



LEARNING
BY
DESIGN

2023-2024

Parent- Student Handbook

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Greetings LbD Families!

Welcome back to a new and exciting 2023-24 school year! We are excited to have you back in school in person this year!

To ensure a successful school year for us all, we will need to work together as a community. This Family-Student Handbook outlines how to best do that. The Family-Student Handbook describes what families can expect from the school, what the school should expect from families, as well as serves as a guideline for student success and safety while supporting a healthy and optimal school environment.

As a safe, nurturing and engaging learning environment is what we are striving for, please review and discuss this handbook with your children. Their understanding and commitment to contributing to a positive learning environment will only support their own personal growth and leadership development; something we want for our students.

With that said, we are open to any questions you may have and as always we are here to support you as needed.

Now, let's work together to make this school year the best year ever!

Onward and Upward!

In Partnership...

The LbD School Family

COVID-19 SAFETY POLICY

The health and safety of our families and staff remain a priority. Whenever you come to campus, please continue to observe the following health and safety measures:

- Face coverings are now optional. Please use at your discretion.
- Refrain from coming to school campuses if you are experiencing any of the following symptoms (fever, cough, or respiratory problems).
- Continue to use hand sanitizers as needed.

ANTI-BULLYING/CYBERBULLY POLICY

Everyone at *Learning by Design* is committed to making our school a safe and caring place for all students. We will treat each other with respect and will refuse to tolerate bullying in any form.

We define *bullying* as follows: Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Examples of bullying include:

1. Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
2. Stealing or damaging another person's things.
3. Ganging up on someone.
4. Teasing someone in a hurtful way-including "just kidding" remarks or supposed jokes.
5. Using put-downs, such as insulting someone's race or making fun of someone for being a girl or boy.
6. Touching or showing private body parts.
7. Spreading gossip or rumors about someone. (Verbally, written, or on-line as in cyberbullying.)
8. Leaving someone out on purpose or trying to get other kids not to play or be friends with someone.
9. Cyberbullying, which is the use of electronic communication to bully a person.

Staff at *Learning by Design* will do the following to prevent bullying and help students feel safe at school:

1. Closely supervise students in all areas of the school, including the classrooms.
2. Watch for signs of bullying and stop it when it happens.
3. Teach anti-bullying techniques.
4. Respond quickly and sensitively to bullying reports.
5. Take parents' concerns about bullying seriously.
6. Look into all reported bullying incidents.
7. Assign firm, fair, and consistent consequences for bullying based on the school discipline plan.
8. Provide immediate consequences for retaliation against students who report bullying.

Students at *Learning by Design* will do the following things to prevent bullying:

1. Treat each other respectfully.
2. Refuse to bully others.
3. Refuse to let others be bullies
4. Refuse to watch, laugh, or join in when someone is being bullied. Be an advocate

5. Try to include everyone in play, especially those who are often left out.
6. Report bullying to an adult

Consequences:

1. Conference with the teacher.
2. Conference with someone on the administration team.
3. Notification to parents/guardians
4. Meeting with parents/guardian
5. Referral to Connection/ Circle with school designee.
6. Corrective learning lesson (*i.e.*, essay, apology, discipline plan).
7. Service project to school.
8. Detention/suspension/expulsion

ATTENDANCE

Regular attendance is essential to a student's success in school, and it is the parent's legal responsibility to send their child to school daily. When a child is absent, the child can make up an assignment, but they can never get back what's most important: direct instruction, hands-on lessons, and teacher explanations that make the learning come alive. We ask that parents schedule medical appointments after the end of the school day and family trips during school vacations or holidays.

Daily "Bell-to-Bell" attendance is stressed at *Learning by Design Charter School*. All students are expected to arrive at school on time. Late arrival disrupts class and causes loss of instruction time. A student who is 10 minutes late every day will miss 30 hours of instruction during the year. Any child who arrives at *Learning by Design* after 8:00 am. is considered tardy. If a student is picked up before 2:45, that early student pick-up is counted the same way as a tardy on the student's attendance record. Excessive excused absences or tardiness will result in parents being contacted by the designated staff member and or referral to the School Attendance Review Board (SARB).

