worn indoors by staff and students. Outdoor masking remains optional
- Classrooms will be disinfected twice a day
- Staff and students in different cohorts can now interact during recess and lunch

As we move through the school year we will continue to update our policies in line with the most up to date guidelines and recommendations from the CDC and Department of Health.

Some recent changes since the past year are the following:

- Parent volunteers are allowed this school year.
- Field trips are allowed.

The guidance in this handbook may be impacted by these protocols. In addition, school calendars and daily schedules could possibly be modified for ICEF schools before or during the school year. Your school administration will stay in close contact with you regarding these schedules should changes become necessary as the school year progresses.

SECTION 2: FAMILY ENGAGEMENT

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 Schools Coordinator (CSC), whose job it is to work with parents, coordinate and oversee parent involvement activities, and facilitate meetings. The CC 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 Engagement 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 families and stakeholders involvement in our schools:

1. Attend parent meetings as scheduled (Coffee with the Principal, Parent Advisory Committee, English Learning Advisory Committee, Parent Engagement Meetings, Parent Grade Level Meetings, etc.)
2. Participate in Parent Volunteer Program
3. Attend Parent -Teacher Conferences
4. Conduct Parent Classroom Observations
5. Attend school-specific and ICEF-wide events
6. Participate in school wide surveys (including LCAP surveys)
7. Participate and share feedback for the community needs assessments as part of the community schools work

Title I/Title III Meetings:

The school convenes meetings to inform parents of Title I and Title III students about program requirements and parents/guardians' right to be involved in the programs. The school provides parents of Title I and Title 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.

To involve parents in the Title I program at ICEF Public Schools, the following practices have been established:

- The school convenes an annual meeting, at a convenient time, to inform parents and family members of Title I students about Title I requirements, the school's involvement in the program, and about the right of parents to be involved in the Title I program. This work is led by our CC and school site administrators, which is typically disseminated and shared during the beginning of year welcome to school events.
- The school offers a flexible number of meetings for Parents, such as meetings in the morning or evening. This communication is disseminated in multiple languages and modalities including, but not limited to, Parent Square, Class Dojo, Phone Calls, Text Messages, etc.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs, including the planning, review, and improvement of the school's Parent and family engagement policy and the joint development of the School Plan for Student Achievement. The school provides parents of Title I students with timely information about Title I programs.
- The school provides parents of Title I students with a description and an explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the achievement levels students are expected to meet with the state standards.
- If requested by parents of Title I students, the school provides opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and to respond to any such suggestions as soon as possible.
- If the School Plan for Student Achievement is not satisfactory to Parents, the reasons will be shared in this policy.

Building Capacity for Involvement:

ICEF Public Schools engages Parents and family members in meaningful interactions with the

school to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Parents with assistance in understanding the State's academic content standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- The school provides Parents and family members with materials and training to help them work with their children to improve their children's achievement, paying special attention to support for foster parents.
- With the assistance of Parents, the school educates teachers, specialized instructional support personnel, assistant principals and other school leaders, and other staff about the value and utility of the contributions of parents and family members, and about how to reach out to, and communicate with, and work with parents as equal partners to build ties between parents and the school.
- The school coordinates and integrates the Parent and family engagement program with other programs, and conducts other activities, such as Parent and Family Centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes information related to school and parent programs, meetings, and other activities to Parents and family members in a format and, to the extent practicable, in a language that they understand.
- The school provides support for parent and family involvement activities requested by families.

Accessibility:

ICEF Public Schools provides opportunities, to the extent practicable, for the participation of all Parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents understand.

Parent/Guardian Volunteer Opportunities:

To encourage parent and family engagement in student education, ICEF Public Schools provides parents/guardians with volunteer opportunities and activities throughout the school year. The Community Schools Coordinator is responsible for directing and overseeing the parent volunteer process. The Community Schools Coordinator will notify the school community of volunteer opportunities that are based on the school's need. The Community Schools Coordinator 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 and for all volunteers who perform school site services while not under the direct supervision of a school employee. ICEF Public Schools also requires 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to the school.

Examples of ongoing volunteer services offered at school sites (*varies by school*):

- A. Attending school sponsored trainings and parent leadership group (Must sign-in)
- B. Morning supervisions (7:30-8:30 am)
- C. Lunch supervision and cleanup
- D. Afterschool supervision
- E. Assisting Community Schools Coordinator in preparing for Parent Information Meetings
- F. Special Events Coordination
- G. Serving as chaperone in school sanctioned field trips

Other special arrangements can be made with Community Schools Coordinator to ensure that all families have the volunteer opportunities. Community Schools Coordinator 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 the Community Schools Coordinator for service to be completed, (2) to sign the event Sign-in sheet, and (3) to have the Community Schools Coordinator/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 Community Schools Coordinator or School Operations Manager, to obtain clarity 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 Community Schools Coordinator. Volunteer hours are recorded per family - it is not necessary to indicate the same volunteer time for each child. The Community Schools Coordinator will periodically notify families of completed volunteer status throughout the school year. It is advisable that you maintain a record of your volunteer hours.

In accordance with Ed. Code section 49011, lottery preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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 clarification from teachers, discuss student's areas of need, and develop an action plan to support 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. During the 2023-2024 school year, Parent-Teacher Conferences will be virtual (until further notice) to ensure the safety of parents, students, and staff.

Parent Engagement Meeting (PEM):

The Community Schools Coordinator (CSC), the School Principal, and key parent leaders will lead monthly Parent Engagement Meetings (PEMs) to inform all parents of important school issues. PEMs also serve as a platform for families to voice their concerns regarding operation or educational issues. The CSC will seek active parent participation in meetings and will work with parents to devise strategies to involve families in school programs. The schedule of PEM's is set at the beginning of the school year and is posted in the School Office and on each school's website.

Grade Level Meetings:

Grade Level Meetings are held to communicate information pertaining to the individual grades. Grade-Level Meetings are typically held in conjunction with the Parent Engagement Meetings. The Grade Level chairpersons are responsible for confirming and submitting an agenda to the Community Schools Coordinator one week prior to the Parent Information Meetings. 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 engagement is highly encouraged in all ICEF schools. One way that parents can become involved in their child's school is by coming to a classroom observation. A classroom observation can be a planned or unplanned classroom visitation. These observations should last no more than 20 minutes. They are designed to allow parents to observe their child in their learning environment. 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 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 the student's classroom.
2. Parents must show proof of Covid vaccination and a negative Covid test result within 72 hours of the observation.
3. 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.*
4. Parents must ensure cell phones are turned off or put in silent mode before entering any classroom.
5. Parents must enter and leave the classrooms quietly.
6. Parents cannot speak with the teacher or students during class time.
7. 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 in the Fall and Spring. 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 PEMs.

Additionally, through the adoption of the Community Schools Model, ICEF will be taking intentional next steps towards shared governance that involves the voices of the entire ICEF community. This will include shared participation in community asset & needs assessments, new decisions that impact the school community, etc.

ICEF Website Portal:

Each ICEF school has a school website that provides all stakeholders general school information, 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. School websites can be accessed through our main webpage: www.icefps.org.

