



LANGUAGE ACADEMY OF SACRAMENTO

ACADEMIA DE IDIOMAS DE SACRAMENTO

Student & Family Handbook

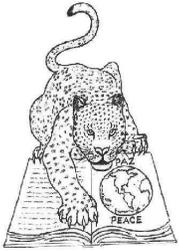
2850 49th Street, Sacramento, CA 95817

916.277.7137

www.lasac.info

Office Hours: 7:30 am-4:00 pm

2025-2026



Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

2850 49th Street
Sacramento, CA 95817
(916) 277-7137
Fax (916) 277-7141
www.lasac.info

August 26, 2025

Dear Students, Parents and Staff:

Welcome to the Language Academy of Sacramento Public Charter School. Please take the time to carefully review the contents of this Student and Family Handbook with your child. This guide provides information, procedures, and expectations that are important for all students and parents. Please sign and return the Back-to-School Packet forms to your child's teacher **within five days** of receipt of this handbook.

Feel free to contact us at (916) 277-7137, or come in and visit if you have any questions or would like further clarification about our program, our school, and/or our activities. Thank you for your support and for being part of the Language Academy of Sacramento family!

Respectfully,

Eduardo de León
Executive Director

The Language Academy of Sacramento (LAS) Governing Board, Staff and Parent Council

| Administration & Office Staff | | Support Staff | |
|--------------------------------------|-------------------------|---|------------------|
| Executive Director | Eduardo de León | Grounds Supervisors & Instructional Aides | Elizabeth García |
| Director of Business and Operations | Judy Morales | | Martha González |
| Director of Academic Accountability | Teejay Bersola | | Silvia Laucirica |
| Special Education Coordinator | Evelyn Sandoval | | Ana Bernal |
| Literacy Coach | Gemma Jáuregui | | Maria G. Jaimes |
| Expanded Learning Coordinator | Pedro Aguilera | | Rocio Guerra |
| | | | Evelia Melchor |
| Administrative Support III | Adriana Yáñez-Gutiérrez | | Elizabeth Meza |
| Administrative Support III | Laura Lomelí | | Alondra Leon |
| Administrative Support II | Karina Rodriguez | | |
| Office Clerk | Bibiana Alcalá | Custodians | Virginia Díaz |
| Office Clerk | Melani Vázquez | | Marisela Herrera |
| Parent Connector | Rosío Pérez | Plant Manager | Alex Kelley |
| Assessment and Instructional Support | Araceli Rosas | | |
| Librarian | Lanae Davis | | |

| Governing Board | | Parent Council | |
|--------------------------|-------------------------|---------------------------|--------------------|
| Parent Representative | José Luis Rodríguez | Transitional Kindergarten | <i>Vacant</i> |
| Parent Representative | Elena Garduño-Medina | Kindergarten | <i>Vacant</i> |
| Parent Representative | Alex Dickson | First Grade | Cortney Carlson |
| Teacher Representative | Alex Hayes | Second Grade | Jesús Ramírez |
| Teacher Representative | Ana Novoa | Third Grade | Ogla Flores |
| Staff Representative | Adriana Yáñez-Gutiérrez | Fourth Grade | Xico González |
| Community Representative | Luisana Victorica | Fifth Grade | Erika Novoa |
| Community Representative | Yesenia Ramírez-Huamani | Sixth Grade | <i>Vacant</i> |
| Community Representative | Antonio Gonzalez | Seventh Grade | Lorena Rosas |
| | | Eighth Grade | <i>Vacant</i> |
| | | PC Treasurer | Nancy García |
| | | PC Secretary | Jackie Lou Tabbada |
| | | PC Vice-President | Becca Hawkins |
| | | PC President | Briana Hanes |

| Faculty | | | |
|---------------------------|--|--------------------------|---|
| Transitional Kindergarten | Karina Vargas Irene Rodriguez | Fourth Grade | Erika Aceves Cynthia Alfaro Ana Novoa |
| Kindergarten | Ann Hubbell Dehisy Valencia Maria de Luna | Fifth Grade | Priscilla Chapa Ana Ochoa Miguel Perez |
| First Grade | Ana Calvillo Adriana Gutierrez Mayra Tejada | Middle School | Lizette Acosta-Caro Maria Anguiano Graciela Castañeda |
| Second Grade | Jacqueline Garcia Xochitl Martin Cristina Meza | | Natalie De La Cruz Francisca García Alex Hayes |
| Third Grade | Colleen Conant Nancy Fuentes Rebecca Heredia | | Rosa Lomelí Ana Luna Franco Rosío Pérez |
| Physical Education | Moises Franco Tiffany Gellie Susana Mercado | Instruction & Assessment | Anjelica Hernandez-Barajas |

| Special Education | | | |
|-------------------------------|-------------------------|-----------------------------|-------------------|
| Special Education Coordinator | Evelyn Sandoval | Speech/Language Pathologist | Nancy Castignetti |
| Education Specialist | Adriana Briceño | Speech/Language Pathologist | Claudia Corona |
| Education Specialist | Yesenia Chávez Galván | Assistant | |
| Education Specialist Aide | Ana González | School Counselor | Ariana Pantoja |
| Education Specialist Aide | Elizabeth Herrera Lemus | School Counselor | Dianna Dominguez |
| Education Specialist Aide | Guadalupe Arroyo | Adaptive Physical Education | Tiffany Gellie |
| School Psychologist | Jennifer Cervantes | Occupational Therapist | Cecilia Martinez |

| Expanded Learning Program (ELP) | | | |
|--|---|--|------------------|
| Expanded Learning Program Coordinator | Pedro Aguilera | Expanded Learning Program Office Support | Nicholas Morales |
| ELP-Jaguar Academy Program Instructors | Ana Jaimes Alondra Bernal Zepeda Andrea Escobedo Evelia Melchor Isabela Sue Janesa Rodríguez Jill Baker Jocelyn Sanchez Kelly Flores Velasco Samantha Huerta | | |

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About The Language Academy of Sacramento (LAS)

School Mascot: Jaguar

School Colors: Green and Gold

Mission:

The LAS mission is to create a learning community where students:

- Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY)
- Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS)
- Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

Vision:

Our vision is to provide an exceptional Spanish-English bilingual education for all students.

Student Declaration

We are prepared to learn.
We are a diverse community.
We are attaining high academic achievement
in Spanish and English.
We are proud to be bilingual.
Together we will lead our multicultural world.

Jaguar Norms

Be Respectful
Make Responsible Decisions
Resolve Problems

Introduction

Parent Rights and Responsibilities

This handbook includes important information about laws related to public schools and your rights and responsibilities as a parent. It also contains useful information to help parents guide their child's education. As soon as you receive this LAS Handbook, please review the entire handbook with your child. Pay close attention to the following three important documents: 1) Parent Compact, 2) Social Media Policy, 3) Anti-Bullying Policy, 4) Daily Attendance Agreement, and 5) Staff/Student Interaction Policy. **Upon reviewing with your child, complete these four forms (located in your back-to-school packet), and return them to your child's teacher.**

Charter School Background

Charter schools are **nonsectarian public schools** of choice that operate with some flexibility in terms of the regulations that apply to traditional public schools. The school has a "charter" detailing the school's mission, program, goals, students served, methods of assessment, and measurement of success. The basic concept of charter schools is that they exercise increased autonomy as it relates to academic, governance, and fiscal structures. Our charter school is accountable to our authorizing local education agency (LEA), Sacramento City Unified School District, Sacramento County Office of Education, California Department of Education, California State Controller's Office and the taxpayers who fund them. The length of time for which charters are granted in California is five (5) years. At the end of the term, the entity granting the charter may renew the school's contract. We are proud to announce that LAS is entering its 21st year and have successfully been renewed until the spring of 2026, per AB130 which allows for a 2 year extension.

General Professional Expectations

At the Language Academy of Sacramento (LAS), we take pride in the work that we do. We have high expectations for professionalism and performance for each one of our employees, students, parents, and the community at large. All employees, students, teachers, school administrators, volunteers and family members are to treat each other with respect and to approach all situations as opportunities to learn.

Overview of Two-Way Immersion Educational Program

High Academic Achievement in English and Spanish

The Language Academy of Sacramento's core educational program is based on a two-way Spanish immersion (TWSI) educational model. The academic goals of the TWSI program are for students to:

- Attain high academic achievement
- Meet or exceed grade-level benchmarks
- Speak, read and write fluently in English
- Speak, read and write fluently in Spanish

The Language Academy provides students with a curriculum based on the California Common Core State Content Standards. Mastery of state content standards and high academic proficiency in two languages is measured by state standardized assessments, curriculum-embedded assessments, and teacher-developed assessments. The Language Academy incorporates the federal provisions stipulated under the Every Student Succeeds Act (ESSA) in its strategic plan. In addition, the LAS mission is aligned with the state of California's eight areas of priorities for effective schools.

Instructional Time

| | | | |
|--|---|---|---|
| <p style="text-align: center;">Transitional Kindergarten (M-F)</p> <p>AM 8:00-9:45 Instruction 9:45-10:00 Recess 10:00-11:30 Instruction 11:30 Lunch/ Dismissal</p> <p>PM 11:10-11:30 Lunch 11:30 - 1:15 Instruction 1:15 - 1:30 Recess 1:30 - 3:00 Instruction</p> | <p style="text-align: center;">Kindergarten</p> <p>8:30-9:55 Instruction 9:55-10:10 Recess 10:10-11:30 Instruction 11:30-12:15 Lunch 12:15-2:00 Instruction 2:00 Dismissal</p> | <p style="text-align: center;">Regular Day Schedule 1st Grade</p> <p>8:00 – 9:55 Instruction 9:55- 10:10 Recess 10:10 – 11:30 Instruction 11:30 – 12:15 Lunch 12:15– 2:30 Instruction 2:30 Dismissal</p> | <p style="text-align: center;">Regular Day Schedule 2nd Grade</p> <p>8:00 – 10:15 Instruction 10:15-10:30 Recess 10:30 – 11:55 Instruction 11:55 – 12:40 Lunch 12:40– 2:30 Instruction 2:30 Dismissal</p> |
| <p style="text-align: center;">Regular Day Schedule 3rd Grade</p> <p>8:00 – 10:15 Instruction 10:15- 10:30 Recess 10:30 – 11:55 Instruction 11:55 – 12:40 Lunch 12:40 – 2:30 Instruction 2:30 Dismissal</p> | <p style="text-align: center;">Regular Day Schedule 4-5th Grade</p> <p>8:00 – 10:35 Instruction 10:35- 10:50 Recess 10:50 – 12:20 Instruction 12:20 – 1:05 Lunch 1:05 – 2:30 Instruction 2:30 Dismissal</p> | <p style="text-align: center;">Regular Day Schedule 6-8th Grade</p> <p>8:00 – 12:45 Instruction 12:45 – 1:35 Lunch 1:35 – 2:30 Instruction 2:30 Dismissal</p> | <p style="text-align: center;"><u>Shortened Days & Friday Schedule</u> Kindergarten</p> <p>8:30-9:55 Instruction 9:55-10:10 Recess 10:10-12:00 Instruction 12:00 Dismissal</p> |
| <p style="text-align: center;"><u>Shortened Days & Friday Schedule</u> 1st Grade</p> <p>8:00-9:55 Instruction 9:55-10:10 Recess 10:10-12:30 Instruction 12:30 Dismissal</p> | <p style="text-align: center;"><u>Shortened Days & Friday Schedule</u> 2nd -3rd Grade</p> <p>8:00-10:15 Instruction 10:15-10:30 Recess 10:30-12:30 Instruction 12:30 Dismissal</p> | <p style="text-align: center;"><u>Shortened Days & Friday Schedule</u> 4-5th Grade</p> <p>8:00-10:35 Instruction 10:35-10:50 Recess 10:50-12:30 Instruction 12:30 Dismissal</p> | <p style="text-align: center;"><u>Shortened Days & Friday Schedule</u> 6-8th Grade</p> <p>8:00-12:30 Instruction 12:30 Dismissal</p> |

Academic Assessments

Student achievement is a top priority at the Language Academy. To monitor student learning, students are given classroom, school, and state assessments. These assessments are used to recommend student placement in various school programs and to plan for high academic achievement at the school. The following is a description of the different types of academic assessments that teachers administer during the academic year.

- **Classroom Assessments**
On a daily basis, teachers check for student understanding of grade level standards using classroom assessments. During each trimester/semester, teachers complete a series of assessments to report student progress on the standards-based report card. All teachers at a grade level use the same criteria to determine if a student meets the standards.
- **School Assessments**
Students are given reading diagnostic assessments at the beginning, middle and end of each school year. These assessments include NWEA MAP Growth, MAP Fluency and MAP Foundational Skills. Students are also given periodic writing assessments. Teachers use information from these assessments to plan instruction and monitor student progress.
- **State Assessments**
During the spring, all students identified as English Language Learners (ELLs) via their Home Language Survey form and/or previous year's ELPAC score, take the summative English Language Proficiency Assessment in California (ELPAC). Results of this state test serve as a progress indicator for each ELL student in their development in English language proficiency in listening, speaking, reading, and writing. ELPAC scores are used for designing targeted English language development instruction as well as a redesignation criteria for ELL students to be identified as Reclassified Fluent English Proficient (RFEP) status.