If your child is absent, you must clear the absence by contacting the school by telephone or by sending a note with the student on their return to school. The school phone number is (323) 903-5712.

Perfect attendance awards will be given each trimester to students who qualify.

The following is a list of excused absences:

1. Verifiable student illness.
2. Student medical or dental appointment.
3. Death in the immediate family (one day for services in California and up to three days for services outside of California).
4. Court appearance.
5. Religious holiday.

BIRTHDAYS

Invitations to home birthday parties may not be distributed at school. Due to confidentiality issues, we cannot provide parents with a list of student names, phone numbers, email addresses, and/or any other personal information.

CAFETERIA POLICY

1. Follow directions the first time they are given.
2. Treat others with respect and dignity.
3. Put all trash into the proper container.
4. Stay seated while you eat your meal.
5. Use your inside voice when talking.

ELECTRONIC DEVICES

Students are **not** allowed to use cell phones, smart watches, and electronic devices at any time during the school day or after school. Cell phones will be confiscated if students use their device during the school day or after school. In case of emergencies, students will be able to use the office phone.

CLASS PARTIES

Parents are encouraged to support our school's nutrition program when selecting snacks that they may donate for class parties and limiting foods or beverages that do not meet nutritional standards to not more than one food or beverage per party. Class parties are held at the teacher's discretion. Please speak with your child's teacher about holiday and birthday celebrations.

CLASSROOM BEHAVIOR EXPECTATIONS

Each teacher has developed classroom behavior expectations, which have been shared with the students and posted in the classroom. This plan includes expectations, logical consequences, positive reinforcement, and a communication plan for parents. These plans are somewhat different depending upon the grade level and individual classroom needs.

CLIMATE

Safety guidelines for extreme weather conditions have been developed by our school and will be followed to keep each student safe from weather-related illnesses. Parents can help by sending their children in weather-appropriate clothing. For example, lightweight and light-colored clothing are recommended for hot days. Students may bring sunscreen for outdoor use. It is **ESSENTIAL** that parents inform us about any health conditions that are affected adversely by heat or outdoor exercise, such as physical education activities.

COMMUNICATION

The school will use various methods to communicate with parents, including, but not limited to printed newsletters, digital messages sent to cellular phones, the school website, and other technology-based tools.

CONFERENCES

Parent-Teacher conferences are scheduled in the fall and spring on a minimum day schedule. You will receive information on these conferences from your child's teacher. It is not necessary to wait for the regular conference time if a parent has a particular concern. Parents are encouraged to reach out to their child's teacher at any point during the school year.

DAILY SCHEDULE



Learning by Design Charter School
Bell Schedule
2023-2024

PRIMARY BELL SCHEDULE					
TRANSITIONAL KINDERGARTEN. KINDERGARTEN, FIRST GRADE, SECOND GRADE					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am - 8:15am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15am - 9:45am Literacy Block	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
9:45am - 10:05am	Snack Recess	Snack Recess	Snack Recess	Snack Recess	Snack Recess
10:05am - 11:05am Math Block	Math	Math	Math	Math	Math
11:05am - 12:05pm	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science
12:05pm - 12:45pm	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:45pm - 3:00pm Rotations Block	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	12:45pm – 1:05pm Study Hall <i>*1:15pm Dismissal</i>	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall

INTERMEDIATE BELL SCHEDULE					
3RD GRADE, FOURTH GRADE, FIFTH GRADE					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am - 8:15am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15am - 10:05am Literacy Block	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
10:05am - 10:25am	Snack Recess	Snack Recess	Snack Recess	Snack Recess	Snack Recess
10:25am - 11:25am Math Block	Math	Math	Math	Math	Math
11:25am - 12:25pm	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science	PBL/Social Studies/ Science
12:25pm - 1:05pm	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
1:05pm - 3:00pm Rotations Block	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab PE/ Garden/Study Hall	<i>*1:15pm Dismissal</i>	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall	Rotations: Arts Enrichment/ Innovation Lab/PE/ Garden/Study Hall

DROP OFF AND PICK UP

All students should be dropped off and picked up at the gates on Arlington Ave. Please allow valet assistants to help your child out of the car on Arlington Blvd if you are driving.