Family Communication Plan:

ICEF believes in the importance of keeping families 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 with and engage with parents. Our means of communication include progress report cards, parent conferences, academic letters, phone calls, and Parent Information Meetings. Parents may obtain vital academic information, including student grades and assignments at the "Parent Portal" through our PowerSchool Student Information system.

To reach all parents, ICEF schools use ParentSquare, an online communication system, which helps school administrators and teachers communicate with parents via mobile, text, web, and voice messaging. ICEF schools use ParentSquare to communicate with parents and staff regarding emergency situations, student attendance, school events and other important issues impacting you and your child. Since the ParentSquare 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 Schools Coordinator is the main contact person for any inquiries regarding ParentSquare.*

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. ParentSquare 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 the 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 by:

1. Visiting our office Mon.-Fri. from 7:30 to 4:00pm: 3855 W. Slauson Ave., Los Angeles, CA 90043
2. Calling our office (323) 290-6900 (Monday-Friday from 7:30 to 4:00pm)
3. Visiting our website 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 cellphones during school hours (including recess and lunchtimes). If a student needs to contact their parents in case of an emergency, they 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:

- All visitors must check-in at the school's main office where they must present:

- a valid California identification card
- As needed: Complete a rapid COVID test
- All visitors will receive a Visitor's Pass using our Raptor system. This system conducts a criminal background check using the visitor's California identification card.
- 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.
- 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 the school Principal. In such instances, school administrators will provide prior parent notification, indicating dates, times and the 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 welcome 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 by 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 parent.
- Being hostile or intimidating to any teacher, staff, student or parent.
- Assault and/or battery of school staff, student or parent.
- Fighting on or near the school campus.
- Unlawful possession and/or being under the influence of any illicit drugs or alcohol while on the school campus.
- Unlawful possession of any weapons on the 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.

Every Student Succeeds Act (ESSA) - Right to Know and Public School Choice:

As required by the Every Student Succeeds Act (ESSA), 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 does not meet the ESSA "highly qualified" requirements. This applies to all core academic subject teachers and teacher assistants.

In addition, the federal Every Student Succeeds Act of 2015 mandates providing the "Every Student Succeeds Act" (ESSA) 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 Principals 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.

Family 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 Schools Coordinator (CSC) to address any issues, complaints, and/or concerns. Parents should bring forth any proof or documents to support the complaint, if possible.
2. The CSC will log a complaint and attempt to resolve the issue by doing the following:
 - a. Contact and/or schedule a meeting with parents to discuss the complaint, provide a parent copy of applicable ICEF policy and procedures, and/or find a remedy.
 - b. Scheduling an appointment with teacher/school site staff to discuss the complaint and find a remedy.

3. If the parent/guardian is not satisfied with the outcome or remedy provided by CSC, then parent/guardian may request an appointment to meet with the Assistant Principal or School Principal.
4. If a parent/guardian is not satisfied with the outcome or remedy provided by the Principal or Assistant Principal, a parent may address the complaint with the Uniform Complaint Procedures (UCP) Compliance Officer.
5. If a parent/guardian is not satisfied with the outcome or remedy provided by the UP Compliance Officer, the complaint will be forwarded to the ICEF Executive Team, 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 thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Students 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.

Williams Complaint Classroom Notice:

Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in

class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at icefps.org. You may also download a copy of the California Department of Education complaint form in English and in other languages from the following Web site: <http://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

SECTION 3: GENERAL POLICIES

Attendance:

Regular attendance is vital to a student's success in school. The student who is frequently absent misses social interactions as well as instruction from their teachers, even if written work can be made up. Any day or hour absent is a missed learning opportunity. Also, the school loses public funding for each absence regardless of the reason, including illness or excused absences.

Because of ICEF's commitment to quality education, ICEF is concerned when a student misses school for any reason. Students who are excessively absent from school are much more likely to not be able to accomplish their educational goals. According to the California Compulsory Attendance Laws (Education Code 48200), parents and students are responsible for regular school attendance.

Please refer to each school's daily bell schedule for specific school hours.

Truancies are not acceptable at ICEF Public Schools. Truancy is defined as an unexcused absence without a written excuse from parent/guardian or ICEF staff member. Truancy is also defined as excessive tardiness, even a few minutes is tardy.

Repeated violation of the truancy policy will result in further disciplinary action up to and including suspension and expulsion. When families choose to attend ICEF, it is assumed that they are serious about their educational experiences and will avoid missing classes or activities.

Absences:

Excused absences are those that are recognized by the state as legal excused absences:

- Student is personally ill, and their attendance in school would endanger their health or the health of others. *Three (3) or more days of absence for illness requires a doctor's note.*
- Serious illness in the student's immediate family necessitates absence; Death of family member necessitates absence.
 - *Illness defined:* Child has a contagious disease, temperature over 100 degrees, symptoms of vomiting, diarrhea, chronic illness or other conditions with written orders from a medical physician to stay home.
- Special/recognized religious holiday observed by student's faith
- Appearance in court
- Verifications are to be provided within 3 days of the absence. Verifications may include: note from doctor, dentist or other medical professional on letterhead, funeral notice, or other supportive documentation.

Unexcused absences are those not defined above, including, but not limited to:

- Unverified absence
- Truancy
- Absence due to leaving campus without permission
- A tardy of five minutes or more
- Absence due to taking an early vacation or extending a vacation.
- Absence due to over sleeping
- Absence due to transportation problems, including missing the bus
- Absence due to not knowing it was a school day
- Family emergency without valid reason

Tardy is a Truancy:

A tardy occurs when the student is not in their assigned seat when classes begins.

Unexcused tardies are defined as arriving any time after a class/activity has begun or before class/activity has concluded without an excuse from a parent/guardian or ICEF staff member.

Excused tardies include only the following:

- Medical, dental, optical or other health-related appointment (with note from the office where appointment was scheduled)
- Unforeseen circumstances and family situations
- Circumstances discussed with the school ahead of time, and pre-approved by the Principal
- All late arrivals other than those described above will be considered unexcused

Excessive Excused and Unexcused Absences and Tardies:

- Ten (10) or more days of excused absences within a school year are considered excessive and shall require a doctor's note to excuse subsequent absences.
- Three (3) or more tardies, not seated in class at the time class begins or early sign out, within a two (2) week period, is considered excessive.
- Three(3) or more consecutive days of illness shall require a doctor's note upon return to school.
 - **After three (3) or more total days** of unexcused absences or five (5) tardies, without a valid excuse on three occasions, or any combination thereof within a school year, will result in the school mailing the parent the 1st Attendance warning letter asking for the parents help with their child's attendance and warning of consequences for further truancy.

- **After eight (8) total days** of unexcused absences, unexcused tardies, without a valid excuse, or any combination thereof within a school year, will result in the school mailing the parent the 2nd Attendance warning letter and invite the family to a meeting with the Principal or Designee. The intent is to create and implement a written plan for improving attendance.
- **After fifteen (15) total days** of unexcused absences, unexcused tardies, the school will mail the 3rd Attendance warning letter notifying that your student may be subject to discipline.
- If your student(s) has missed 10% or more of the days enrolled for the semester, student(s) is/are deemed "chronically absent."
- Students who miss 5% or more of school for any reason, will be considered for retention.
- It is ICEF's policy that five (5) tardies are equivalent to one full absence from school.
- Students who miss ten (10) consecutive school days without communication with the School will be unenrolled from the current school and will not be allowed to enroll in any other ICEF school for the remainder of the school year.