Moreover, in the spring, all students in third through eighth grades participate in the California Assessment of Student Performance and Progress (CAASPP). The CAASPP includes the following test components:

- Computer-based Smarter Balanced assessments (SBAC) for English Language Arts and Math
- The California Spanish Test (CST)
- The California Science Test (CAST) in Science for grades fifth and eighth only
- The California Physical Fitness Test (PFT) for grades fifth and eighth only
- The California Alternate Assessments (English, Math, and Science) as applicable

The tests are administered over a period of three to four weeks in late April to May. Test results are distributed to families within the required window per the State of California during the early fall. Please contact your child's teacher if you have any questions about interpreting these test results. To help your child do well on this test, please ensure that your child gets plenty of sleep, has a healthy breakfast, and attends school daily.

Accidents

If a serious injury occurs on the school grounds, a parent/guardian will be notified as soon as reasonably possible. Parents will be asked to pick up their child for observation or examination by a family physician. In the event that a parent/guardian cannot be reached, the student will be discharged to a person named on the emergency information card. For serious injuries the school will call 911 and contact parents/guardians as soon as reasonably possible.

Reminder: Parents are required to complete an emergency card for each child and return said form to the office within five (5) days of the first day of school. Information must be updated throughout the year, if necessary.

Appointments

Schedule appointments so that they do not interfere with instructional time. Dismissal requests will **not** be accepted via phone calls. If it is necessary for a student to leave the school grounds before the regular dismissal time, a parent/guardian is required to come to the office to request early dismissal for a child. Only then will office personnel call the student from his/her classroom. **Picking up students from their classroom is strictly prohibited.** Teachers will not release students from the classroom. *In addition, students will not be released to anyone other than their parent/guardian or person indicated on the emergency card.*

If your child has a late arrival due to a medical/dental appointment, **the student must check into the office** and receive a pass to return to class. Please provide proof of medical/dental appointment.

Arriving and Departing from School

As a safety precaution, **students are not to be on the school campus prior to 7:40 am.** Students eating breakfast will need to arrive by 7:40 a.m. Supervision is available in the cafeteria for students eating breakfast beginning at 7:40 a.m. Instruction begins at 8:00 a.m. (AM TK & 1st-8th) and 8:30 a.m. (Kindergarten). Students who arrive at school after classes have begun are considered tardy and must get a late slip from the office before going to class.

At dismissal, teachers will walk students to the front of the school. Please have a back-up plan with your child if you are running late or are unable to pick him/her up after school. Students will not be allowed to call home after school to make arrangements. Parents should confirm after school arrangements **prior** to dropping his/her child off at school. ***Messages regarding after school arrangements will only be relayed to your child in the event of an unforeseen emergency.***

- Children waiting to be picked up must remain in front of the school until parents/guardians arrive.
- **Children not picked up by 2:50 p.m. are to wait in the office** and will not be allowed to wander the school grounds. Parent/guardian/alternate must sign out the student at the office at the time of the late pick-up.
- If your child/ren will be picked up later than 20 minutes after school has been dismissed, you must call and inform the office staff. Habitual late pick-ups will be reported to the School Attendance Review Board (SARB) and may be referred to the Child Protective Services (CPS).
- Students are not to go into the street or off campus to meet parents/guardians unless the school office has received written consent; Written consent for students to walk off campus can be provided in writing or electronically. Students must be picked up from their teacher, other LAS staff members, or signed out in the office.
- Students and under-age volunteers are **strictly prohibited** from leaving campus to purchase food items from vendors.
- Parents/guardians are to park their cars in the parking lot or on the street and escort their children to/from their car.
- Cars left unattended in the entrance or along the red pick-up and drop-off curb area of the school will be subject to parking tickets and/or getting towed by the City of Sacramento.

Attendance and Absences

Daily school attendance is critical for a student's academic success as well as for the Charter School's financial solvency. By law (Ed Code Section 48200-48208), parents are obligated to send their child to school daily. **Unless it is an emergency, parents are asked to schedule medical and non-medical appointments outside of school hours.**

When a student is absent, parents **are required to** provide a written note or contact the school office to verify the reason for the absence. **Absences can be submitted online** by visiting the LAS website www.lasac.info, clicking on the Attendance icon on the top right corner and submitting an Absence Notification Form. School absences are monitored carefully throughout the year. If a student has **more than ten absences** in a year for illness, a physician must verify further absences for illness. **If attendance for a full day is not possible, we encourage students' attendance for at least half of the core school day.**

**Students must be present for at least 50% of their core day to be eligible for afterschool program participation. For students enrolled in ASES, please refer to the 2024-2025 Parent Application and Handbook.*

List of Excused Absences:

- Health reasons
- Attendance to funeral services for an immediate family member
- Appearance in court
- Observation of a religious holiday or ceremony

Parents of students with excessive tardies and/or three or more unexcused absences will be contacted by school administration and a truancy letter will be sent as required per Education Code 48200.

Tardiness:

- Students who arrive late must report to the office and obtain a late pass before going to class. **Parents may not obtain a pass on their child's behalf.**
- After the third (3rd) unexcused tardy (late 30 minutes **or** more), parents will be subject to the School Attendance Review Board (SARB).
- Habitually tardy students will be referred to the SARB (School Attendance Review Board) committee and may be referred to School Leadership, the School's Governing Board, Child Protective Services and/or Sacramento Sheriff's Department.

Students who are tardy, dismissed early, absent, or on Independent Study are not eligible for perfect attendance awards during that month/trimester/year.

Awards and Recognition

During Assemblies (or in Classroom)

- Perfect Attendance (K-8th) – Students without any absences, tardies, early dismissals or independent study contracts will receive attendance certificates.

Annually

- Silver Honor Roll (6th-8th) – Students who demonstrate a GPA of 3.0-3.9 in 6th-8th grades will be recognized.
- Gold Honor Roll (6th-8th) – Students who demonstrate a GPA of 4.0 and above in 6th-8th grades will be recognized.
- Physical Education Award (5th-8th) – Students who have excelled in areas related to physical education.
- Perfect Attendance Award (K-8th) – Students who did not have any absences, tardies, early dismissals, or independent study contracts for an entire school year will receive gift certificates.

Grade 8 Promotion Recognition

- Valedictorian: Student with the highest cumulative Grade Point Average (GPA) in eighth grade (based on semester 1 & 2 report card)
- Jaguar Students: Students with all- all-around “Jaguar” spirit in eighth grade. (e.g., community service, leadership roles, sports involvement, volunteerism)
- Promotion Academic Cords:
 - Gold Cord: Students with a 4.00 GPA in 8th grade (Semester 1 and 2)
 - Silver Cord: Students with a 3.67 GPA in 8th grade (Semester 1 and 2)

Beginning of the Year - Student Procedures

The following are the new student procedures in order to ensure a successful start to the school year:

Student/Family member(s) -

- Attend an orientation that includes information on the LAS Charter, dual immersion educational program, and school rules and procedures.
- Receive a Student/Family Handbook.
- Sign and return the following forms:
 - 1) Student/Parent Contract
 - 2) Anti-Bullying Policy Form
 - 3) Social Media Policy
 - 4) Daily Attendance Agreement
 - 5) Staff/Student Interaction Policy
- Complete all required registration documents and submit vaccination records.
- Complete a Lunch and Breakfast Family Application form

Bicycles

LAS is not responsible for any stolen and/or damaged bikes that are left at the bike racks. Helmets must be worn at all times. Students not wearing a helmet will be reported to the office. The office may call parents, and the student may be dismissed with a warning. If the student is caught without a helmet again, School Leadership may confiscate the bike until a parent conference is established. Bike riding is not allowed on campus while classes are in session and/or children are present.

Birthdays

A child's birthday is a family celebration. Instructional time is **not** to be used to "celebrate" a child's birthday. If you would like to send a birthday treat for your child's class, **please make arrangements with her/his teacher prior to the date. Treats containing peanut or nut byproducts or excessive sugar will not be allowed in the classroom.** Please check with your teacher prior to purchasing snacks for the classroom. ***Calls to the office on the day of the event will not be accepted.*** Children will be provided the treat during a non-instructional time (recess, lunch, dismissal). Balloons, presents etc. should be presented to the child at home. Lastly, please refrain from distributing birthday or party invitations at school unless the entire class is invited.

Books and Supplies

Students will be provided with required textbooks. Each child is responsible for providing proper care for these materials. In the case of a lost or damaged text or library book, the parent/guardian will be responsible for fines and/or replacement costs. In addition, school records or report cards will be held in the office until fines are paid.

Recommended instructional supplies that parents can donate:

| | |
|---|---|
| <ul style="list-style-type: none">● Lined binder paper● Boxes of crayons● #2 Pencils● Dry erase markers● Kleenex/tissue paper● Uniforms in good condition that your children have outgrown | <ul style="list-style-type: none">● Yellow, green and pink highlighters● Glue sticks● 3"x 3" post it notes● Reams of white and/or colored copy paper● Cleaning wipes for computers/technology |
|---|---|

Breakfast/Lunch/Snacks

Students eating breakfast must be on time and will be directed to the cafeteria. Breakfast for LAS students is served between **7:40-8:00 a.m.** for Grades TK, 1-8 and **7:40-8:10 a.m.** for Kindergarten.

Students may bring **healthy/nutritional snacks** to school to eat during their recess time. LAS highly discourages sending your child sugary or excessively sweet snacks/drinks. Students may only eat their snacks in the designated areas and/or at school benches and are responsible for throwing away their garbage.

Bus Rules

Students who ride a bus to attend field trips as a way to enrich their curriculum are required to behave in a respectful and courteous manner. The following bus rules have been developed to ensure safe bus transportation. These rules are to be followed whenever a student rides on a bus. Parents are asked to review bus rules with their child and encourage them to act safely by following the bus rules. Students who do not follow the established bus rules will be given a warning. If behavior is not rectified, the student may lose his/her privilege to ride the bus. Adults interested in being chaperones on field trips must attend a mandatory chaperone orientation meeting at the start of the school year. Chaperones attending the study trips are expected to assist with supervision. Therefore, chaperones are required to be 18 years of age or older. Chaperones are responsible for providing their own transportation.

The following procedures and rules apply to instances when students ride a bus to attend field trips or other school activities.

Waiting for the Bus

- **Parents:** DO NOT PARK in the bus parking space. This delays loading and creates an unsafe environment for students.
- Walk to the bus stop using a sidewalk if there is one. If there is no sidewalk, stay on the left side of the street facing the traffic.
- While waiting for the bus to arrive at the bus stop, do not wander away from the area or onto private property.
- Do not speak to strangers while waiting for the bus.
- Do not go into the street while waiting for the bus to arrive.
- Do not roughhouse, run or play with your friends while waiting for the bus to arrive.
- When the bus approaches, line up away from the street. Wait for the bus to come to a complete stop and has the door open before stepping into the road.

Rules for Boarding the School Bus

- Hold the handrail when getting into the school bus.
- Do not push or shove others when they are in line or are boarding the bus.
- Once you are on the bus, quickly find a seat, sit down and stay seated.

Riding on the School Bus

- Stay in your seat.
- If the bus is equipped with a seat belt, make sure to fasten it securely.
- Never put your head, hands or arms out of the school bus window.
- Do not yell or make other loud noises that could distract the bus driver. Talk quietly while on the bus.
- Do not eat or drink anything while riding on the bus.
- Do not block the bus aisle with backpacks, books or musical instruments. If an emergency should arise it is important that the aisle is clear.
- Do not touch or play with the emergency exits.
- Do not throw things at others on the bus or out of the bus windows.
- When you reach the school, or your bus stop on the return trip home, have your things ready so you can leave without holding up others on the bus
- **No bullying, teasing or disrespectful behavior will be tolerated on the bus. Such behavior is subject to school discipline policies and may result in a loss of bus privileges.**

Getting Off the Bus

- Stay in your seat until the bus comes to a complete stop at the school or at the field trip destination.
- Walk to the front of the bus and use the handrail while stepping off of the bus.
- Do not get off the bus at a bus stop other than your designated stop.
- If you leave something on the bus and have already walked away from the door, do not go back for it. The bus driver may not see you coming back and may start driving away.

Crossing the Street

- If you have to cross the street after exiting the bus, always cross in front of it. Make sure the bus driver is able to see you. Walk along the side of the road at least 10 feet in front of the bus until you can see the bus driver, before crossing the street. If you cannot see the bus driver, the driver is not able to see you.
- Wait for the bus driver to give you a signal that it is safe to cross the street. Even with the signal from the bus driver, pay attention to the traffic on the road. Make sure to look in both directions before walking across the street.