Parents/guardians are encouraged to assist with morning valet. Parents/guardians dropping their students off in vehicles will be directed through the gate located off Arlington Ave. Please follow the directions of staff and parents during this process to keep traffic moving.

Students being walked into school by parents will enter through the gate located on Arlington Ave. Please be mindful of the cars entering and exiting.

After-school pick-up does not have a valet system. Kindly use street parking and enter the school through the Arlington Ave gate.

DRESS CODE

Students shall wear clothing appropriate for promoting an effective educational program that provides for student safety and health and avoids distraction to the educational process. A student who goes to school without meeting minimum guidelines or without proper attention to personal cleanliness or neatness of dress may be sent home to be adequately prepared for school.

Dress Code:

1. Designs, words, symbols, pictures must be appropriate for school (i.e., no profanity or sexual content, explicit or implied).
2. No solicitation of drugs, alcohol, tobacco, gangs or potential safety hazards may be worn.
3. No apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in gangs that advocate drug use, violence, or disruptive behavior.
4. Tops must cover the midriff of the body, even when the arms are raised. The entire upper body, including the back, must also be covered. A "see-through" top is not enough to cover a bare midriff. Undergarments must be covered.
5. Necklines must be high enough to provide appropriate coverage. Staff will conservatively determine "appropriate coverage."
6. Dresses, skirts, pants, and shorts must cover undergarments at all times, including while bending over.
7. Shoes should be closed-toe and must be safe and course-appropriate. Crocs are not permitted for the safety of our students.
8. Hats are not to be worn on school premises. Hoodies are not to be worn inside the classroom and school building.

EMERGENCY INFORMATION

Each student is required to have a completed Emergency Card on file in the school office. This card provides staff with the contact information necessary in the event of illness, accident, or emergency at school. If it becomes necessary for your child to be picked up from school and we cannot reach you, it is critical to have listed at least two people who can be contacted to pick up your child. It is also important to list the names of people who may pick up your child occasionally throughout the school year, such as an older sibling or your childcare provider. **STUDENTS WILL ONLY BE RELEASED TO THOSE NAMES YOU HAVE WRITTEN ON THE EMERGENCY CARD.** We cannot release a student to any person under the age of 18. It is **ABSOLUTELY ESSENTIAL** that the information on emergency cards is kept current throughout the school year. Please notify the school immediately if you have a change of address and/or telephone number during the school year.

EXPULSION

California Education Code 48900 mandates that a principal shall recommend expulsion or make a report as to why expulsion is not appropriate, for the following acts: causing serious physical injury to another person; possession of any firearm, knife, explosive, or other dangerous objects; possession or sale of a controlled substance; robbery or extortion.

FIELD TRIP BUS EXPECTATIONS

Field trip transportation is a service provided by the school. Riding a school bus is a privilege earned by student conduct, which does not create hazards for other students or distract the driver.

Students should respect the following rules:

1. All students are directly accountable to the school bus driver for their conduct and actions.
2. Orderly behavior is required at all times.
3. Teachers and authorized volunteer adults may ride buses for the purpose of pupil transportation.
4. Throwing items in, at, or around the bus is prohibited.
5. Live animals (birds, reptiles, fish, insects, etc.) cannot be transported on a school bus. This is a California State Law.
6. Glass containers of any kind are not allowed on a school bus.

7. Passengers must remain seated while the bus is en route to their destination. The driver may move pupils from one seat to another seat as their judgment dictates.
8. All parts of the body (arms, head, etc.) must be inside the bus.
9. Eating is not allowed aboard school buses.
10. Knives, razor blades, and other sharp objects are never allowed on the school bus. Breaking this rule will mean immediate suspension of school bus riding privileges.
11. Profane language cannot be tolerated in or around a school bus.

Rules and regulations have been set up by the State Department of Education, the Department of Motor Vehicles, and the local Board of Education to ensure school pupils' safe transportation. These laws apply equally to the school bus driver and the motorist.

Driver authority is a line of sight. In order to assure safe pupil transportation, orderly conduct must be maintained (Sec. 14263, California Vehicle Code). To ensure this, the following procedures for discipline have been set up in the District:

Severe behavior while riding the bus may result in an immediate suspension of bus riding privileges.