A doctor's release note must accompany the student when returning back to school from any doctor/dental/orthodontic appointment. A student who fails to attend school without a valid excuse is considered truant.

Per the Student Parent Handbook and this Attendance Policy, parents/guardians will make every effort to schedule medical and dental appointments before or after school or during the time that school is not in session. Parents/Guardians will notify the school office before 8:00 a.m. if your child will be absent. The school will call to verify and code any absences not reported by you. Any student who arrives after 8:00 a.m. must report to the school office to receive a tardy slip. Students are not considered "in attendance" or "present" until they are seated in their class.

Attendance/Extracurricular Activities:

In order to participate in athletics and/or extra-curricular activities, students must demonstrate regular daily attendance. Students may not participate if "same-day" absence is:

- A. Unexcused
- B. Due to illness
- C. Early release for any other purpose other than to attend routine doctor or dental appointment
- D. Due to discipline
- E. Is for any reason that violates the Student Parent Handbook

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 Principal 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 a physician is also required after surgery, stitches, casts, orthopedic appliances or previous illness requiring hospitalization. Such permission should include recommendations regarding a student's ability to engage in physical activity.

These policies shall apply to students/families diagnosed with COVID-19 as well.

Hall Passes:

To prevent interruption to student learning, students are expected to use the 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 hall passes 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 with 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 parents must provide a note to the school office at the beginning of the school day. The note must include the following (1) reason for

leaving school early, (2) the identity of the person who will pick the student up, (3) the time the student will be picked up and (4) parent/guardian contact information. The office must contact the 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 obey all school rules. Students are not allowed to remain on campus after school hours, unless they are enrolled in an afterschool program (such as Boys and Girls Club, Woodcraft Rangers, or ARC, 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 circumstances, schools may be required to dismiss students at an earlier or later time. If such an 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 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 ParentSquare during severe weather conditions, if necessary. For specific information, refer to the School Drop Off/Traffic Guidelines.

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 thirty (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 programs 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 thirty (30) minutes after the school's office closing time, staff is mandated to contact the local police department or child protective service agency.

Expanded Learning Opportunities:

ICEF's elementary and middle schools host after school programs to expand and enrich student learning and support working families by providing a safe place for students during after school hours. At the K-8 level (confirm at your school), ARC After School and Metro Boys and Girls Club (provides after school 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 absences), have reoccurring disciplinary problems, or have more than two (2) "late pickups" at ARC's and Boys and Girls Club 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's Site Coordinator for more information regarding student eligibility, enrollment and program requirements.

Additionally, ICEF's elementary and middle schools offer before school care. This may vary by location, but is open to all students enrolled in the school.

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. Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes ICEF Public Schools' legal liability and financial cost.

Monitoring Field Trips and Excursions:

The School Principal shall ensure that the effectiveness of field trips and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of ICEF Public Schools educational program. Additionally, teachers are to have a considerable degree of flexibility and innovation in planning field trips.

Field Trip/Excursion Planning and Approval:

All field trips and excursions that take place during school hours must receive prior written approval by the School Principal and/or designee of ICEF Public Schools. The School Principal or Designee of ICEF shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to ICEF's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity.

Field trips and excursions, including but not limited to California Interscholastic Federation ("CIF") trips, lasting longer than the school day require Board approval.

If the Principal or Designee of ICEF Public Schools or the Board does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

The Principal or Designee of the charter school may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk. This does not apply to students who qualify under IDEA, Section 504, or are suspected to have a disability. If either of the three areas listed prior are applicable, the school team should problem solve to ensure that students identified in the above criteria are able to access the same field trip or excursion experience as their General Education peers.

The School Principal or Designee of the charter school shall not approve activities that they consider to be inherently dangerous to students.

Permission Slips:

No student will be permitted to go on a field trip or excursion without a permission slip signed by their parent or guardian. This is subject to change for students who are identified as homeless and/or Foster Youth and in these unique cases, schools need to collaborate with the Homeless/Foster Youth Liaison. The permission slip shall include a waiver of all claims against the charter school, its employees and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student, if applicable; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

One copy of the permission slip shall be filed with the School Operations Manager of the charter school and one copy shall be given to the teacher to take on the field trip or excursion.

Accident and Medical Insurance:

The charter school does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the Principal or appointed designee of the charter school. Applications and payments must be sent directly to the insurance company.

Supervision of Field Trips and Excursions:

The sponsoring teacher must be present to supervise the field trip or excursion. The Principal or appointed designee of the charter school shall be designated as the emergency contact for the group on the field trip or excursion. The sponsoring teacher or charter school employee accompanying the group shall have completed a first aid course which is certified by the American Red Cross.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying charter school employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies. The sponsoring teacher or charter school employee must also be certified in a first aid course, emphasizing treatment of snakebites.

Charter school employees shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other charter school employee accompanying the field trip or excursion.

Adult/Student Ratio:

Adult/student supervision ratio must be observed at all times during the field trip or excursion. Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

Parent/Guardian Participation in Field Trips and Excursions:

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the charter school group shall receive

clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Principal or Designee of the charter school may hold a meeting for parents/guardians accompanying the charter school group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip/excursion, how to keep a group together, and what to do if an emergency occurs.

Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion. Parents/guardians participating in field trips and excursions are required to pass a criminal background check and adhere to the current ICEF Covid Policy for parent volunteers.

Transportation:

Consideration will be given to the safest mode of transportation and the safest routes of travel. If travel is by van, the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling.

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 a physical education class lasting more than 3 days, parents must present a written note from the student's physician. Notes should include the student's name, duration of excuse from PE class, and specific limitations to activity. Once received and reviewed by the school officials, 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 skateboards or bicycles are ridden on the 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 lost, stolen, or damaged student bicycles or skateboards.

Student Dress Code (Uniform Policy):

ICEF Public Schools has adopted a mandatory school uniform policy in all of its school sites. Students must dress in their complete uniform Monday through Friday, or as instructed by the School Principal. In addition to the uniform requirements, students must show proper attention to personal hygiene, cleanliness, safety, and suitability of clothing and appearance.

Responsibility for student dress and attire rests with both the student and their family. We are confident that good judgment on the part of students and parents results in the wearing of clothing that contributes to a respectful, academic environment and educational atmosphere. Student attire should reflect ICEF's values and refrain from inappropriate content.

Defined guidelines are expected at school and school related events:

- Clothing that advertises drugs and alcohol or promotes violence is not allowed and contradicts the very goals and purposes of building a safe school for all of us.
- Clothing that includes hate speech, profanity or objectification or portrays images that create a hostile or intimidating environment are not allowed.
- Students are expected to wear a top, bottom and footwear in keeping with health codes. (closed in the front, back, top and bottom)
- Shirts and dresses must have fabric in the front and on the sides (under the arms).
- Undergarments are to remain under one's clothes.
- Clothing must be safe and suitable for all scheduled classroom activities including physical education, science labs, applied science, and other activities where unique hazards exist.

Any dress or accessories that cause a disruption or disorder in the school is deemed as inappropriate. An administrator will make a final decision in this matter.