- If you drop something in the street do not go back to get it. The bus driver will not be able to see you if you are close to the front of the bus.
- Do not cross the street behind the school bus. The bus driver cannot see you.
- Never go near the back wheels of a school bus.

Cafeteria

Due to state and federal regulations, **under no circumstances may students take cafeteria food or drinks from the cafeteria to the playground. Cafeteria food may only be served to enrolled LAS students and school employees. Parents may not request food for themselves.** As a health and safety precaution, we ask that students do not share food. Students may bring their lunches if they choose, but canned sodas, energy drinks, coffee and/or excessive sweets are strictly prohibited. LAS staff encourage healthy nutrition habits at our school.

Classroom Visitation & Volunteering

At the start of the 2025-2026 school year, school leadership will hold a School Visitor & Volunteer Orientation Meeting. During this meeting, a detailed process for visiting and volunteering at LAS will be shared.

Parents/guardians and interested members of the community are encouraged to visit the school and observe the educational program. **ALL visitors must go directly to the school office to register (Penal code 627.6) and receive a visitor's badge before going onto any part of the campus. THERE ARE NO EXCEPTIONS.** If a conference with the teacher is desired, an appointment should be set with the teacher during non-instructional time. *Parent/guardians and visitors who are interested in long-term volunteer work in the classroom need to fill out a volunteer application in the front office, attend a mandatory volunteer orientation and turn in the necessary paperwork before receiving permission to volunteer on campus.*

Climate for Learning

Our school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. As a school, we encourage attitudes and behaviors that promote mutual respect and harmonious relations. We value and encourage student involvement and provide opportunities for students to voice their opinions about school policies and practices. Through Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and Restorative Justice Practices, we strive to foster a supportive, academic, behavioral and physical school environment for our students and entire school community. The Multi-Tiered System of Supports (MTSS) provides a structure that integrates varying levels of support that help meet the individualized academic and/or behavioral needs of students. Positive Behavior Intervention Supports (PBIS) provide explicit school wide agreements and expectations for students, staff and school community. Our Social Emotional Learning (SEL) practices provide students with tools they can use when they find themselves in difficult situations or when school rules/agreements are not followed. Restorative Justice Practices help establish and create an inclusive community to problem solve and restore damaged relationships. Please help us maintain a positive school climate by reporting any behavior that disrupts our school community.

MTSS (Multi-Tiered Systems of Support)

The LAS Multi-Tiered System of Supports is a systematic, continuous improvement, structure where data-based problem solving and decision-making is practiced to address the academic, behavioral or social-emotional needs of students. Through this comprehensive intervention process, the classroom teacher identifies academic and/or behavior concerns, informs parents of the concerns, implements research-based interventions that may become increasingly intensive depending on the level of concern, and documents the student's response to the interventions. If additional guidance and support is necessary, the teacher may consult with the Intervention Progress Team (IPT), which is composed of academic and behavior experts, to gain new perspectives on the student's needs and gather additional intervention strategies. The IPT may suggest further interventions or refer the case to the Student Study Team (SST), which usually consists of parents, teacher, school support personnel, and an administrator to further examine the student's academic, behavioral and social-emotional needs.

Positive Behavioral Interventions and Support (PBIS) and Jaguar Ticket Rewards

PBIS is a school-wide approach to support students with being successful in school. Emphasis is placed on pro-active procedures and practices to prevent problem behavior for all students and improve school climate. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, 80-85% of students will meet these expectations. At LAS, all students are expected to BE RESPECTFUL, MAKE RESPONSIBLE DECISIONS and RESOLVE PROBLEMS. These are the school rules and will be covered on the first day of school, and throughout the school year. When a student is observed demonstrating one of the three Jaguar norms or Second Step Skills for Social and Academic Success, a staff member will complete a Mancha Jaguar ticket which will indicate the

positive behavior that was observed. The student will keep the original copy of the Mancha Jaguar and the copy will be turned in to the office where they will be entered for periodic drawings. The 15-20% of the students not responding to these expectations will receive additional support through interventions.

Social Emotional Learning (SEL)/Second Step

Social-emotional learning is the process through which children and adults acquire knowledge, attitudes and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. LAS teachers implement *Second Step*, a social emotional learning program, as part of weekly instructional goals.

Second Step: Skills for Social and Academic Success

Throughout the school year, students will learn about and at times be recognized for demonstrating the Second Step skills for social and academic success. LAS requests families to support student practice of the following skills beyond the school grounds such as at home and during after-school activities. At times, students will be recognized during school-wide assemblies and/or during classroom gatherings.

The following are some of the concepts and skills explored through the program in grades TK-5, but may vary depending on grade level:

| Skills for Learning | Empathy | Managing Emotions | Problem Resolution |
|---|--|--|--|
| <ul style="list-style-type: none"> ● Learning to listen ● Focusing attention ● Following directions ● Staying on task ● Being assertive ● Using self-talk | <ul style="list-style-type: none"> ● Identifying feelings ● Feeling confident ● Respecting different preferences ● Showing compassion ● Predicting feelings ● Making friends | <ul style="list-style-type: none"> ● Managing frustration ● Calming down strong feelings ● Handling waiting ● Managing anger ● Managing worry ● Managing hurt feelings | <ul style="list-style-type: none"> ● Solving problems ● Inviting to play ● Fair ways to play ● Handling name-calling ● Taking responsibility ● Responding to playground exclusion ● Dealing with negative peer pressure |

The following are some of the concepts and skills explored through the program in grades 6-8, but may vary depending on grade level:

| Mindsets and Goals | Values and Friendships | Thoughts, Emotions and Decisions | Serious Peer Conflicts |
|--|---|--|---|
| <ul style="list-style-type: none"> ● Starting middle school ● Growing your brain ● Making mistakes ● Learning strategies ● Setting goals ● If-then plans | <ul style="list-style-type: none"> ● Values and decisions ● Social values ● What’s a friend? ● Positive relationships ● Making friends | <ul style="list-style-type: none"> ● What are emotions? ● Handling emotions ● Responding to anger ● Unhelpful thoughts ● Handling rejection ● Calming down | <ul style="list-style-type: none"> ● Perspectives ● Assumptions ● Recognizing and avoiding serious conflicts ● Making amends ● Taking responsibility ● Gender and sexual harassment |

In addition to these skills, all grade levels implement the Second Step Bullying Prevention unit.

Restorative Justice Practices & Classroom Circles/Meetings

Building community and establishing strong relationships is of essence here at LAS. Through the incorporation of Restorative Justice Practices, such as community circles and/or more private problem solving sessions, students and staff work towards preventing conflict, building strong, positive relationships, repairing the harm and making things right. Restorative Justice Practices transform difficult behaviors or incidents that might otherwise result in punishment to learning opportunities that have a positive outcome for everyone. Classroom Circles and/or meetings take place in each LAS classroom at least once per week.

Closed Campus

To ensure student safety and supervision, the Language Academy is a closed campus. Once a student arrives on the school grounds, she/he must remain on campus until the end of the school day unless she/he leaves with a parent/guardian or authorized designee. If you would like your child(ren) to wait for you after school outside the LAS campus or walk home, you must provide the Executive Director with written consent. If a student leaves school grounds without this permission, the student is considered truant and is subject to disciplinary action. **{Education Code 44808.5}**

Student and under-age volunteers are strictly prohibited from leaving campus. If a student/underage volunteer violates the closed campus rule, he/she may lose their volunteer privilege with LAS.

Communications-School-wide Announcements/Updates/Deadline Reminders

Language Academy staff and teachers use a variety of media outlets to disseminate information, including but not limited to:

- **School Newsletter** (e-copy) The newsletter contains current school-wide news including important dates, upcoming events, lunch menus, handouts. The newsletter is also uploaded on to the LAS website and Facebook page.
- **Classroom announcements** (paper and/or e-copy) are sent home with students or shared electronically with families. The announcements will contain information specific to grade level or classroom events, deadlines or fundraisers.
- **Automated phone calls/Text messages** are sent to the primary phone number provided in the emergency cards. Reminder phone calls are typically regarding absences, upcoming school-wide events or deadlines.
- **Emails** are sent to the primary emails listed on the emergency cards. Emails contain information regarding important updates and electronic copies of the newsletter.
- **Website** (www.lasac.info) contains school news, links to staff, Governing Board, school calendars, grade level and program information pages, extracurricular activity information, state testing, absence reporting form, etc.
- **LAS Facebook page** is a private group and you must request permission to join. Page contains current event updates/reminders and pictures of school events. All members of the school page that wish to post information to the page must receive approval from page administrators. Information deemed as inappropriate by school leadership will not be authorized.
- **Marquee** contains a clock and important date reminders.
- **School Bulletins** are placed on the walls by the main entrance and throughout the core building corridors. It is here that you can find event flyers, Governing Board agendas, spirit day announcements, etc.
- **Remind** is a text messaging application and can be downloaded onto your smartphone to keep in touch with your classroom teacher and/or Parent Council representative.
- **Infinite Campus Parent Portal** is a web-based application that provides parents secured access to a wide array of information, such as attendance activity, State Assessment Student Score Reports, and classroom assignments and grades.

Communicating Concerns or Suggestions

Effective and open communication is a basic component of establishing an environment where stakeholders trust each other and work together toward achieving the academic and life-learning goals stated in the school's mission. At the Language Academy of Sacramento (LAS), we believe that a clearly delineated process of communication is important, not just in terms of providing a solid procedure that supports the policies of the school, but also in the overall establishment of the school's culture as evidenced in the nature of its stakeholders' discourse or what we will call *Language of Communication*.

Language of Communication at LAS: Description, Protocol, and Dialogue Examples

A. *Description*

At LAS, the *Language of Communication* in addressing concerns, questions, and ideas between stakeholders follows the same premise and dialogue format in all cases, whether the issue at hand is being conducted in an informal or formal setting and/or procedure. The basic premise is that individuals in the dialogue come from unique perspectives and have the right to express themselves. The *Language of Communication*, the means with which they express themselves, will follow the usage of “I” Statements and Listening for Understanding discourse methods.

B. *Protocol*

Steps to Take Before Addressing a Concern:

| Steps | Dialogue |
|---|--|
| 1. Reflect and breathe. (Take 3 deep breaths.) Oxygen provides the energy in our brain to help us process things more clearly. | How do I feel right now? What do I need? How would I want to resolve this? |
| 2. Mediator Is this something you can solve on your own, or do you need a mediator? (Sometimes having a mediator may appear intimidating to the other person; be thoughtful and considerate about the use of mediators.) | Would you be okay if we have (mediator’s name) help us resolve this conflict? |
| 3. Make a request to dialogue. | Would you be willing to talk about what just happened? If the other person is not ready to talk just yet, ask for another time. |
| 4. Remember non-verbal communication, “body language,” speaks louder than words. | Use eye contact and be aware of how your arms and body are relative to the person whom you are addressing. |
| 5. Remember the rules of Listening for Understanding. | “I will listen attentively.” “I won’t interrupt.” |

C. *Resolving the Conflict*

| Steps | Dialogue |
|---|--|
| 1. Share feelings using “I” statements. | “I felt sad when you...” “I felt very frustrated when...” |
| 2. Listen for understanding (paraphrase). | “I heard you say that you felt sad when...” |
| 3. Acknowledge the other person’s feelings. (Apologize, if appropriate.) | “I am sorry that you felt sad when...” “I understand how that may have hurt your feelings...” |
| 4. Make a request; arrive at an understanding. | “Would you be willing to ...?” |
| 5. Express gratitude. | “Thank you for taking the time to talk about...” “I appreciate you for listening...” Shake hands and make eye contact. |

D. *Ways to Communicate with School Personnel*

With Teachers:

1. Call the school, and leave a message for the teacher.
2. Make an appointment with the teacher.

3. Write a note.
4. Send an email.

With Administrator:

1. Call the school: leave a message if necessary.
2. Request an appointment.
3. Write a note requesting a meeting or phone call.
4. Send an email

E. Expressing Concerns

If you have a concern regarding the performance of a school employee, please speak with the School Administration and they will take steps to address the situation. If the outcome is not to your satisfaction, you may submit a Formal Grievance Complaint (see below.)

F. Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, submit a complaint following the procedures outlined below.

PARENTS AND ADULTS ARE STRICTLY PROHIBITED FROM CONFRONTING STUDENTS DIRECTLY. Direct questions or concerns to teachers and/or school administration when deemed necessary

Grievance Filing Process

1. Parent or student may submit his/her [grievance in writing](#) to the School Administration within five working days of a failed good faith effort to resolve the dispute.
2. Within a reasonable amount of time after receipt of the written complaint, the School Administration shall schedule a meeting at a mutually convenient time and place for discussion of the complaint with all parties involved.
3. School Administration (and if necessary, an administrative assistant or designee) will conduct further investigation of the matter at hand, write the findings and the final determination report, and share the write-up with all the parties involved.
4. Within five days after receiving the final determination report, the parent, teacher, and/or student may submit an appeal to the President of the Governing Board. The LAS Governing Board may review and modify the School Administration's final determination report, if it finds that the School Administration failed to properly follow the grievance process described above. The President or board designee shall schedule a meeting to consider such an appeal as soon as practical. Any such proceedings shall be conducted in closed sessions, unless requested otherwise by the parent, teacher, and/or student.