HOMWORK STUDY

Good Study Habits are essential! All classes are required to assign homework that encourages best practices for studying effectively. It is an extension of the learning that takes place in school. Homework, including study time, can provide practice and problem solving that reinforces classroom learning and can provide independence, research, and creative thinking opportunities. Parents can help their children by arranging a quiet, comfortable place for students to work, engaging in activities with their children, and seeing that assignments are completed.

LEAVING CAMPUS

Students are not allowed to leave the school campus during school hours for any reason without the knowledge and consent of their teacher and the office staff. Permission to leave the school grounds will only be granted upon the **student's parent or guardian's written request**. In addition, **NO STUDENT WILL BE ALLOWED TO CHANGE AFTER SCHOOL PLANS** (i.e., walk rather than getting picked up, etc.) **WITHOUT WRITTEN PERMISSION OF PARENT OR GUARDIAN**, which has also been approved by the principal or office manager. Telephone requests for changes in student plans cannot be accepted for safety reasons.

LOST AND FOUND

All clothing found on the campus, regardless of its value, is placed in the lost and found bin in the cafeteria. Money, jewelry, or other articles of value are turned in to the office. Parents or students may claim missing items by checking with the school Office Manager or other staff members. Unclaimed lost and found items will be donated at the end of each trimester.

MEDICATIONS

School staff members may not legally administer medications to students, whether it is a prescription medicine or simply a medication such as aspirin. If a student must take medication at school, please contact the office manager for the necessary forms and procedures. All medications must be left in the school office. All medications must be in their original containers. Only parents/guardians may bring medication to school. **Medicine cannot be sent to or from school with a child.**

NUTRITION PROGRAM

Learning by Design Charter School serves meals under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and participates in the Community Eligibility Provision (CEP) for the 2023-2024 school year. Schools that participate in the CEP are able to provide a healthy breakfast and lunch each day at school at **no charge** for all students enrolled in that CEP school during the 2023-2024 school year. At Learning by Design, we partner with Better 4 You Meals to provide our students with meal options that are tasty, nutritious and appealing to kids. We would appreciate your support in encouraging your child's daily participation in our's school's nutrition program. Monthly menus will be distributed via our school's newsletter and will be posted on-site and on the school's website.

PARENTAL RIGHTS

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

Learning by Design has adopted the LAUSD Parent Bill of Rights and Responsibilities. It is an integral component of the Parents as Equal Partners Resolution, which communicates the partnership role of families and schools in order to achieve student success. It also affirms the rights and responsibilities that parents have in advocating for their children's academic success.

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

Parents as Equal Partners in the Education of Their Children, a resolution adopted by the Board of Education in December of 2010, embraces family strengths and assets as essential to the academic success of students and recognizes parents as the first and most important lifelong teachers of their children. To that end, families and schools assume their responsibility for student success and commit to a partnership that:

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

Parents Have the Right To:

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

Parents Have the Responsibility to:

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

Parents' right to know:

Every Student Succeeds Act (ESSA) requires that, upon request, parents be notified of the professional qualifications of their child's teacher in core academic subjects. This information includes:

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

A parent may also request information regarding the professional qualifications of a teacher assistant who provides services to his // her child.

Additionally, schools must provide timely notice to the parents of a child who has been assigned to or has been taught in a core academic subject for four or more consecutive weeks by a teacher who does not meet the ESSA teacher requirements.

PARENT ASSOCIATION

The Parent's Association's goal is to ensure that parents are strongly involved in our school's culture and community. All parents are encouraged to attend monthly and to participate in volunteer activities. Meetings are scheduled monthly and announced in advance.

PARENT VOLUNTEERS

Learning by Design Charter School considers its parent volunteers to be a very special resource. Parents are encouraged to help in the classrooms, programs, and with extracurricular activities. Please contact your child's teacher or the office staff if you have time or skills you can share to make our school a better place for students to learn and grow. **All volunteers are required to sign in and out at the school office.**

PERMANENT MARKERS

Permanent markers are not to be brought to school.

PETS/ANIMALS

No live animals of any kind are allowed at school without the special permission of the teacher or principal as part of a special display or activity. Under no circumstances is a potentially dangerous animal to be brought to school. No dogs are allowed on campus, leashed or unleashed.