Physical Education Uniform:

Students are expected to wear the PE uniform on their assigned physical education class days.

Repeated violations of the above uniform policy may result in corrective action, including but not limited to a parent/student/admin conference.

Free Dress Days:

The School Principal 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 Principal will resolve any questions or concerns 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.

School Nutrition Program (Meal Program):

Each ICEF school participates in the National School Lunch and School Breakfast Program called Community Eligibility Provision (CEP). This program operates on a 4-year cycle. CEP is a meal service option for select local educational agencies (LEAs) which **allows participating LEAs and schools to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.**

All students will be served lunch and breakfast each instructional day at no charge at the following sites:

- ICEF Innovation Los Angeles
- ICEF Inglewood Elementary Charter Academy
- ICEF Vista Elementary Charter Academy
- ICEF Vista Middle Charter Academy
- ICEF View Park Prep Elementary School
- ICEF View Park Prep Middle School
- ICEF View Park Prep High School

ICEF Public Schools will provide a Data Collection Form to all families starting July 1st, during the enrollment period, school orientations and/or will be mailed home. Parents/guardians may also request Alternative Data Collection Forms from the school office or fill it out electronically by going to <https://family.titank12.com/income-form/new?identifier=ASKDYN>. Only one application per household is required. Parents or students do not have to be a U.S. Citizen to qualify.

Data Collection Forms will have a major impact on school funding. Meal eligibility plays an important role in the different types of funding that ICEF Public schools are able to access. This additional funding allows us to better serve our students and families across schools. 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 thirty (30) days from the first day of school.

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 the 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.

Local Schools Wellness Policy:

ICEF Public Schools is committed to the optimal development of every student. ICEF is committed to the wellbeing of its students and their families. ICEF wishes to provide the best possible environment that promotes learning and the development of lifelong wellness practices through education and practical programs.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities - do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines ICEF's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in ICEF have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the school campus- in accordance with federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of ICEF in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;

- ICEF establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff, and schools in ICEF. Specific measurable goals and outcomes are identified below. ICEF will coordinate the wellness policy with other aspects of school management, including ICEF's School Improvement Plan, when appropriate.

Wellness Goals:

1. Increase students' knowledge and skills about healthy eating choices to enable them to develop and adopt healthy eating behaviors and attitudes;
2. Provide age-appropriate nutrition knowledge and offer a positive experience about choosing healthy lifestyles;
3. Encourage students to make good health a personal priority;
4. Promote student achievement by encouraging students to make healthy choices, eat nutritious meals and engage in physical activity;
5. Follow federal and state nutrition guidelines for all foods offered to students during the school day;
6. Increase students' knowledge in fitness education and promote skills of movement to enable them to become regularly physically active in their daily lives, understand the benefits of becoming physically active, maintain physical fitness, and adopt healthy lifestyles.

For more information on ICEF's local school wellness policy, please contact the school office.

Type 2 Diabetes Information

Children as young as 10 years old can be diagnosed with type 2 diabetes. Type 2 diabetes in children is a chronic disease that can affect the way your child's body processes sugar (glucose) for fuel. Without treatment, the disorder causes sugar to build up in the bloodstream, which can lead to serious long-term consequences. Parents can help their children prevent type 2 diabetes with a healthy plan of action for the whole family. The **California Department of Education** developed the following Type 2 Diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Type 2 diabetes is the most common form of diabetes in adults.

Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens. According to the U.S. Centers for Disease

Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar {glucose} for energy.

The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells. The pancreas makes insulin, a hormone that moves glucose from the blood to the cells. In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise. Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia. Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- **Being overweight.** The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- **Family history of diabetes.** Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- **Inactivity.** Being inactive further reduces the body's ability to respond to insulin.
- **Specific racial/ethnic groups.** Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- **Puberty.** Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes

develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

Symptoms can include Increased hunger, even after eating, unexplained weight loss, increased thirst, dry mouth, frequent urination, feeling very tired, blurred vision, slow healing of sores or cuts, dark velvety or ridged patches of skin, especially on the back of the neck or under the arms, irregular periods, no periods, and/or excess facial and body hair growth in girls, high blood pressure, or abnormal blood fats levels

Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.

Get more physical activity. Increase physical activity to at least 60 minutes every day.

Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- **Glycated hemoglobin (A1C) test.** A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test.** A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dl) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test. **Fasting blood sugar test.** A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dl is normal. A level of 100 to 125 mg/dl is considered pre-diabetes. A level of 126 mg/dl or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test.** A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dl after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

Homeless & Foster Youth Education Policy:

ICEF Public Schools adheres to the provisions of the McKinney-Vento Homeless Assistance Act that entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless children. ICEF Public Schools also believes that foster youth deserve the same level of support and protections as homeless students. To remove any barriers to the enrollment, attendance, and academic success faced by homeless students, ICEF will provide general assurances and individual assistance to homeless/foster students and their families, in compliance with the McKinney-Vento Homeless Assistance Act.

General Assurance:

ICEF Public Schools provides homeless/foster students the following general assurance to maximize access to various educational, social and enrichment programs that promote student achievement.

1. Homeless/foster children and youth shall not be segregated or stigmatized in any way, based on their home status.
2. Homeless/foster 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 1 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/foster children and youth
4. ICEF Public Schools shall provide homeless/foster students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
5. Homeless/foster children and youth will have access to school-level funds (set-aside within Title I funding) for serving homeless students.

Definition of Homeless Youth:

A homeless student is defined as a person between the ages of birth and twenty-two 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 they are living in circumstances described above.

Definition of Foster Youth:

A foster youth is defined as a student without parental support and protection, placed with a person or family to be cared for, usually by local welfare services or by court order.

Identification and Reporting:

Homeless/foster children and youth will be identified through:

- The application process for enrollment (self-identification)
- School personnel recommendations
- Coordination of activities with other entities and agencies

Using the McKinney-Vento Act's definition of eligibility, the designated Homeless/Foster Student Liaison shall obtain information regarding potentially eligible students, case by case, with sensitivity and utmost discretion. ICEF Public Schools will comply with all federal, state, county and other data collections and reporting requirements regarding homeless/foster youth.

Homeless/Foster Liaison;

Every ICEF Public School will designate their Community Schools Coordinator (CSC) to serve as the Homeless/Foster Student Liaison, to provide support and resources for homeless/foster students and families and ensure compliance with the McKinney-Vento Homeless Assistance Act. The CSC will receive annual training on applicable policies and procedures to support homeless/foster students.

The Homeless/Foster Liaison will:

1. Ensure that homeless/foster children and youth are identified by school personnel and through coordination with other entities and agencies.
2. Ensure that homeless/foster students enrolled in any ICEF Public Schools, have full and equal opportunity to succeed in school. Ensure that homeless/foster students are not segregated from their non-homeless/foster peers.
3. Ensure that homeless/foster families, children, and youth receive educational services for which they are eligible and referrals to health, mental health, dental, and other appropriate social services.
4. Based on availability of funds, provide homeless/foster students with basic school supplies, such as backpacks and uniforms, and fees for general education testing, as appropriate.
5. Ensure that public notice of the educational rights of homeless/foster students is disseminated where children and youth receive services under the Act.
6. Ensure that enrollment disputes are mediated following the dispute resolution provisions.
7. Ensure that the parent/guardian or unaccompanied youth is fully informed of all transportation assistance provided by the school if available and feasible.
8. Assist unaccompanied youth in placement and enrollment decisions
9. Assist homeless/foster children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations or medical records.
10. Collaborate with school staff responsible for the provision of education and related student support services to homeless/foster children and youth. Monitor homeless/foster student attendance and performance, and facilitate their participation in school (clubs, sports, extracurricular).