Destruction of School Property

Whenever school property, equipment, or learning materials are damaged, destroyed, or defaced and there is evidence of gross carelessness, violation of school rules, or damage is intentional, the student will be held responsible through detention, suspension and/or other prescribed consequences, **The parent will be held responsible for monetary damages due to loss of materials, property or fees incurred by their child's actions.** Parents will be contacted immediately regarding the extent of the damage. Where damage occurs and evidence shows that it was done accidentally and unintentionally, no attempt shall be made to collect for the damage. Whenever possible, students will be expected to repair or otherwise correct any damage that is not considered permanent such as carving on furniture, writing on walls, etc.

Dress Code

The LAS Governing Board believes that the development of dress codes and grooming attitudes and behavior patterns is part of the educational experience. LAS is a community where respect is a foundational core value: self-respect, respect for others in the community, and respect for the common learning space we share. The LAS Dress Code exists as a community agreement of the balance between these three pillars of respect. Therefore, wearing clothing, hairstyle, makeup, or jewelry which are distracting or interfere with the study habits of students in class or school, or pose a health or safety risk to the students, are defined as not respectful and hence, not acceptable.

At LAS, we strongly encourage all students to wear school uniforms from Monday to Thursday. The uniform consists of a forest green (dark green) shirt or blouse, a LAS logo shirt (any color) and appropriate pants, jeans, shorts, or skirts. Jeans, without excessive holes, are also acceptable. Each Friday, students are allowed to wear appropriate free-dress.

Students' attire must adhere to the following guidelines:

- Students must wear clothing including both a shirt with pants or skirts, or the equivalent (dresses or shorts). Examples of unacceptable pants include those with excessive holes or pajama bottoms.
- When the body is standing straight, students must wear clothing that covers the chest, back, torso, stomach, and lower extremities from armpit to armpit to mid-thigh.
- Tops/tank tops must have a strap.
- Clothing must cover all undergarments/underwear and may not be see-through.
- Shoes must be worn at all times. Flip-flops are prohibited.
- Hats, hoods, and head covers must be removed while indoors. Exceptions to this rule may be made for medical or religious reasons.
- Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity, use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.
- Students in grades Transitional Kindergarten-8th will participate in Physical Education classes and will be expected to dress appropriately for their grade level. In 5th-8th grades, students will be expected to wear physical education uniforms during classes.
- Special dress days, such as Student Council Spirit Days, will be announced by school personnel. The dress code may vary on these days and will be announced ahead of time.

If students are identified as wearing inappropriate attire or footwear, they will be given the opportunity to change into appropriate clothing, if available at the site, or request that a parent bring a change of clothing or footwear. ALL school certificated and classified PERSONNEL shall be responsible for reporting violations of this dress code. Continued violations of the dress code will be referred to administration for disciplinary action, which may include suspension.

Electronic Devices

Students are not allowed to use personal electronic devices including but not limited to cellular/smart phones, iPods, iPads, cameras, laptop computers, and smart watches during core day (8am-2:30pm) or after-school programs or at school wide functions. If a student is in the possession of such devices, these electronic devices should remain off during the entire time the student is on campus. If a student uses an electronic device while on campus, *without authorization from a LAS staff member*, the device will be removed from his/her possession and the student's parent/guardian will need to personally pick up the confiscated electronic device at a designated time.

Emergency Cards

Each year, parents are **required** to complete an emergency card for each of their children enrolled at LAS. **Yellow emergency cards are sent home during the first week of school and must be returned immediately.** Parents are also required to inform the office of any changes to their child's emergency card, especially those related to phone numbers and emergency contact changes.

Emergency Procedures

Students and staff practice emergency procedures such as fire drills and classroom evacuations at least once every month during the school year and are familiar with how to respond in an emergency situation. Information on possible school closures due to inclement weather or other situations will be announced on Radio Station KFBK 1530 AM, Univision and KCRA Channel 3. A notice may also be posted in front of the school.

In the event of an emergency, if a student's parent cannot be contacted and/or the parent is unable to pick up her/his child, the school will maintain responsibility for the child until the parent or an authorized individual arrives. The safety of individual students is our highest priority. **Students will not be excused except to the care of a parent or another adult designated on the emergency card.**

If evacuation of the school is necessary, students will be transported to a predetermined location where their parent or another designated adult can pick them up. Information on this location will be posted near the school.

Field Trips

Throughout the year, students may occasionally go on field study trips. Field study trips are intended to provide an “applicability to real world” experience. Parent/guardian permission slips must be signed and returned to school personnel prior to the trip. All standard rules of conduct and procedures used in the daily transportation of pupils will be observed and enforced on field trips. ***All interested adults must attend the mandatory chaperone orientation, which is held at the start of the school year, during Parent Association meetings, or arranged with your child’s teacher. Chaperones must be 18 years or older and may not bring children/siblings or any non-LAS students on field trips.*** Selection of parent/guardian chaperones is ultimately based on teacher discretion. Adult chaperones are expected to supervise students as directed by the teacher. The use of the school uniform will be enforced unless stated otherwise by the classroom teacher or school administration.

Governing Board

The Governing Board is responsible for adopting a school-wide vision with programmatic goals, aligned school policies and procedures, and the yearly budget. The Board is composed of nine voting members elected by their peers and/or the LAS Community: three community members, three parent representatives, and three teacher/staff representatives. The combination of staff, parent, and community membership ensures that the voice of each group of stakeholders is taken into consideration. The Governing Board meets monthly; Board agendas are posted at the school office, on the school website (www.lasac.info), hard copies are available upon request at the school. Parents and community members are encouraged to attend Board meetings. Information on how to give input at Board meetings is available at all Board meetings.

Harassment of Any Type

(The Anti-Bullying Policy Form requires a parent/guardian signature, please see page 31)

LAS will not tolerate any harassment and/or bullying of any type. LAS is considered a Zero Tolerance campus. Harassment or bullying is defined as follows:

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smartphone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students must conduct themselves in a respectful manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

At LAS, we distinguish between rude, mean and bullying behaviors. The following are the differences we communicate to students and families:

Rude vs. Mean vs. Bullying

Rude = inadvertently saying or doing something that hurts someone else one (or two) times. Rudeness might look like burping in someone’s face, jumping ahead in line, or bragging about achieving the highest grade.

Mean = purposefully saying or doing something to hurt someone once (or maybe twice). The main distinction between “rude” and “mean” behavior has to do with intention. While rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.

Bullying = persistent, unwanted aggressive behavior that is intentionally hurtful toward another person and often involves an observed or perceived power imbalance.

Health/Medications

The school recognizes that students may have special medical needs. Education Code 49407 outlines conditions for administering medications at school during the time the student is under the supervision of school personnel. **Medications can only be given by LAS staff if there are written instructions from a medical doctor and permission from the parent/guardian (parent/guardian may obtain a Medication Authorization Form in the Main Office).** Written instruction and permission must be renewed at the start of each school year. Medication must be labeled and in the original pharmacy container. Specific guidelines must be followed for students to use medication at school. Students should not bring or carry medication of any kind to school, including cough drops or vitamins.

Health Services

The school will verify that students have complied with legal requirements for health examinations and immunizations **before** enrolling a student in school. If the student is missing any required immunizations, the student will not be permitted to attend school until complying with the state requirements.

Homework

Homework should be an extension or practice of what is learned in school. Students are expected to complete and return homework as indicated by their teacher. Homework will be designed so that students can complete it independently; however parents can serve as a resource to their child. Students who miss school because of an excused absence will be given the opportunity to complete comparable homework assignments and get full credit if work is completed satisfactorily and within a reasonable amount of time. Students who miss school work because of unexcused absences may be given the opportunity to complete comparable homework assignments for either partial or full credit.

Inclement Weather/Air Quality Procedures

The school believes in providing a safe and appropriate environment for all students and staff. LAS has developed guidelines to comply with the Sacramento Metropolitan Air Quality Management District (SMAQMD) regulations regarding hazardous ozone episodes and temperature alerts.

Appropriate actions will be taken when the temperature exceeds 95 degrees Fahrenheit **and** the ozone exceeds 100 PSI for that day, or during extreme wind or rain. When a temperature alert episode is received from SMAQMD, all vigorous outdoor physical activities will be curtailed in the afternoon hours. Students and staff will be notified about the temperature alert and ozone episodes so steps can be taken to ensure their safety.

Independent Study Contracts (Traditional Independent Study Program: TISP)

The criteria for approval for most independent study requests include: Student is at grade level or above; there is an acceptable reason for requesting the independent study and there is evidence that the student will complete assignments. This program requires a contract signed by the parent, student, teacher and administrator. The contract specifies the amount of work to be completed, when the work will be turned in to the assigned teacher, and how the work will be evaluated. An independent study contract must be **requested a minimum of two weeks prior** to a planned absence so that teachers can prepare materials for the student. Independent Study Contracts will not be approved during state testing season unless it is an emergency. Please ensure that you have checked with the office **PRIOR** to purchasing travel arrangements. The contract must be completed, signed and dated **BEFORE** the student leaves on Independent Study. Independent Study Contract Request forms are available through your child's teacher. Students who do not return at the designated date of return or do not complete their required assignments will have all independent study days converted to unexcused absences and will be referred to the Student Attendance Review Board (SARB).

Individualized Support/Education Plans

An individually modified program may be developed for students who are unable to achieve grade level standards in one or more content areas on a case-by-case basis. The decision to modify a program for a student will only be made during a formal Student Study Team meeting, an Individual Educational Plan meeting, or a 504 plan meeting by a team that includes the teacher, parent, administrator and other staff. At this meeting, the modified program will be defined to include individual goals and a means of monitoring student progress toward these goals.

Student Study Team (SST)

The Student Study Team (SST) is a school-based team whose purpose is to identify effective strategies to meet the needs of individual students who are not meeting standards for academic achievement, behavior, attendance, and/or who have medical or other concerns. The SST reviews the student's academic, behavioral, and social-emotional strengths and areas of concern, plans strategies, organizes resources, and develops a plan of action to address student needs and concerns. The SST may suggest accommodations and/or modifications to the student's program, request

intervention support from specialized staff and/or refer the student for a special education or 504 assessment. An SST may be requested by parents/guardians, teachers, administrators, or the Intervention Progress Team when a student has not responded to previous interventions.

Section 504

Students are eligible for Section 504 services if they are found to have or have a history of a physical or mental impairment, disorder or condition that substantially limits one or more major life activities (walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, working, caring for one's self, and/or performing manual tasks).

When a 504 referral is made, parents will receive notification of rights and will be asked for consent to collect data. Following the data collection a 504 meeting will be scheduled to review the findings and determine eligibility. The goal of 504 plans is for students to be educated in regular classrooms along with the services, accommodations, or educational aids they might need. In order to qualify as educationally disabled under Section 504, a student must have a substantial limitation in learning or major life activity. If the student is achieving at or above grade level, although the student has a disability, there may not be a substantial limitation in learning or major life activity, and, therefore, may not qualify for services under a Section 504 Plan for educational purposes.

Special Education

The Language Academy of Sacramento strives to provide an educational program to meet the needs of all school-aged children. The school provides special education services described in Education Code (56000-56001). A student shall be referred for special educational instruction only after the resources of the regular education program have been considered and/or modified. If a student is referred to special education, parents will receive a notification of rights and an explanation of proposed assessments. Following assessments, a report of findings will be written and an Individualized Educational Plan (IEP) team will meet with the parent to develop program goals for that student if they qualify for special education services. This plan and the student's progress will be reviewed with the parent/guardian at least annually.

Library

Students are scheduled to visit the school library on a regular basis. Students are accountable for all books that they borrow from the school or library. At the end of each trimester, parents/guardians will be charged for the full replacement value of each lost book. In addition, students will not be able to check out books until library fines have been paid in full. Report cards will be held until books have been returned to the school or the fee to replace the book has been paid in full.

Lost and Found

Many articles become lost or are left unclaimed. When personal belongings have a first and last name written on them, it makes it easier for school staff to locate the owner(s). Any unclaimed items are stored in the designated Lost and Found item area. Please check in with office staff about the location. Items that are **unclaimed may be donated to a local charity at the end of each week.**

LCFF Family Income Application

The data collected through the LCFF Family Income Program is crucial to the funding provided to LAS. As such, at the start of each year, LAS requests ALL families to complete a LCFF Family Income Program application form regardless of perceived qualification status. Selected LAS staff review all completed forms to determine placement within state and federal guidelines. All information provided is highly confidential and will only be shared with the necessary staff members.