REPORT CARDS

Report cards are issued following the completion of each trimester grading period. Please carefully review your child's progress and contact your child's teacher if you have questions regarding grades.

SCHOOL HOURS

Office Hours: 7:30am - 3:30pm

- School Hours: 8:00am - 3:00pm, Wednesdays: 8:00am - 1:15pm
- After School: 3:00pm - 5:15pm

Learning by Design Charter School students are not to be at school before 7:15am because there is no supervision before that time.

Extended Learning will be provided four days per week. Students attending are required to register and attend all four days of the program. There is no drop-in available. There is no cost to attend.

Clubs opportunities are offered during the week. Students are required to attend the same club for the trimester.

Students who do not attend extended learning or a club are required to be picked up from school at dismissal.

Clubs are an extension of the school day. Students are expected to follow the same behavioral expectations as the regular school day. Students who do not meet the expectations will not be allowed to attend extended learning and/or a club.

SCHOOL SAFETY PLAN

Learning by Design Charter School complies with state and district requirements regarding the annual Comprehensive School Safety Plan and the required contents. Per state and district guidelines, the plan is not available for public view.

SCHOOL SITE COUNCIL

The school site council, consisting of five parents and five staff members, assists with developing and monitoring the school improvement plan. Elections occur each fall, and the term of office is two years. Please consider serving in this leadership capacity.

SNACKS

Snacks are allowed but we **STRONGLY ENCOURAGE** parents to send snacks that meet nutritional guidelines. Sugary snacks (cookies, candy or sodas) will not be allowed for snacks. Gum is not allowed at school.

SUSPENSIONS

Students may be suspended from school for one to five days when there is "good cause" as defined in California Education code 48900:

1. Caused, attempted, or threatened to cause physical harm.
2. Possessed, sold or furnished firearm, knife, explosive, or any other dangerous object.
3. Possessed, used, sold or furnished any controlled substance.
4. Committed robbery or extortion.
5. Caused or attempted to cause damage to school or private property.
6. Stole or attempted to steal school or private property.
7. Possessed or used tobacco and other such products.
8. Committed obscene act, habitual use of profanity or vulgarity.
9. Possessed, offered drug paraphernalia.
10. Disrupted school activities, defied school authorities.
11. Knowingly received stolen school or private property.
12. Committed sexual harassment.
13. Committed hate violence.
14. Committed harassment, threats, or intimidation.

TELEPHONE

The office telephone is a business phone and is not to be used by students, except in an emergency. Students are not allowed to use the phone due to forgotten homework, forgotten permission slips, etc. or to make personal arrangements such as going to a friend's house after school. Students must have a pass and staff permission to use the office telephone.

TOYS AT SCHOOL

Toys, tablets, iPods, handheld gaming devices, and any other electronic or expensive toys are allowed only when required for instruction or at the teacher's request. These items will be held in the main office until the parent/guardian comes to retrieve them.