Student Selection:

Homeless/foster youth have the right to select from the following schools:

- The school in which they attended when permanently housed (School of Origin)
- The school in which they were last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless/foster child or youth's right to attend their school of origin extends for the duration of homelessness/foster care. If a child or youth becomes permanently housed during the academic year, they are entitled to stay in the school of origin for the remainder of the academic year.

School Enrollment Records:

All ICEF schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on guardian request through the application process. In order to provide equal access to its schools, ICEF Public Schools provides specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Furthermore, ICEF's annual recruitment plan shall include efforts to reach homeless/foster families, children, and youth via free public events, community centers, and local social service providers.

Homeless/foster children and youth will be allowed to apply for enrollment, even if the parent/guardian is unable to provide the school with the records normally required for enrollment, such as previous academic records, birth certificate, proof of residency, and immunization records, etc. Enrollment is defined as "attending classes and participating fully in school activities." The CSC shall immediately contact the school last attended by the student to obtain the required record for student enrollment. If the student needs to obtain immunizations or does not possess immunization or other medical records, the parent/guardian shall be referred to the CSC. The CSC shall assist the parent/guardian in obtaining the necessary immunization or records for the student. Preference in admission will be granted in accordance with ICEF's admissions policy.

The laws require the immediate enrollment of homeless/foster students. Schools must immediately enroll homeless/foster students, regardless of missing or pending academic or health records. It is the responsibility of the CSC to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible. Unaccompanied homeless/foster youths have these same rights. Parents and unaccompanied homeless/foster youth may self-identify their current living situations on Student Enrollment Registration Form or by a notifying school administrator.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificate, guardianship records, and evaluations for special services or programs, of each homeless/foster child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

Unaccompanied Homeless/Foster Minor:

Homeless/foster youths will not be discriminated against in the application process. Unaccompanied youth includes a youth not in the physical custody of a parent or guardian. In the case of an unaccompanied youth, the CSC shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment, despite lack of parent/legal guardian supervision or permission, or "power of attorney" by supervising adult.

Transportation:

Per the McKinney-Vento Act, ICEF Public Schools must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. ICEF will work closely to support any request by the parent/guardian or unaccompanied youth to provide transportation assistance to students experiencing homelessness to ensure the students are able to attend school during their homelessness. This transportation assistance may be in the form of bus token; voucher, or other reasonable method, as determined by the School Principal and parent/guardian or homeless youth.

Nutrition/Health Programming:

Homeless/foster youth students automatically qualify for free school nutrition programs at ICEF Public Schools. Families will be asked to fill out an application and indicate homeless/foster status. Homeless/foster students will be added to the free meal program as soon as they have been identified. Additionally, ICEF Public Schools work with students and families ensuring that homeless children, youth, and families receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services. These services also include annual health education from a School Social Worker or Counselor that addresses topics such as healthy relationships, sexual health, and reproductive health education (Foster Youth Sexual Health Education Act, Senate Bill 89 (SB89)).

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 released 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, 3855 W. Slauson Ave. Los Angeles, CA 90043; Office Tel: 323-290-6900; Fax: 323-293-9092

Please allow up to 7 calendar days for student records or transcripts requests to be processed.

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 ten (10) school days of receiving a records request from the receiving school. In the event an ICEF school closes, student records will be transferred to the school's charter authorizers in accordance with their guidelines.

Students transferring out of an ICEF School seeking a PAR can request it from the school, college counselor or ICEF Home Office.

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. FERPA is a Federal law that protects the privacy of student education records. 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 a 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.
 - a. 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 to be 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.

- a. 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.
 - b. 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 their 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 or 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 Academic Model:

ICEF's instructional approach is grounded in our commitment to helping scholars grow academically, while developing strong character and the habits of mind that will lead to success in college, career and life. Our focus on Equity, Literacy, and Numeracy utilizes a whole-child, student-centered approach that ensures all students have access and the necessary supports, in our efforts to close the achievement and opportunity gap for students of color.

We believe every child deserves to learn daily within exceptional learning environments that value the following:

- **Relationships** - Teachers who have knowledge of their students are better equipped to teach them. We believe the relationship between student and teacher plays a large role in the trajectory of a child's academic success and social development. ICEF teachers receive focused professional development on research-based strategies for establishing and nurturing strong relationships with their scholars.
- **High-Quality Daily Instruction** - We firmly believe that teachers must be equipped with the necessary tools in order to deliver high-quality instruction in their classrooms each day. ICEF teachers participate in professional learning communities that engage in professional development, lesson study experiences, data analysis cycles, and coaching at regular intervals.
- **Literacy** - Our TK-12 curriculum encourages scholars to read, think and write critically, to develop and debate ideas, and to always support these ideas and opinions with evidence. Students are allowed to do the "intellectual heavy lifting", while the teacher acts as a facilitator and guide. Our goal is for our scholars to recognize and embrace the power of their own ideas, and teachers are asked to focus on encouraging independent thinking and problem solving.
- **Student-Centered Math Experiences** - We believe the learning of mathematics is driven through a scholar's curiosity about the world and the relationship between math and their daily lives. Teachers capitalize on this curiosity and approach all students as doers of mathematics that are capable of constructing mathematical knowledge. By exploring mathematical relationships, scholars develop critical thinking and problem solving skills. When our scholars tackle rigorous tasks that balance conceptual understanding, fluency and application, they are equipped with skills to help them tackle 21st century challenges.
- **Mental Wellness** - We believe there is a strong correlation between the impact a student's mental health has on their level of learning and achievement. Students learn and work best when they are balanced, peaceful, and emotionally healthy. Through our comprehensive, school-based mental health program, Embrace the Mind, we supply our students with tools needed to handle difficult life circumstances, and be in their best physical, mental and emotional state every day.

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 art 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 ethic in student participants, and assures 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 including but not limited to, cheerleading, rugby, basketball, skating, surfing, volleyball, etc.. All students in grades 9th through 12th participating in interscholastic athletics must pass a comprehensive physical examination yearly by a licensed 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 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 lessons 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, assignment 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.

Families 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 distraction.
- 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 which aim to help students meet or exceed mastery of grade-level standards. . 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 (PowerSchool) for Students:

PowerSchool is our student information system that helps students and parents communicate with their child's teacher, view assignments, and see schedule information. Through the PowerSchool 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 CSC will provide parents their PowerSchool Home Connection portal access key. If you have any issues, please contact your school office.

Report Cards and Grading:

The purpose of grading at ICEF is to provide students, parents and educators information about the extent to which a student has met standards-derived learning goals, based on evidence from learning tasks that measure mastery, so that this information can be used to guide students, parents and educators towards improvements.