Messages and Deliveries

Please have students assume responsibility for remembering lunches, school items, and homework. Plans for after school pick-up arrangements should be made in advance as students will not be allowed to use the school phone unless it is an emergency. **The office will NOT deliver a message to a student except in cases of an actual emergency. The office will not deliver bags or homework to students who have forgotten these at home.** Students are responsible for bringing all necessary materials with them to school. Additionally, students are prohibited from placing food orders from paid delivery services.

Phone calls for teachers will NOT be transferred into their classroom during instructional time. Instead, the call will be transferred to the teacher's voicemail.

Open Enrollment

The Language Academy hosts an annual Open Enrollment period for all interested families. Interested parents/guardians are encouraged to sign up for an enrollment information session and turn in an interest form application. LAS parents interested in enrolling the sibling of a current student must also follow the Open Enrollment procedures. ***Siblings will not be automatically added to the enrollment lottery.*** All qualifying applications will be entered into the annual public lottery. Applications will not be accepted after the Open Enrollment period.

Parent Agreement

| | |
|---|--|
| <p>Program Continuity</p> <ul style="list-style-type: none"> ● Maintain my child in the program for the duration of the program. | <p>Parent Association</p> <ul style="list-style-type: none"> ● Attend monthly Parent Association meetings. |
| <p>Learning Environment</p> <ul style="list-style-type: none"> ● Create a quiet area with school supplies for my child to complete homework. ● Review that homework is complete. ● Limit the amount of television that my child watches. ● Establish a set bedtime with a regular routine so that my child can rest and be ready to learn the next day. ● Read to my child, or have my child read: 20 min. daily - TK – 2nd 30 min. – 40 min. daily - 3rd – 8th ● Talk with my child’s teacher about my child’s progress and challenges. ● Attend Parent Conferences and school events. ● Communicate high expectations for my child’s future. ● Support the learning in school by routinely asking my child what he/she has learned. ● Encourage my child by telling them compliments specific to the task or behavior s/he accomplished/performed. ● Encourage my child to practice Life Skills in all venues. | <p>Parent Participation Families are encouraged to volunteer time to support the school community.</p> <p>Suggestions for volunteering opportunities:</p> <ul style="list-style-type: none"> ● Volunteer in the classroom or the school garden ● Offer to prepare class materials at home ● Serve on the Governing Board ● Serve on the Parent Council ● Read and provide feedback on LAS Local Control Accountability Plan (LCAP). <p>Sign up to help plan and work a school event such as:</p> <ul style="list-style-type: none"> ● Back to School Night ● Winter Festival ● Family Reading/Book Fair Night ● Health Fair ● Student Expo ● Career Day ● Day of the Child ● Donate food or materials for an event ● Assist a class in the After School Program: Academic or Enrichment |

Parent Council/Parent Association

The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council consists of non-voting officers such as President, Vice-President, Secretary, and Treasurer that are elected by the existing Parent Council Members. In addition, voting classroom representatives for each grade level are elected by Language Academy parents. A language balance is sought within the Parent Council. All parents are encouraged to attend Parent Council meetings. Parent Council events will be attended by the School Administration, teachers, parents, and students.

All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents for these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

Academic and artistic events will be developed and organized by the administrators, the teachers, the Parent Council, and other volunteers. Examples of academic and artistic events include: Family Literacy Night, Winter Festival, Health and Science Fair, Day of the Child/*Día de la Niñez*, Student Enrichment Presentations, as well as others.

Parent Drivers

All parents willing to voluntarily transport LAS students are greatly appreciated. In order to become an approved driver, parents must first receive approval from school administration, then they must pass a fingerprinting check with the Department of Justice, provide a copy of their valid driver's license and proof of full insurance coverage **prior** to driving students. The insurance coverage provided must cover the vehicle that will be driven on that given day. If you would like to volunteer as a driver, please provide a copy of these documents to the office to verify eligibility. When all documents and fingerprint results have been approved, parents will be added to the LAS approved driver list. This process is applicable for all school sponsored events.

If a parent cannot provide that information, s/he will not be allowed to transport students to/from any school-related event.

Parent Involvement Policy

LAS Family and Community Engagement (FACE) Policy (Board approved, 6/2024)

P4.1 Conduct an annual meeting to be held during the first trimester of each school year to inform families of the programs and opportunities available to students through Title 1 and family rights to be involved.

P4.2 Provide consistent feedback to families concerning student achievement, ensure family participation during Parent Association, Parent Council, LAS Charter committee meetings and solicit family input to guide the planning of Title 1 program opportunities.

P4.3 Make reasonable attempts to provide equitable access to all school related activities and communication for families who are economically disadvantaged, have limited English proficiency, physical disabilities, limited literacy, who are of any racial or ethnic minority background and migratory or homeless or at risk of homelessness.

P4.4 Provide families information regarding grade level multicultural curriculum and materials, end of the grade level expectations, academic assessments and student achievement data during parent/teacher conferences at least twice a year.

P4.5 Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities.

P4.6 Ensure LAS staff (i.e. Family Connector) facilitate the process of involving families in the developing/revising the Local Control Accountability Plan (LCAP)/School Family Involvement Plan, School-Family Compact, and family involvement workshops and event opportunities where they learn ways to help in the classrooms.

P4.7 Administer Climate Surveys (Programmatic Audit Surveys) on a yearly basis to evaluate the effectiveness of school programs and family involvement opportunities. Survey results will be disseminated in a variety of ways.

Parent Rights

Parents/Guardians of pupils enrolled at LAS have the right to work together in a mutually supportive and respectful partnership to help their student succeed. Parent/Guardians subject to certain conditions and notifications, have the right to:

- Observe the classroom(s) in which their child is enrolled or will be enrolled. Parents must check into the office prior to visit.
- Meet with their student's teacher(s), counselor, and/or administrator.
- Volunteer, under the supervision of LAS employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, LAS may require volunteers to be fingerprinted through the Department of Justice. Please see the office for more details.
- Be notified if their child is absent from school without permission.
- Receive the results of their student's performance on standardized and statewide tests and information on the performance of the school.
- Have a school environment for their child that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their child is enrolled.
- Be informed of their student's progress in school and of the appropriate school personnel whom they should contact if problems arise with their student.
- Have access to the school records of their child and to question anything that they feel are inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school.

- Receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school. Information is contained in this handbook.
- Receive information about academic testing, psychological testing or counseling services the school does involving their child and to deny permission to give the test.
- Participate as a member of a school-wide committee, governing board or parent organization, in accordance with any rules and regulations governing membership in these groups.

Parents can review the Language Academy of Sacramento Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), School Emergency Safety Plan, State-wide testing data, services for students with special needs (Title I, Teacher and teacher assistant qualifications, English Learners, students with disabilities, and gifted/talented students) at www.lasac.info. Written copies can be requested at the Office.

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a Parent Council, School Site Council, and Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

The Language Academy of Sacramento, in conjunction with other parent and school advisory councils, annually convenes the English Learners Advisory Committee (ELAC). The ELAC serves as the advisory body on the development of English Learners' curriculum, progress, training of teachers and attendance policies. The school works with the parents of English Learners and English speaking students to develop and adopt policies and strategies.

Language Academy of Sacramento Integrated Single Plan for Student Achievement and the LCAP

The Single Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds (Title I, II, IV, etc.) provided through the Consolidated Application (ConApp) will be used to accomplish the schools academic goals outlined in the plan. LAS LCAP incorporates annual action plans aligned with federal funding expenses.

Parking Areas

Parents, volunteers and visitors are asked to follow the LAS staff guidance in parking lot procedures and park only in the front parking area. **The side parking lot is reserved for STAFF ONLY. Parents are NOT allowed to drop off students in this area.**

There is one main entrance to the parking lot in the center area. All cars should enter through that entrance and find a parking space or enter the coned drop-off zone. **In the drop-off zone, parents must pull forward to the front of the lane and drop off students that are ready to exit the vehicle. If a student is not prepared at that moment, parent/guardians must exit and re-enter the parking lot until the student is prepared to exit the vehicle.** Students must use the crosswalk area and cross the zone accompanied by a LAS staff member. LAS has partnered with Sacramento City parking enforcement that regularly patrols the LAS parking lot and will give parking tickets to any vehicle violating the California Vehicle Code.

Personal Property

Students are to keep valuable, sentimental, and expensive items at home unless specifically approved by parent or guardian to be at school. Dangerous or illegal articles are strictly prohibited on campus. iPods, cell phones and electronic items may not be used during school hours. All toys and personal items, including playground equipment such as basketballs, footballs, soccer balls, etc., should be left at home. These items will be confiscated from students and returned only to the parent/guardian. The school is not responsible for loss or damage to any of these articles, including iPods, cellphones, and/or electronic devices that students may store in their backpacks during the school day. If a child is uncertain whether or not an item may be brought to school, s/he should check with the school office. The list below includes, but is not limited to, items that may **not** be brought to school.

The following are examples of items that are **not allowed** at the School:

| | | | | |
|--------------------------------------|------------------------|---|---|-------------------------------|
| weapons/replicas | pocket knives | drugs (including medical marijuana) | drug paraphernalia | Vape pens, e-pens, cigarettes |
| aerosol cans | iPads/tablets | electronic games | cameras | matches/lighters |
| chile, hot spices or cinnamon powder | Sodas or energy drinks | gum | toy guns, including water and Nerf guns | skateboards |
| roller skates/blades, skate shoes | kendamas/yo-yos | trading cards | personal toys | water/air balloons |
| fireworks | walkie talkies | personal sports equipment (balls, etc.) | | |

Progress Reports

Every student will receive a progress report during the year; students in grade Transitional Kinder-5th will receive three per year and students in grades 6-8th will receive four per year. This is another way in which our school maintains communication with our parents/guardians. The report will inform you if your child is working at or below grade level. If the progress report indicates that your child **is not** meeting standards, a conference with the teacher is recommended.

Progressive Discipline

The LAS staff is responsible for providing students with reasonable, logical and related consequences to ensure a positive classroom climate. Every teacher will discuss classroom procedures (Student Behavior Management Process/Flowchart) during Back to School Night or at another meeting taking place at the beginning of the school year. Student Reflection Sheets and/or Referrals may be used to communicate and document minor and major incidents and consequences. Reflection Sheets and/or Referrals (verbal or written) will be shared between the student, parent, teacher, and administration for repeated or major offenses. To ensure parent communication, students are required to report Reflection sheets and Referrals to parents. Parents must sign and return the document to school the following day. The following list of behavior consequences is meant to serve as a guideline.

1. Verbal Warning
Students will receive a verbal warning or participate in a community circle conference when they display inappropriate behavior.
2. Time-Out in the Classroom/Think Spot
Students will receive time-out in a designated area in the classroom when they are demonstrating disruptive or off-task behavior.
3. Time-Out in Buddy Classroom and Follow up Agreement
Students will spend time-out in another classroom when a verbal warning or classroom time out has not changed the misbehavior. They will complete a Behavior Reflection Sheet and confer with a staff member to problem solve through their challenge and repair harm.
4. Loss of Recess or Other Preferred Activity
Time-out during recess or another preferred activity is another possible consequence for students who require additional practice time to ensure they follow playground and/or classroom rules. This additional practice may take place with the classroom teacher or with support staff in the office. A phone call and/or referral may be issued and sent home for parents to sign when a student has lost recess more than three consecutive times.
5. After School Detention
Students may be asked to stay after school for failure to follow school rules or classroom expectations. Teachers may assign a 15-minute detention after school without parent notification. In the event that the detention time exceeds 15 minutes, parents will be notified by phone.
6. In-House Suspension
Students who commit more serious or frequent infractions may be assigned to another classroom for the day. Parents will be notified of the in-house suspension. When students are assigned In-House Suspension, they may attend a different lunchtime or recess time. Students assigned to In-House Suspension are expected to sit and work quietly in the designated classroom. Parents must sign and return a referral the following day.

7. Suspensions/Expulsions

Suspensions are consequences for serious or persistent behaviors. At the time of the suspension, the school administration will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914), the parent is then obligated to meet with school staff without delay. A conference by phone or in person will be held to clarify the reason for the disciplinary action and to verify the events or evidence. Parents must keep their child at home for the duration of the suspension. Teachers are not required to supply schoolwork for suspended students.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion. If the student is recommended for expulsion, the matter will be referred to the LAS Board, and the Board will hold a closed hearing to avoid violating the student's right to privacy (Education Code 49073-49079).

Note: Consideration must be given to the severity of the behavior. It may be necessary to assign suspension for a first offense.