For elementary and middle school students (grades TK-8), there are three official grading periods (trimesters). For high school students (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 PowerSchool for parents/guardians to review. Both parents/guardians and students are encouraged to monitor grades regularly and speak to

teachers immediately upon having any academic concerns. For the 2023--20243 school year, report cards will be distributed on specific dates outlined in our ICEF Public Schools Academic Calendar in Exhibit A.

Grading Scale: Grades TK-5

TK-5th Grade	
Students will receive a standards-based report card that lists priority standards for their grade level. Students will receive scores of 4, 3, 2, 1 as a measure of the extent to which they have mastered each standard taught within each trimester.	
Grade	Description
4	Exceeds standards
3	Meets standards
2	Approaching standards
1	Does not meet standards

Grading Scale: Grades 6-8

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

6-8th 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-	1.67
D+	1.33

D	1.00
D-	0.7
Fail	0.0

Grading Scale: Grades 9-12

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

9-12th 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-	1.67
Fail	Below 1.67

****No "D" grade policy will be in effect in grades 9-12, unless there is a unique circumstance stating otherwise.***

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 standards
N/A	Not assessed at this time

Learner behaviors listed on report cards:

- 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 seek any 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 extracurricular activities.

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

1. Teacher/parent conferences will be scheduled 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:

The Governing Board of ICEF Public Schools has included in the charter petitions for each ICEF charter school general standards for promotion and retention of ICEF students. This policy thereby supplements the language in each charter petition by further identifying the criteria and procedures applicable for promotion and retention. ICEF Public Schools shall provide parents information about this policy in the Student-Parent Handbook. At ICEF, teachers formally report student progress to parents twice each reporting period using the ICEF Progress Report and ICEF Final Trimester/Semester Report Card. The grading standards for each grade are clearly communicated to parents at the beginning of the school year.

ICEF Elementary Schools use standards-based grading and reporting to determine independent mastery of priority Common Core Content Standards for each student, and communicate performance to parents. Teachers use a grading scale of 1-4 to report students' progress on each standard. All ICEF Elementary Schools will follow ICEF's Retention procedures if sufficient progress is not made throughout the course of the school year.

ICEF Middle and High Schools use standards-based grading and reporting to determine independent mastery of Standards and communicate performance to parents.

Promotion and Retention:

ICEF Public Schools is dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. Students who generally meet or exceed grade level standards shall be promoted to the next grade level. The standards for promotion apply to students with disabilities unless the IP team establishes individualized differentiated promotion criteria in the Individualized Education Program (IEP) document.

Therefore, a student in special education who has not met ICEF Public Schools grade level performance standards may be recommended for promotion if they are demonstrating progress towards annual goals, including benchmarks or short-term objectives, as written in and consistent with the IEP. There are cases when students do not achieve the desired level of proficiency (academically, socially, and/or emotionally) and should be retained at the same grade level. ICEF Public Schools students may be considered for retention in the following circumstances:

- Performance is one grade level or more behind in a minimum of two academic areas. Examples of evidence meeting this criterion include, but are not limited to:
- Student is scoring below a 1.5 in 50% or more of the standards for their grade level in either ELA and/or Math
- Student has excessive absences (10+) throughout the course of the school year
- Student "does not meet standard" on internal standards-based assessments and/or the FastBridge Reading/Math Assessment, or reading level assessments.
- Student scores "Standard Not Met" on the CAASPP in ELA and Math

ICEF Public Schools does not recommend that students beyond grade 2 be retained due to research showing that retention can have adverse effects on children at these levels. However, student circumstances and experiences may vary. Early intervention is critical. It is important for school teams to have a strong multi-tiered system of support (MTSS) in place to identify students with academic and social-emotional challenges early, so that needed intervention can be provided. Students in Transitional Kindergarten may not be retained.

At the high school level, we do not utilize the term retention but instead provide students with opportunities for credit recovery. This could be done by attending summer programming, online credit recovery programs, or re-taking courses, depending on the unique needs of each student.

Specific to elementary and middle schools, the school principal shall review a student's IEP when considering retention of a student with a disability. The standards for retention apply to students with disabilities unless the IEP team establishes individualized differentiated promotion criteria in the IEP document. If a student with a disability is considered for retention, the school principal or designee shall contact the ICEF Director of Special Education for guidance, as well as ensure the IEP team reconvenes prior to any final retention decision to consider whether the current IEP appropriately addresses the students' academic, linguistic, social, emotional, and behavioral needs. This same principal applies to students who are "suspected of having a disability," but might not have been identified yet where the school principal or designee shall contact the ICEF Director of Special Education for guidance.

On or before April 1st of each school year, the parent or guardian will receive written notice of the school's concerns and the possibility the student may be retained, inviting the parent or guardian to a conference with the school principal and teacher(s). The school Principal or Principal Designee will schedule the conference in early spring to present information on the

student's progress/proficiency in all areas and reasoning behind a possible recommendation for retention.

In addition to above, the following steps must occur in order to consider retention of a student:

1. The teacher, Principal, and/or Principal Designee shall identify students who are at risk of being retained.
2. The Principal or Designee will notify the student's parent or guardian of possible retention prior to the end of the second Trimester.
3. A minimum of two Student Success Team (SST) meetings must be held prior to retention being final. Evidence that interventions have been provided to student with fidelity must be documented.
4. Upon the conclusion of the school year, the student's teacher and Principal, in consultation with the parent/guardian shall determine if the student will be retained.
5. The parent/guardian may appeal a retention decision to the school Principal or Designee.
6. The Principal's decision may be appealed to the ICEF Executive Leadership Team.

On or before May 31st, the school principal shall send written notification of the final decision to retain a student. While family input is an important part of the decision process, the school Principal will make the final determination on student retention.

If a parent or guardian wishes to appeal the school Principal's decision for promotion or retention, a family may bring their appeal to ICEF Public Schools Executive Leadership Team who will make a final determination. The parent or guardian must file an appeal within ten (10) school days of the date on the written notice of retention. Appeals received after ten (10) days will not be considered. Appeals should be in writing and include any information or documentation parents or guardians believe supports the request for an appeal. Appeals shall be submitted to the Executive Team at the home office location:

ICEF Public Schools
3855 W Slauson Blvd
Los Angeles, CA 90043

The Executive Team shall review the information provided in the appeal and may, but it is not required, meet with parents or guardians to discuss the appeal. The Executive Team shall send the parent or guardian a written decision on the appeal by June 30th. The Executive Team's decision is final.

Per California Education Code, the following applies to ICEF decisions regarding retention:

- A. Per California Education Code, Section 49067 (a), the parent of each pupil shall be notified in a conference, or a written report, whenever it becomes evident to the teacher that the pupil is in danger of failing a course. ICEF Public Schools policy requires warning notices to be issued at the middle point of the reporting period. The refusal of the parent to attend the conference, or to respond to the written report, shall not preclude assigning a failing grade at the end of the grading period.
- B. Per California Education Code, Section 48070.5 (e), parental notification is required at each reporting period. When a pupil is identified as being at risk of retention; a pupil's parent or guardian shall be provided with the opportunity to consult with the teacher(s) responsible for the decision to retain the pupil.
- C. Kindergarten continuance is defined as more than one school year in kindergarten. According to California Education Code Sections 48011 and 48070-48070.5, California law provides that after a child has been lawfully admitted to kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school and the child's parent/guardian agree to have the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date. A parent/guardian who agrees their child is to continue in kindergarten must sign the Kindergarten Continuance Form. A Kindergarten Continuance Form is not needed for children who are age-eligible for TK. A child is eligible for TK if they have their fifth birthday between September 2 and December 2 (inclusive) and each school year thereafter (EC 48000[c]).

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 Principal. 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 Principal. If not resolved, the decision may be appealed to the ICEF Chief Academic Officer or designee. 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 Principal for ICEF's Grade Change Policy.

Standardized Testing:

Each year, during the spring semester, students in grades 3 through 8 and grade 11 are expected to demonstrate their understanding of the content of their core classes (English, Math, and Science) through the California Assessment of Student Performance and Progress (CAASPP) passed in October 2013 through AB484. This statewide assessment system includes the Smarter Balanced Assessment System, The California Modified Assessment, and the California Alternative Performance Assessment (CAPA) for students with special needs who qualify to take the alternative assessment. The CAASPP System helps evaluate how ICEF students perform relative to other CA students. ICEF's goal is to ensure that all students Meet or Exceed Standard 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 students to try their best. The testing window is between April-May.

Parents can help their child prepare for standardized testing by:

- Ensuring good student attendance.
- Ensuring that their child gets enough sleep and has a good breakfast every day.
- Ensuring that students complete all homework assignments and develop good study habits.
- Making sure students read at home on a regular basis and discuss what they have read.
- Helping students 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 a 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 lent to students are cared for and returned in the same condition as when assigned. Parents 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, the 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 of 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 perform to their fullest and seek help from teachers, counselors, parents and fellow students when facing academic problems.

Academic dishonesty includes, but is not limited to:

- Cheating on exams, in any form or manner.
- 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 with and penalized as such.
- Copying homework, classwork, and special projects from others.

- Having or using notes, formulas or other information in a programmable calculator or another electronic device without explicit teacher review and permission.
- Having or using a communication device such as a cell phone, pager, PDA or electronic translator to send or obtain unauthorized information.
- Taking an exam for another student, or permitting someone else to take a test for you.
- Asking another to give you improper assistance, including offering money or other benefits.
- Asking for or accepting money or any other benefit in return for giving another improper assistance.
- 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).
- 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.
- Altering a graded exam and resubmitting it for a better grade.
- Working together on a take-home exam, unless specifically authorized by the teacher.
- Gaining or providing unauthorized access to examination materials.
- Downloading information from the Internet and presenting the work product as your own.

Plagiarism in Papers and Assignments:

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

SECTION 5: CULMINATION AND GRADUATION REQUIREMENTS

Elementary Culmination Requirements:

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 the School Principal. Fifth-grade promotion ceremonies are scheduled to take place during the month of June.

Middle School Culmination Requirements:

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. Students may not have more than two "I's" during the entire 8th grade year in Learner Behaviors.
2. Students must maintain a 2.0 grade point average (GPA) by the final Report Card.
3. Students must not have any "Fails" on their final Report Card.
4. Students must have an attendance rate of 95% for the 8th grade excluding a serious or major illness (must provide a written excuse from the doctor).
5. Students must adhere to all school rules and policies. Excessive disciplinary issues can prevent a student from participating in culmination. Each School Principal 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 the parents' responsibility to monitor their child's academic, attendance, and behavioral standing to ensure their child meets 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 PowerSchool website (online student information system), (4) schedule a conference with School Principal 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 after school enrichment programs, morning care, tutoring, and counseling programs, amongst other intervention support services.

** Exceptions may occur for students with disabilities on a case by case basis.*

***To schedule a conference with your child's teacher or School Principal, please call the school office to set up a meeting.*

Elementary and Middle School Culmination Donations/Optional Activities:

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/reimbursement deadlines for optional activities, and eligibility requirements for the culmination ceremony and related activities. Payments for optional culmination activities must be paid by the specified payment deadline. If a student has made their payment, or made donations towards culmination events, 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" The optional culmination fees may include: Yearbook, Class Trip, Breakfast/Luncheon, and/or Grad Night.

Schools may solicit donations from parents of culminating students to cover culmination ceremony expenses (venue fees & diplomas). However, no eligible culminating student may be denied participation in the culmination ceremony based on the parent's inability to make a donation.

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:

**On a student-by-student basis, this may be subject to change*

	ICEF Credit Requirements	A-G Requirements	Non-Subject Requirements
Social science	30	20	<ol style="list-style-type: none"> 1. Complete 80 community service hours.* 2. Complete the senior portfolio and presentation.* 3. Apply to a minimum of three four-year colleges/universities.* 4. Take the SAT and/or ACT. 5. Meet school's citizenship requirements. <p>*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.</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)	10	
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 "I" 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 the 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 students meet with school academic counselors and teachers before taking on AP classes.

Community Service Requirements:

All high school students must complete 80 hours of community service before graduating. Services must be done after school hours in a variety of activities approved by college and career counselors. Students must show proper documents, which must include the supervisor's full signature and contact information. Students must complete 20 hours (25% by the end of each academic year). Students should meet with their 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 the 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 and Career Counselors will provide students with a specific list of required items and deadlines 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, 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 training, 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 requests.

High School Senior Activities Donations/Optional Activities:

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 ("senior") students will receive a "Senior Graduation Packet" during the Fall Semester, which will specify the payment/reimbursement deadlines for optional activities, and eligibility requirements for the graduation ceremony and related activities. Payments for optional graduation activities must be paid by the specified payment deadline. If a student has made his/her payment, or made donations towards graduation events, 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 reimbursement deadline specified in the "Senior Graduation Packet" The Senior Activities fees may include: Cap & Gown & Tassel (should the family decide to permanently keep it), Prom Ticket, Yearbook, Senior Trip (if Applicable), and Grad Night.

Schools may solicit donations from parents of graduating students to cover ceremony expenses. However, no eligible graduating student may be denied participation in the graduation ceremony or diploma based on the parent's inability to make a donation.

SECTION 6: BEHAVIOR EXPECTATIONS & DISCIPLINE 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 behavior with the least amount of disruption to the learning process. ICE'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 the school's websites or request from the 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 a 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 utmost 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 every 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:

- Bullying, intimidation, cyber bullying (bullying or intimidation by an electronic act)
- Possession of any weapons, firecrackers, or alcohol, tobacco, drugs or any illegal substance
- Fights, threats, any act of violence
- Graffiti, vandalism, robbery and stealing
- Gang activity
- Cheating, plagiarism, forgery or falsification
- Sexual harassment and assault
- Blackmail and extortion
- Any type of discrimination, prejudice and hate crimes
- Selling of any items on campus without written consent from the Principal

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 a 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 Trips:

- Follow all school rules and codes 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 by teachers and/or school staff.
- Do not talk during any performance or assembly.
- Sit quietly with backs against the chair.
- Remain seated during the 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 the bus, students must stand in an orderly line on the sidewalk and off the roadway.
- On the bus, students must observe the same conduct as in the classroom.
- Remain seated at all times and talk quietly.
- Cooperate with the bus driver and follow all the 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 they witness an act of discrimination, harassment, intimidation, or bullying. Behzad Sadeghi, Title IX Coordinator and Cal. Code of Regs., Title 9.