Education Code 48900 Subsections – Grounds for Suspension or Expulsion. **During the period of suspension the student is not to be on school campus or attend any day or evening school-related activities or may be subject to arrest (PC 626.2).**

The following are offenses with grounds for suspension with the possibility of school transfer or expulsion from the School.

a.1 Fighting - Caused, attempted to cause, or threatened to cause physical injury to another person.

a.2 Battery - Willfully used force or violence upon the person of another, except in self-defense.

b. Possession of Weapon - Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c. Alcohol/Intoxicant/Controlled Substance - Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d. Look-Alike Controlled Substance - Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e. Robbery/Extortion - Committed or attempted to commit robbery or extortion.

f. Damage to School/Private Property - Caused or attempted to cause damage to school property or private property.

g. Stealing School/Private Property - Stolen or attempted to steal school property or private property.

h. Tobacco - Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i. Obscenity or Habitual Profanity - Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawful Drug Paraphernalia - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

l. Received Stolen Property - Knowingly received stolen school property or private property.

m. Imitation Firearm - Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Sexual Assault/Battery - Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o. Harassed Witness - Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p. Unlawful Traffic/Possession of Drug "Soma" - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Hazing - Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r. Bullying - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

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

Section 48900.2: Sexual Harassment – (Grades 4-12) Committed sexual harassment as defined in Section 212.5.

Section 48900.3: Attempted, Threatened, Caused Hate Violence - (Grades 4-12) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.

Section 48900.4: Created Intimidating or Hostile Environment – (Grades 4-12) Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Section 48900.7: Made a Terrorist Threat – (Grades K-12) Made terrorist threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Language Academy of Sacramento Student Behavior Management Process/Flowchart

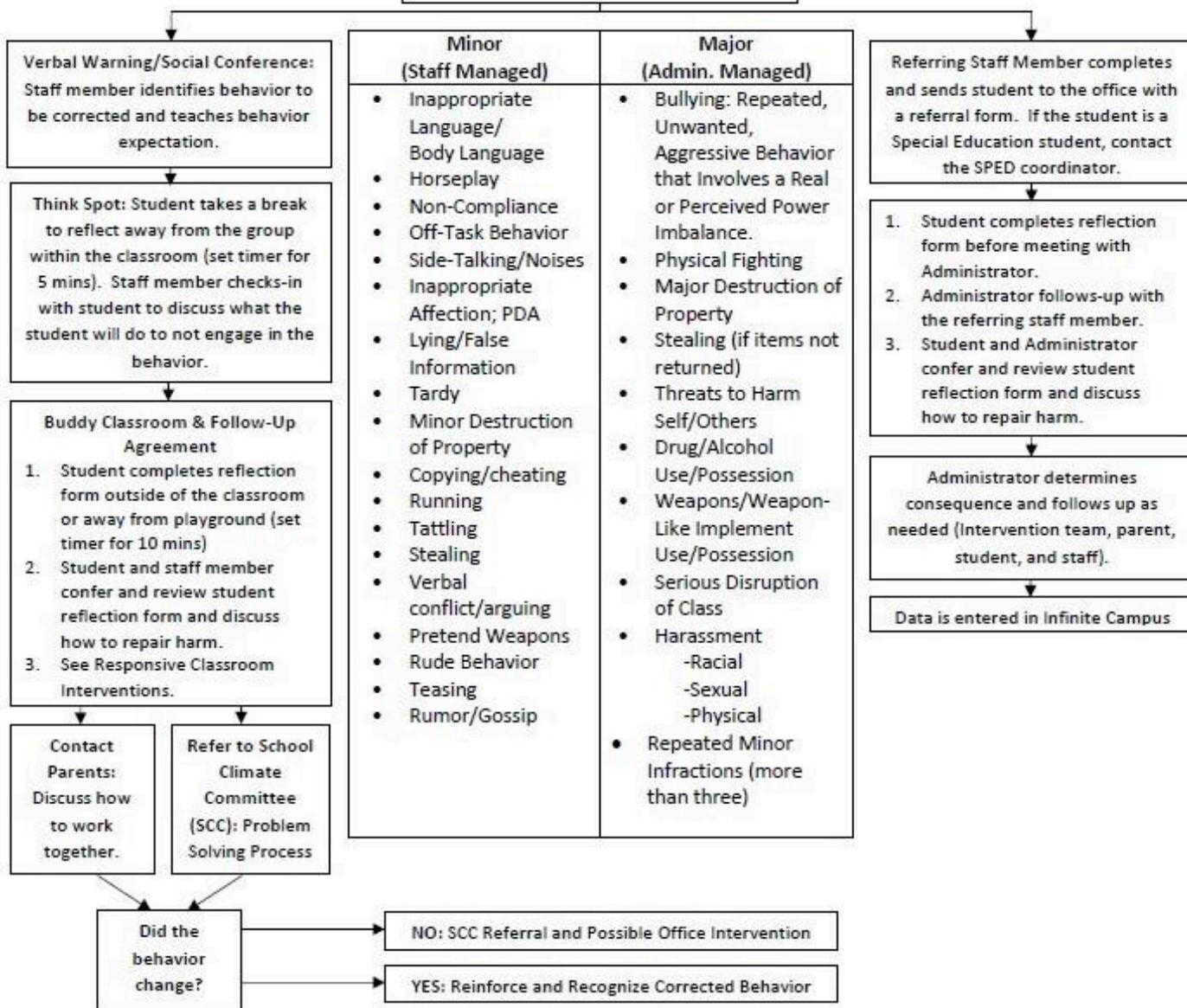


Creating a Culture: Classroom Environment (Adult Strategies)

- Build Relationships with Students
- Teach Behavioral Expectations
- Reinforce Positive Behaviors (5:1 Ratio)
- Problem Solve with Student(s)
- Elicit Parent/Guardian/Family Support

Show Respect
Make Good Decisions
Solve Problems

Observe and Identify Problem Behavior
Determine if the behavior is minor or major.



Promotion/Retention Policy

Students' progress is determined from grade to grade by meeting the state's standards for promotion. If a student is at risk of retention due to academic achievement, the parent or guardian will be notified early in the school year and school staff will meet with the parent to develop and implement an academic intervention plan to help the student meet the standards for promotion. It is the school's intent to identify struggling students early in the school year so that interventions can be provided. Intervention opportunities will be provided for students who are at risk of retention. The school has a clear process and schedule for informing parents about their child's progress toward meeting promotion criteria. The intervention process includes written notices and multiple meetings between the parents and teacher(s). It is the school's intent to work collaboratively with parents/guardians to help a student gain the skills needed for promotion to the next grade level. Ultimately, state law (Education Code 48070.5) identifies that school professionals have the authority to retain a child except in some cases in Kindergarten.

Promotion/Retention- Middle School (8th grade)

Grade 8 students are allowed to participate in end of the year activities (i.e., end-of-year field trips and celebrations) if they meet the following criteria:

- Grade Point Average (GPA) – Achieve a minimum grade point average of 2.00 on the final Progress Report and/or final Report Card
- Letter Grade of “F” - Receive no more than one F on the final report card
- Suspension/Expulsion – Do not exceed two (including in-house suspensions) during the school year

Grade 8 Promotion Recognition

- Valedictorian: Student with the highest cumulative Grade Point Average (GPA) in eighth grade (based on semester 1 & 2 report card)
- Jaguar Students: Students with all-around “Jaguar” spirit in eighth grade. (e.g., community service, leadership roles, sports involvement, volunteerism)
- Promotion Academic Cords:
 - Gold Cord: Students with a 4.00 GPA in 8th grade (Semester 1 and 2)
 - Silver Cord: Students with a 3.67 GPA in 8th grade (Semester 1 and 2)

Report Cards

The primary purpose of grades and report cards is to clearly communicate a student's areas of strength and areas needing improvement based on the grade level standards. To provide students and parents with specific information on student achievement, students receive California Common Core standards-based report cards at the end of each trimester in grades TK-5, and at the end of each semester in grades 6-8. The goal is for students to meet or exceed each grade level standard by the end of the school year. Report cards represent only one facet of the communication process and may be used as a starting point for discussion at conferences.

Explanation of Grades and Correlation to Percentages (Transitional Kinder – 8th)

| Proficiency Level (Grade Level Standards) | Percentage Range (all) | Letter Grade (6 th – 8 th) |
|---|------------------------|---|
| Exceeds | 90 – 100% + | A |
| Meets | 80 – 89% | B |
| Adequate Progress | 70 – 79% | C |
| Below | 60 – 69% | D |
| Far Below | 59% and below | F |

| Proficiency Level (Grade Level Standards) | Percentage Range (all) | Grade (TK – 5 th) |
|---|------------------------|-------------------------------|
| Exceeds | 90 – 100% + | 4 |
| Consistently Meets | 80 – 89% | 3 |
| Approaching | 60 – 79% | 2 |
| Minimal Progress | 1 – 59% | 1 |

Definition of Proficiency Levels/Marks/Grades

The following definitions should guide mark and grade reporting in grades TK-8. Emphasis should be placed on the **body of evidence** that should be gathered before each reporting period to substantiate the mark/grade assigned. **Note: All marks/grades can be assigned at any time of the year as long as the body of evidence supports the decision.**

Exceeds Grade Level Standards/4/A: The student exceeds standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of grade level concepts.

Meets Grade Level Standards/3/B: The student consistently meets standards as demonstrated by a body of evidence that shows independent understanding and application of grade-level concepts.

Adequate Progress toward Grade Level Standards/2/C: The student is approaching the standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.

Below Grade Level Standards/1/D: The student rarely meets standards as demonstrated by a body of evidence that shows minimal understanding and application of grade-level concepts.

Far Below Grade Level Standards/1/F: The student does not meet standards as demonstrated by a body of evidence that shows no understanding or application of grade-level concepts.

Transitional Kinder through 5th Grade Dates for Issuing Progress and Report Cards

| Trimester | No. of Days | Progress Reports Sent by | Report Cards Issued by | |
|-----------|-----------------|--------------------------|--------------------------|---------------------------|
| 1 | Aug 26 - Nov 14 | 56 | Friday, October 17, 2025 | Friday, November 21, 2025 |
| 2 | Nov 17 - Mar 6 | 57 | Friday, January 30, 2026 | Friday, March 13, 2026 |
| 3 | Mar 9 - Jun 11 | 62 | Friday, May 8, 2026 | Thursday, June 11, 2026 |

6th-8th Grade Dates for Issuing Progress and Report Cards

| Semester | No. of Days | 1 st Progress Reports Sent by | 2 nd Progress Reports Sent by | Report Cards Issued by | |
|----------|-----------------|--|--|--------------------------|--------------------------|
| 1 | Aug 26 - Jan 23 | 84 | Friday, October 17, 2025 | Friday, December 5, 2025 | Friday, January 30, 2026 |
| 2 | Jan 26 - Jun 11 | 91 | Friday, March 6, 2026 | Friday, May 8, 2026 | Thursday, June 11, 2026 |

Safe Haven Resolution

The Language Academy of Sacramento (LAS) is committed to the success of all students and this resolution reaffirms our focus on promoting and elevating tolerance, inclusiveness, equity, unity and diversity by resolving to work in collaboration with local and state agencies and community supporters to ensure that our students and families are offered a protected space at school. The resolution also establishes protocol regarding immigration enforcement presence on the school campus, any related activities, and access to student files.

The following is an excerpt from the resolution: “the LAS Governing Board (“Board”) is committed to the success of all students irrespective of their national origin, ethnicity, religion, sexual orientation, ability, gender, socio-economic status or beliefs.”

For a copy of the Safe Haven Resolution, please contact the main office.

Safety

The safety of our students is our top priority. We have many procedures in place to keep students safe while they are at school. If you do not accompany your children to school, a few precautionary steps can help to increase your children’s safety while traveling to and from school grounds:

- Have your children walk to school with a friend or other parent.

- Design a school route with your children so you will know where they should be in case they are late getting home.
- Instruct your children not to talk to or accept a ride from strangers.
- Allow your child to accept a ride only from family or friends with whom your child is familiar and whom you trust and whom you've made prior arrangements with.
- Your child's route should include a "Safe House" (an approved business or friend's house) your children can go to in case of an emergency.
- Make certain that you ALWAYS know the location of your child/ren.

School-Wide Behavior Plan/School Rules & Expectations

1. Be respectful

- Treat others the way you want to be treated-with respect.
- Be kind and polite to other students, adults, and teachers.
- Show care toward others.
- Be considerate of students' right to learn.

2. Be responsible/Make good choices

- Take responsibility for your own behavior.
- Arrive and leave school on time.
- Be prepared to learn.
- Wear your school uniform.
- Show care for all property.
- Follow directions.

3. Resolve Problems.

- Follow playground rules.
- Do your personal best.
- Be a good listener.
- Stay on task.
- Use your time wisely

Sexual Harassment Policy

Sexual harassment of or by any student or staff member at the Language Academy of Sacramento will not be tolerated. The LAS Governing Board considers sexual harassment to be a major offense that may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction. Sexual harassment could include, but is not limited to: sexual flirtations; touching, advances, or propositions; verbal abuse of a sexual nature; graphic or suggestive comments about dress or body; sexually degrading words; and/or the display of sexually suggestive or offensive pictures. All complaints will be investigated promptly, objectively, and as confidentially as possible. Staff will clearly communicate to students that sexual harassment is prohibited and advise students to report any sexual harassment that they experience or observe. This policy is available in the school office.

Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, LAS has developed the Social Media policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when you: (1) make a post to a social media platform that is related to LAS; (2) engage in social media activities during school hours; (3) use school equipment or resources while engaging in social media activities; (4) use your LAS email address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites. The policy in its entirety will be distributed to families separate from the handbook.

Sports Policy

The Language Academy of Sacramento (LAS) believes that academic study is enriched by athletic participation. Athletic activities do not take precedence over academics, but rather supplement academic study. Therefore, middle school athletic activities must not conflict with or jeopardize the academic program of the charter school and/or the student.

It is the expectation that each student wishing to participate in interscholastic sports complete the following academic requirement:

1. Students must have an overall minimum 2.0 Grade Point Average (noted as Current GPA)
2. Students must have no F's on either Progress Reports or Report Cards
3. Students must have no suspensions recorded within the semester that the sport is taking place.

The complete LAS Sports Eligibility Policy can be found at www.lasac.info

State Testing

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents and guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

CAASPP

Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math

- **Who takes these tests?** Students in grades 3–8 and grade 11 take these tests.
- **What is the test format?** The Smarter Balanced assessments are computer-based.
- **Which standards are tested?** The California Common Core State Standards.

California Alternate Assessments (CAAs) for ELA and Math

- **Who takes these tests?** Students whose individualized education program (IEP) identifies the use of alternate assessments take the CAAs for ELA and Math in grades 3–8 and grade 11.
- **What is the test format?** The CAAs for ELA and Math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.
- **Which standards are tested?** Alternate achievement standards called the Core Content Connectors derived from the California Common Core State Standards.

California Science Test (CAST)

- **Who takes the test?** Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
- **What is the test format?** The CAST is computer-based.
- **Which standards are tested?** The California Next Generation Science Standards (CA NGSS).

California Alternate Assessment (CAA) for Science

- **Who takes the test?** Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
- **What is the test format?** The CAA for Science is a computer-based series of four embedded performance tasks. The test is administered one-on-one by a test examiner who is familiar with the student shortly after the science content is taught.
- **Which standards are tested?** Alternate achievement standards called the Core Content Connectors derived from the California Next Generation Science Standards (CA NGSS)

California Spanish Assessment (CSA)

- **Who takes the test?** The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.
- **What is the test format?** The CSA is computer-based.
- **Which standards are tested?** The California Common Core State Standards en Español.

ELPAC

Initial ELPAC

- **Who takes the test?** Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English.
- **What is the test format?** The Initial ELPAC is computer-based.
- **Which standards are tested?** The 2012 California English Language Development Standards.

Summative ELPAC

- **Who takes the test?** Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
- **What is the test format?** The Summative ELPAC is computer-based.
- **Which standards are tested?** The 2012 California English Language Development Standards.

Initial Alternate ELPAC

- **Who takes the test?** Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English.
- **What is the test format?** The Initial Alternate ELPAC is computer-based.
- **Which standards are tested?** Alternate English Language Development (ELD) Connectors derived from the 2012 California English Language Development Standards.

Summative Alternate ELPAC

- **Who takes the test?** Students whose IEP identifies the use of an alternate assessment and who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
- **What is the test format?** The Summative Alternate ELPAC is computer-based.
- **Which standards are tested?** Alternate ELD Connectors derived from the 2012 California English Language Development Standards.

Physical Fitness Test

- **Who takes the test?** Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.
- **What is the test format?** The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
- **What is Reported?** Student participation (by component, by grade level) shall be reported in the local educational agency's Student Accountability Report Card.

Student Council

The Student Council promotes initiative and leadership among its members. The Student Council includes four executive officers (President, Vice-President, Treasurer and Secretary) that are elected from fifth, sixth, seventh & eighth grade classrooms at the end of each school year. Student Council members are to be exemplary members of the student body and must abide by all Student Council member expectations, including their student grade point average. All Executive Officers and Classroom Representatives must meet the following criteria to maintain active membership on LAS Student Council: a) Consistent school attendance -No more than ten absences per school year; b) Grade Point Average of 2.5 (5-8) or a report card average of 3.0 (3-4); and c) Excellent behavior record -No suspensions, expulsions or serious offenses. In addition, the entire Council includes representatives for each classroom from third through eighth grades. It is the duty of the representatives to bring to the council's attention items of business from their classmates and to report the actions of the council. Students are encouraged to become involved in the Student Council. Specific responsibilities include but are not limited to:

- Develop and maintain the budget for the student body.
- Coordinate student body fund-raising activities.
- Sponsor student activities.
- Sponsor and coordinate annual projects for school improvement.

- Sponsor positive incentive award programs that recognize and promote achievement, attendance, and excellent behavior.
- Provide responsible leadership that promotes our school as an academic facility where students' primary responsibility is learning.
- Organize and coordinate community service projects.

Student Exposition

The Student Exposition is held annually in the spring, and it is an opportunity for students to exhibit their projects, schoolwork, and classroom accomplishments. Every parent is invited and encouraged to attend. Students assist in facilitating the classroom tour.

Student Insurance

The school does not provide student insurance.

Student Records

The school keeps cumulative records for each pupil, as required by law, and any additional records that would be helpful in providing maximum educational opportunities for pupils. These records are available for parents/guardians to review. If you wish to review your child's cumulative record, please call the school office to set up an appointment with School Leadership.

Telephone Communication

Our automated communication system allows school personnel to send phone messages, text messages, and e-mails out to all families almost instantaneously. These automated messages assist our families by providing pertinent communications such as student absences and program cancellations. All parents/guardians must ensure that their contact information is up-to-date in the school office in order to receive messages.

Telephone Use

When a student is not able to use their classroom telephone, the student may use the office phone for emergency use only. The office staff will make all necessary calls home when a child is ill. All after school arrangements should be made prior to arriving at school.

Textbooks

- All textbooks are loaned to students free of charge.
- Students are responsible for lost or damaged books and will be expected to pay for them if lost or damaged.
- Report cards will be held until books have been returned to the school or the fee to replace the book has been paid in full.

Tobacco and Drug Free Zone

The LAS Governing Board believes that the use of alcohol, tobacco or other drugs, including medical marijuana, adversely affects a student's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, all schools and district facilities are tobacco, alcohol and drug free sites. The use of any tobacco, alcohol or drug products, including medical marijuana, is prohibited within school property, facility, or vehicle. This prohibition also applies to all individuals attending events on campus or representing the school at school-sponsored activities that are held at locations other than LAS property.

Website

Our school website is www.lasac.info and is regularly maintained with updated information regarding school events, news, Governing Board information, forms and volunteer opportunities.

Community Services

Community Emergency Numbers

| | |
|---------------------------------|---|
| Poison Control | 1-800-876-4766 |
| Animal Control | (916) 264-7387 |
| City Police Emergency | Contact by cell: 911 or (916) 264-5151 |
| City Police Non-Emergency | (916) 264-5471 |
| County Sheriff Emergency | 911 or (916) 874-5111 |
| County Sheriff Non-Emergency | (916) 874-5115 |

Language Academy of Sacramento
Family and Student Compact
Board approved 6/2025

Student Statement

As a Language Academy Student, I realize the importance of doing my personal best every day. I know I am responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be in class by 8 A.M. each day.
- Support the School-Wide Behavior Plan as stated in this Handbook.
- Return completed class work and homework on time.
- Be a cooperative learner.
- Ask for help when needed.
- Respect school property
- Respect LAS Students and Staff

I have read, understand, and agree to follow the policies and procedures from this Student/Family Handbook.

Family Statement

I understand that my participation in my child's education will help their achievement and attitude.

Therefore, I will carry out the following responsibilities to the best of my ability:

- Ensure that my child arrives to school by 8 A.M. every morning.
- Encourage and set aside a quiet area for my child to complete all their homework and class work.
- Review all school communication sent home. This includes electronic communications such as Remind, email and text.
- Attend Back to School, Family Teacher Conferences, Student Exhibitions, and other school events.
- Support the School-Wide Behavior Plan/Rules and Expectations
- Review the student statement with my student

I have read, understand and agree to support the Social Media Policy.

I have read, understand and agree to support the policy and procedures in the LAS Student/Family Handbook.

Staff Statement

We understand the importance of a quality education for all students. We agree to carry out the following responsibilities to the best of our abilities:

- Teach grade level skills and concepts.
- Strive to address the individual needs of each student.
- Communicate regularly with families regarding each child's progress.
- Provide a safe, positive and healthy environment.
- Communicate homework and class work expectations to all students.

I have read and agree with the conditions in this Family and Student Handbook.

Language Academy of Sacramento

Student and Parent Social Media and Network Policy

Scope

In light of the explosive growth and popularity of social media technology in today's society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media and internet use by students on school owned equipment, networks, and/or social media sites. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during school hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School email address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the school; or (6) interact with other school students or school employees on the internet and/or on social media sites.

For the purposes of this policy, the phrases

“Social media” refers to the use of a website or other electronic application to connect with other people, including; but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, Instagram, and SnapChat, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums.

“Network” refers to two or more computer systems linked to allow communication. The School’s network connects staff and students to provide data communications, such as e-mail, file sharing, and internet access.

“Internet” refers to a global computer network.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School Policies on confidentiality, use of School equipment, harassment, and bullying.

You are required to comply with all School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in the Student/Family handbook.

Standards of Conduct

Students and parents are required to comply with the following rules and guidelines when participating in the use of school owned equipment, network resources and/or social media activities that are governed by this policy:

- Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, bullying or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations.
- Identify all copyrighted or borrowed material with proper citations and/or links.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, its parents or its students on school social media. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- Students may not engage in social media activities during school hours unless it is part of a classroom activity or assignment and authorized by a teacher or school administration.
- Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- When posting about fellow students, parents, or other people who work on behalf of the School, avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, intimidating, harassment and/or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it immediately. Never post any information or rumors that you know to be false about the school employees, fellow students, parents, vendors, customers, suppliers, and people working on behalf of the School or its competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School (unless authorized to do so). If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your

views do not represent those of the School employees, fellow students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the School."

- You may not engage in advertisement, solicitations, commercial ventures, or political lobbying.

School Administration reserves the right to monitor school related social media accounts, internet/intranet, e-mail, and networked application usage. No student or parent should have any expectation of privacy when using school owned equipment, network resources and/or participating in social media activities. School Administration reserves the right to inspect any and all files on School computers or School servers connected to School networks and to take custody and possession of those files and computers.

Creating and Using School Social Media

Students and parents are only permitted to communicate and connect with school employees regarding School-related matters on social media that has been set-up and/or operated by the School. All other communications with school employees regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including suspension.

Students and parents are strictly prohibited from creating social media pages that use the school name, logo and/or any other copyright material without prior written consent for the Language Academy of Sacramento.

The School Administration and/or designee, are responsible for approving requests for School social media, monitoring School social media for inappropriate content, and maintaining the social media account information (including, but not limited to, username and password). School Administration has final approval over all content and reserves the right to remove inappropriate or irrelevant post/comments/messages from its social media pages or close the social media accounts, with or without notice. Any inappropriate communications shall result in disciplinary action up to and including suspension or permanent removal of access from the page.

Electronic Email

Users of school electronic mail systems should not consider electronic communication to be either private or secure; such communications are subject to review by authorized School personnel and may be subject to review by the public under the Public Records Act. Messages relating to or in support of illegal activities must be reported to appropriate authorities. Other conditions for use include, but are not limited to:

- Individuals are to identify themselves accurately and honestly in e-mail communications.
- E-mail account names and/or addresses may not be altered to impersonate another individual or to create a false identity.
- The School retains the copyright to any material deemed to be School data.

Access

Students and parents are reminded that the School's various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, email accounts, video conference, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, iPads, tablets, and other similar devices, are the property of the School. All communications and information transmitted by, received from, or stored in these systems are considered School records and are property of the school.

As a result, the School may monitor its student's and parent's use of these electronic communication systems, including social media activities. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, students and parents do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Security

Security on any computer system is a high priority, especially in a system with many users. If any user identifies a security problem with School systems, he/she must notify an administrator either in person or in writing, or via the network. Users should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied network access. Violations include, but are not limited to:

- Illicitly gaining entry, or "hacking" into a computer system or obtaining account passwords.
- Intentionally creating or distributing a computer virus.

- Using School systems or equipment to knowingly disable or overload any computer system or network or to circumvent the security of a computer system.
- Knowingly bypassing a School “firewall” used for blocking inappropriate internet sites and for security screening.

Discipline

Students who are in violation of this Social Media Policy may result in disciplinary action, up to and including immediate suspension.

Parents who are in violation of this Social Media Policy may be prohibited from using school equipment or permanently removed from the School’s social media network.