Mr. Sadeghi can be contacted at: 3855 S. Slauson Ave., Los Angeles, CA 90043; (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 they have 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.

Non-Discrimination Statement:

ICEF Public Schools does not allow discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics. For questions or complaints, contact Title IX Compliance Officer, Behzad Sadeghi,, 3855 W. Slauson Ave., Los Angeles, CA 90043, telephone number (323) 290-6900, spealer@icefps.org.

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

All school employees are required to report alleged violations of this policy to the School Principal or the Principal'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 the School Principal 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 a student has an emergency and must contact their parents, 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 the parent will be notified. Students can pick up the phone at the end of the school day.
- **2nd Violation** -The cell phone will be confiscated, until the end of the day and the parent will be notified. Parents/guardians 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 their 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.opal

Computer Usage Policy:

To support student learning, ICEF Public Schools will provide students access to a computer (chromebook/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 Schools. Due to our 1:1 (One-To-One) Technology Program students are able to take their computer home, which allows each enrolled student to use the device in order to access the Internet, digital course materials, and digital textbooks at school and home. Computers and equipment must be returned in the same condition as issued at the end of the school year. Students and parents will be personally responsible for any damages or loss of any chromebook/laptop/netbook computer and/or related equipment. In case of damages or loss, parents will pay for the full cost of the replacement of the damage or loss equipment and may result in the restriction and/or termination of the use of computers and disciplinary action. Students 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 a 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 setting

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 the school office.

Students may:

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

Students may not:

- Use the internet for any illegal purposes
- Use impolite, profane, or abusive language in emails
- 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 goods or service via the Internet

ICEF also utilizes a suicide monitoring tool called Beacon, through Go Guardian, and are alerted whenever students make searches of concern, write something concerning, etc.

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 or 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 another communicable disease should be kept at home as a precaution. In this way, a longer absence may be prevented and classmates 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.

If a student or family member of a student is experiencing COVID-19 symptoms, the student/family members will participate in distance learning for a period of no less than 10 days if not otherwise already so assigned. Students must be symptom free for at least 10 days or have a negative COVID-19 test result prior to returning to campus.

Campus Safety Protocols:

- All students, staff, and visitors are asked to stay at home if they have tested positive for COVID-19, have had recent contact with a person with COVID-19, or have symptoms
- Masks are required for students, staff, and visitors, AT ALL TIMES while on campus
- All students, staff, and visitors will receive a temperature check before entering campus.
- All students, staff and visitors will be asked to sanitize their hands upon entering campus
- Students and staff will engage in sanitizing protocols of their personal spaces throughout each day
- Students and staff will be asked to wash hands or use hand sanitizer often
- Students and staff will maintain 2' social distancing while on campus.
- Breakfast and lunch will be served in the safest environment in line with ICEF COVID policy
- Students and staff will not congregate during free periods (breaks, lunch, before/after school)

As we move through the school year we will continue to update our policies in line with the most up to date guidelines and recommendations from the CDC and Department of Health.

Basic tips to stop the spread of germs:

- Wash your hands often and thoroughly (minimum 20 seconds) using soap and warm water or use hand sanitizer, especially before eating.
- Cover your nose and mouth with a tissue when sneezing or coughing (throw tissues 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.
- 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 grade are required to show proof of receiving two doses of measles-containing vaccine (MMR), and one dose of Tetanus, Diphtheria, Pertussis (Tap). Those students who do not meet the State guidelines will be excluded from school until the requirements are met. For information about children immunization schedules, 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 a copy for student records. To ensure compliance, school administrators will periodically review the immunization status of all students; however, it is the 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 January 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. Parents 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 a 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, the 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 the 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 providers AND parents/guardians to the 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.

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	TK, K, 2, 5, 8
Hearing	TK, K, 5, 5, 8, 11
Scoliosis	7th grade students of female born sex AND 8th grade students of male born sex

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) Natural disasters.

Types of lockdowns:

- **Shelter-in-Place:** usually an external health hazard where building evacuations are not recommended.
- **Internal 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 of 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 threat 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 emergency 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 prepare for emergency situations.

- Parents must ensure that the Student Emergency Card is updated with the most correct and current information. Please make sure that you inform the 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 asked to show proper California Identification when picking up students.
- Parents should have school contact information readily available (name of the 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 the 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 about 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 modified depending on the type and severity of the 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 prohibit 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.

Student Parking

Due to limited space, parking at ICEF campuses is reserved for staff and occasional visitors. Students are not permitted to park their personal vehicles in ICEF parking lots.

Safe Environment Promise (Random Searches):

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain limited circumstances. If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the student has committed, or is about to commit, a crime or has violated statutory laws or school rules, the administrator may conduct a search of that student.

The administrator must:

- Be able to articulate the reason for their suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age, sex, gender identity and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

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

EXHIBIT A: ICEF 2023-24 CALENDAR



ICEF Public Schools 2023-2024 School Calendar

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Instructional Days = 0						

August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Instructional Days = 14						

September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Instructional Days = 19						

October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Instructional Days = 21						

November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Instructional Days = 16						

December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days = 13						

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Instructional Days - 16						

February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
Instructional Days - 20						

March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Instructional Days = 15						

April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Instructional Days = 21						

May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Instructional Days - 22						

June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Instructional Days = 3						

<div style="background-color: #90ee90; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> First and Last day of School	<div style="background-color: #0000ff; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Student & Teacher Holiday (School/Office Open)	<div style="border: 1px solid black; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> HS Grading Period Ends	<div style="border: 1px solid black; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Instructional Days = 180
<div style="background-color: #ffff00; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> School Closed (Pupil Free Day)	<div style="background-color: #ff0000; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> All-ICEF Student & Staff Holiday	<div style="border: 1px solid black; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> K-8 Grading Period Ends	
<div style="background-color: #ff0000; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> All-ICEF Student & Staff Holiday	<div style="background-color: #0000ff; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> All-ICEF Wellness Day	<div style="background-color: #00ffff; width: 15px; height: 10px; display: inline-block; margin-right: 5px;"></div> Summer School	

~ Important Dates ~		~ ICEF Wide Events ~
08/14/2023 - First Day of Instruction 09/04/2023 - Labor Day 09/25/2023 - Data Day 10/09/2023 - Indigenous Peoples Day 11/10/2023 - Veteran's Day (observed) 11/20/2023 thru 11/24/2023 - Thanksgiving Break 12/20/2023 thru 01/05/2024 - Winter Break □ 01/08/2024 - Data Day 03/18/2024 - Data Day	01/15/2024 - Martin L. King Jr. Day 02/19/2024 - President's Day 03/25/2024 thru 03/29/2024 - Spring Break 04/01/2024 - Cesar Chavez Day 05/27/2024 - Memorial Day 06/05/2024 - Last day of instruction 06/19/2024 - Juneteenth Holiday	Hispanic Heritage Celebration - 09/01/2023 thru 09/29/2023 Winter Musical - 12/07/2023 - 12/08/2023 Black History Celebration - 02/23/2024 Math Field Day - 03/02/2024 Art Show - 04/24/2024 Spring Musical - 05/03/2024 and 05/04/2024 Event Dates Tentative