Retaliation Is Prohibited

The School prohibits retaliation against any student, school employee and/or parent for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any student or parent who retaliates against another student, parent and/or employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including suspension and/or criminal charges.

Questions

In the event you have any questions about a particular social media activity that may involve or implicate the School, or that may violate this policy, please contact School Administration.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each student and parent is responsible for using good judgment and seeking clarification or authorization prior to engaging in social media activities that may implicate this policy.

I understand the conditions for accessing the Internet.

Student Signature: _____ **Date:** _____

Parent or Guardian: *(Parents/guardians of Pre-K-8 student users must also read and sign this agreement.) As the parent or guardian of this student, I have read the Social Media Policy. I understand that this access is designed for educational purposes. The Language Academy of Sacramento has taken precautions to eliminate controversial materials, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give permission for my child to access the Internet.*

Parent/Guardian Signature: _____ **Date:** _____

Sponsoring Teacher: *(Must be signed if the applicant is a Pre-K-8 student) I have read the Social Media Policy and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student’s use of the network. As the sponsoring teacher I have instructed the student on acceptable use of the network and proper network etiquette).*

Teacher Signature: _____ **Date:** _____

Language Academy of Sacramento Anti- Bullying Policy

The Language Academy of Sacramento recognizes the importance of a safe school environment to the educational process. The board has determined that a safe and civil environment in school is necessary for students to learn and to achieve high academic standards. Bullying, like other disruptive or violent behaviors that hinder both a student's ability to learn and a school's ability to educate its students in a safe environment, is prohibited at Language Academy of Sacramento. Because students learn by example, all students and adults are expected to demonstrate appropriate behavior, treat others with civility and respect and refuse to tolerate bullying in a school environment.

Definition: What Is Bullying?

Bullying is defined as *persistent, intentionally* hurtful behavior towards another person.

Further, bullying is defined as *the repeated use* by one or more students of a written, verbal, or electronic expression or a physical act or gesture directed at an individual that:

- Emotionally or physically harms a student or damages the student's property
- Causes a student to be in reasonable fear that he or she will be harmed
- Creates a hostile environment for the student at the school
- Infringes on the rights of a student at the school
- Has the effect of substantially disrupting the orderly operation of the daily classroom instruction or school environment

Types of Bullying:

Types of bullying include the following behaviors when repeated or persistent:

Emotional bullying: excluding or persistently ignoring, tormenting, threatening through gesture, ridiculing or humiliating others, inciting others to bully

Physical bullying: pushing, kicking, pinching, hitting, scratching, punching, biting, pulling; interfering with someone else's property or possessions

Racist bullying (race; color; religion; ancestry; national origin): racial taunts, jokes and gestures, graffiti and racist insignia/badges, circulating racist literature, or 'picking-on' behavior of all kinds

Sexual/Gender bullying (gender; sexual orientation; gender identity and expression): unwanted physical contact, sexually abusive comments, stalking, homophobic victimization

Socioeconomic Bullying: (social status; economic status, parent occupation, education level, health or nutrition level): Socioeconomic taunts, jokes, graffiti, or 'picking-on' behavior of all kinds

Verbal bullying: persistent name-calling, systematic unwanted teasing or taunting, intimidation or threatening behavior

Cyber bullying: All areas of internet, including but not limited to, email, internet chat room misuse, mobile threats by phone calls and text messaging, misuse of associated technology, i.e. camera, webcams, and video facilities

Indirect bullying: spreading nasty stories or malicious rumors about someone, excluding someone from social groups, sending malicious emails or text messages on mobile phones

Harassment or bullying is any gesture or written, verbal, graphic, physical or electronic act (i.e. including, but not limited to, internet, cell or smartphone, or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race; color; religion; ancestry; national origin; socioeconomic status; academic status; mental, physical, development or sensory disability or impairment; creed; political belief; age; linguistic or language differences; height; weight; marital status; parental status; or by any other distinguishing characteristic; or because of an association with a person who has or is perceived to have one or more of these characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, in a school vehicle, or by students, family members or staff.

Students must conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Language Academy of Sacramento believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.

Because bystander support of bullying can bolster these behaviors, the school prohibits both active and passive support for acts of bullying. The staff should encourage all students to refuse to engage in these acts and to report them immediately to a school staff member.

Consequences and appropriate remedial actions for a student or staff member who commits persistent acts of bullying may range from positive behavioral interventions up to and including in-school or out-of-school suspension from the school and/or expulsion or other disciplinary removal from the school, in the case of a student, and/or suspension or termination in the case of an employee, as set forth in the school's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of bullying will be unique to the individual incident and will 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, and must be consistent with the school's approved code of student conduct. Remedial measures will be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Depending upon the incident, expulsion may be recommended to the board.

The Board requires the Executive Director at the school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Executive Director. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report without further investigation.

The Board also requires the Executive Director to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Executive Director must conduct a prompt, thorough, and complete investigation of each alleged incident. An investigation is to be conducted within three school days after a report or complaint is made known to the Executive Director.

The Board prohibits reprisal or retaliation against any person who reports an act of bullying. After consideration of the nature, severity, and circumstances of the act, the administrator will determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation.

At the same time, the Board prohibits any person from falsely accusing another of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another of bullying might range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another of bullying include disciplinary action in accordance with school policies, procedures, and agreements.

The Board requires that school officials annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of bullying that occur on school property, at school-sponsored functions, or in a school vehicle and to develop procedures for investigating and addressing any alleged violations of this policy.

Additionally, the Board requires school officials to ensure that this policy and procedures for reporting bullying incidents are reviewed with the students within 90 days after the policy is adopted and at least once each school year after that. The school administration is required to develop procedures necessary to implement this policy, and to develop appropriate prevention, intervention and education strategies related to bullying.

Under the Children's Internet Protection Act, the Board directs the school administration to protect children from harmful online content. Therefore, the school is required to teach acceptable use and online safety to students. The school's curriculum

will include instruction for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

The Language Academy of Sacramento will comply with all applicable and related federal and state laws.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:
221.5 Prohibited sex discrimination
221.7 School-sponsored athletic programs; prohibited sex discrimination
32211 Threatened disruption or interference with classes
35160 Authority of governing boards
35160.1 Broad authority of school districts
35181 Governing board policy on responsibilities of students
35291 - 35291.5 Rules
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
44807 Duty concerning conduct of students
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
48900 Grounds for suspension or expulsion
48900(r) Grounds for suspension or expulsion: bullying
48907 Student exercise of free expression
51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property
311 Child Pornography
403-420 Crimes against the public peace, especially:
415 Fighting; noise; offensive words

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

300 - 307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

Language Academy of Sacramento Daily Attendance Agreement

Every minute of a child's time at school is important. Children who are absent for even one day, or who arrive later than their classmates, miss valuable instruction time and can easily fall behind in school. They also miss important socialization time and fun with their peers.

When a student is absent from school, it results in a loss of funding for our school. The State of California does not reimburse school Offices for days students are absent.

Satisfactory school progress is dependent upon regular attendance. Parents are requested to plan vacation trips and absences for personal reasons to correspond with school holidays so that the education process is not disrupted.

If a student does not attend his/her assigned class or activity and has not obtained teacher approval to be elsewhere, then the absence shall be presumed unexcused. Students will receive consequences for unexcused absences, which may include parent conference or referral to the student attendance review team.

ABSENCES

Reasons for Absence

The California Education Code defines the following types of absences:

Excused Absence: Acceptable reasons verified by a parental note, phone call, or email include illness, medical appointments, funerals, religious holidays, and court appearances. Repeated absences for health reasons will require a doctor's note.

Unexcused Absence: Absences for any reason not delineated above—including truancy, vacations, and family emergencies—are considered unexcused absences.

The Office does not support the practice of taking family trips or vacations on school days. Absences due to family trips are considered unexcused.

Reporting an Absence

If your child will be absent, please call, email, or complete the absence report form on our website with the following information **WITHIN 5 SCHOOL DAYS** of the absence:

- student's full name (no nicknames)
- date and periods of the absence (full or partial day)
- reason for absence
- your name and relationship to student
- your daytime telephone number

IF YOU LEAVE OUT ANY INFORMATION, YOU RISK THE CLEARANCE NOT BEING PROCESSED.

Phone or email messages may be left 24 hours a day. Please allow two school days for processing. If a call is not made or email sent, your child will need to bring a note to the Office when she or he returns to school.

Clearing an Absence

If your child is marked as not being in class and the office has not received notice of her or his absence, you will receive an automated call and/or email from the school. To clear this absence, please call or email the Office. The following absences may not be cleared with the Office by parents: tardies, teacher or substitute errors, field trips, testing or activities, and athletic absences. If your child has an absence due to a staff error, please have him or her contact the teacher so that the teacher may notify the Office of the error so it can be corrected. Please allow up to two days for absences owing to field trips, athletics, or other school activities to clear. If the absence has not been cleared after that time, please contact the Office.

Returning from an Absence

When a student is absent, it is the student's responsibility to approach the teacher for any assignments or tests missed and receive instructions for making them up.

If a student is absent for more than three days due to illness, please send them to the Office with a doctor's note upon their arrival back to campus (before school, at lunch, or after school only).

TARDIES

If you know your child will be late to school (tardy), send them a note to the Office, and the office will write your child a tardy slip to take to class.

INDEPENDENT STUDY

If a student is going to be out for more than three days but fewer than two weeks, an independent study contract may be assigned for that student at the discretion of the student's teacher. The initial request should be made to the school Office. Please stop by the front office in advance and pick up an Independent Studies Packet. The student will have five days upon returning to turn in all of the completed work for credit. Incomplete work will not be eligible for credit and absences will be deemed unexcused.

TRUANCY

State law requires that a child between the ages of 6 and 18 attend school. Pursuant to Education Code 48260, any student subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the Office's attendance supervisor.

- **Habitual Truant:** A pupil is deemed a habitual truant if s/he is reported as a truant three or more times per school year. However, no pupil shall be deemed a habitual truant unless an appropriate administrator or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil.
- **Student Attendance Review Board (SARB):** Any student deemed a habitual truant shall be referred to a school attendance review board. The purpose of the SARB is to work collaboratively with the students and their families, and explore and utilize suggested interventions that will be successful for the pupil involved. Should SARB determine that its intervention services are insufficient or inappropriate to correct the truancy, or the pupil does not follow SARB's directions, then a referral may be submitted to the Office attorney or county probation office.

Language Academy of Sacramento
Staff/Student Interaction Policy
Board approved 06/24/2024

The Language Academy of Sacramento (LAS) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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

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

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

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a student from fighting with another student;
 - b. Preventing a pupil from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a student;
 - d. Forcing a pupil to give up a weapon or dangerous object;
 - e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for

disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator and/or Human Resources to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

PLEASE NOTE: The following list is not exhaustive and may not describe all possible situations.

- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making or participating in sexually inappropriate comments.
- Listening to or telling sexual jokes or jokes and/or comments with sexual double-entendre.
- Seeking or offering emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling sexually-oriented stories.
- Discussing staff's personal troubles or intimate issues with a student, especially in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Remarks about the physical attributes or physiological development of anyone outside of an academic discussion that is part of a course curriculum.
- Sending electronic communications, such as chats, e-mails, text messages, pictures, social media instant or direct messages or responses, or letters to students if the content is not about school activities.
- Being alone in a room with a student at school and with the door closed, unless otherwise required as part of a state-mandated privileged conversation (such as a school counselor, school psychologist, school nurse, mental health professional).
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues.
- Using profanity with or to a student.
- Being "friends" with a student on any personal or non-School social media website.
- Allowing students in your home without signed parent permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adults.
- Giving students a ride to/from school or school activities without parent permission, or outside of a legally mandated purpose.

Acceptable and Recommended Staff/Student Behaviors

PLEASE NOTE: The following list is not exhaustive and may not describe all possible situations.

- Obtaining parents' written consent (via permission slip) for any after-school activities on or off campus in accordance with the school's policies and procedures.
- Obtaining formal written approval (from school site and parents) to take students off of school property for activities such as field trips, club activities or competitions in accordance with the school's policies and procedures.
- Engaging in communication with students that is professional, pertains to school activities or classes, and is easily accessible to the minor student's parent or legal guardian.

- Keeping the door open when alone with a student.
- Keeping a reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Refer students to the appropriate staff person that is trained to address their particular concerns, especially those related to mental, emotional or social wellbeing.
- Be aware of the legally protected confidentiality rights of students and parents.
- Keeping staff supervisor and student's parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to Boundaries.
- Involving your supervisor if a conflict arises with a student.
- Informing your supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student.
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them.
- Keeping your professional conduct a high priority during all moments of student contact.
- All communication should be related to school sponsored instruction or activities using school approved communication outlets such as Remind, Blackboard, or lasac.info email. All other communication related to LAS sponsored activities is strictly prohibited.
- Asking yourself if any of your actions, which go contrary to these provisions, are worth sacrificing your job and career.