VISITORS

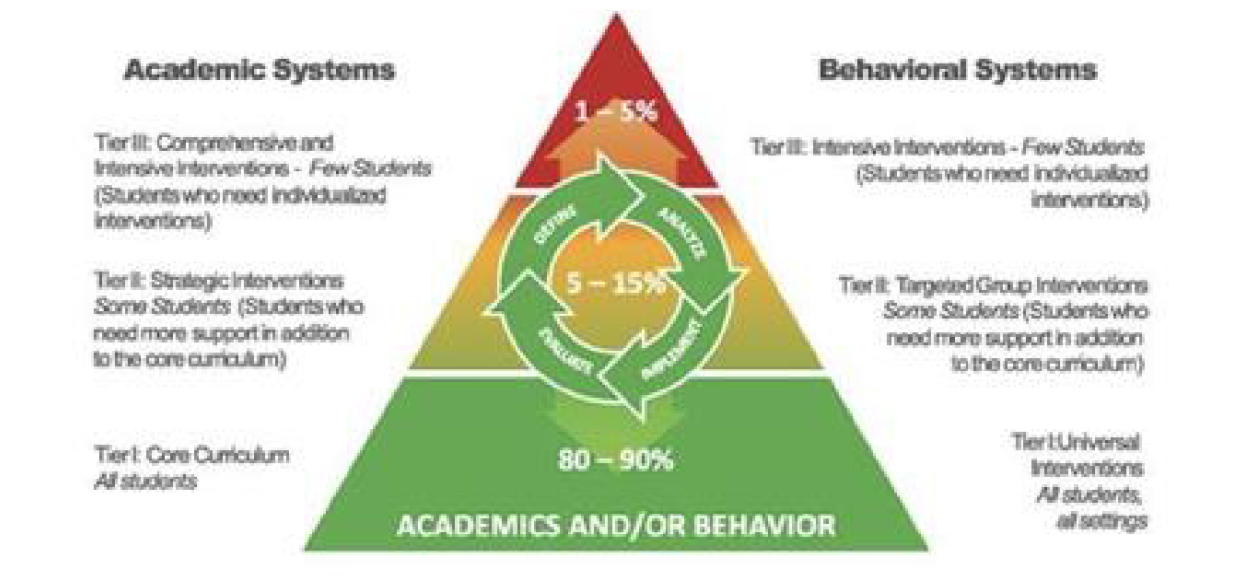
In order to keep our students and staff safe, visitors are not allowed on campus per our COVID-19 Safety Plan. If you would like to meet with your child's teacher, please contact them directly via email or leave a message with the main office.

SCHOOL-WIDE DISCIPLINE PLAN

What Is “Discipline” at Learning by Design Charter School

Discipline in schools has traditionally been defined as the practice of training children to obey rules or a code of behavior, using punishment to correct disobedience. It is typically driven by fear within a top-down environment. Being a school driven by progressive practices, Learning by Design aims to challenge this practice of discipline by creating and implementing a more restorative, transformative, character-driven, student-empowered, and student-centered approach. Instead of relying on external motivators, such as threats of punishment or the offer of rewards to influence student behavior, our goal is to build in each student intrinsic motivation and self-awareness skills that lead to self-control, self-management, self-regulation, and sound decision-making. These skills will ultimately promote personal and communal attributes such as independence, collaboration, fairness, care, compassion, civic-responsibility, personal agency, leadership, creativity, and confidence, all within a democratic, safe, and inclusive environment.

We aim to achieve these goals in the following ways:



Tier 1 - In the Classroom: Teachers have discussed and decided on the school-wide goal to keep students in the classroom as much as possible, lessening the amount of time students are sent out of the classroom for behavior. Teachers will utilize more restorative and character-building techniques rooted in Responsive Classroom/Logical Consequences, Character Lab, and Council practices. Teachers will determine if the parent/guardian needs to be contacted.

Tier 2 - Out of Classroom Support: Students who are exhibiting behaviors that may require more adult support or intervention and time to de-escalate may be asked to take a few minutes out of class to reflect, reset, self-regulate before reintegrating back into the classroom. This can be done alone or with the support of an adult. These practices are also rooted in Responsive Classrooms, Character Lab, and Council practices but in a more individual or small group setting as needed. Out of classroom support and interventions are documented in and kept in a student file. Parents/guardians should be contacted and given a brief description of the situation and the steps taken to support the student.

Tier 3 - Behavioral Intervention Support Plan: Once a student has exhibited a consistent or chronic need for behavioral support via 3-5 out of classroom documented discipline reports within one (1) quarter, the following actions will take place:

- a. Conference with parents to discuss a school-home behavioral plan
- b. Weekly independent "Council/Counsel" sessions with behavior interventionist
- c. Individual Character Development/Behavior plan with stated SMART goals shared with and implemented by teachers, staff, and parents. Depending on the behavior goals/action steps, a plan can include the following goals from Character Lab (characterlab.org):
 - i. Strength of Heart (Caring About Others and Social Intelligence)
 1. Kindness
 2. Gratitude
 3. Compassion and Empathy
 4. Integrity and Honesty
 5. Community Awareness and Responsibility
 6. Fairness and Restorative Justice
 - i. Strength of Mind (Thinking and Expanding One's Own Mind and Intellect)
 1. Curiosity
 2. Creativity
 3. Proactivity
 4. Leadership
 - i. Strength of Will (Personal Growth and Goal Achievement)
 1. Personal Agency
 2. Self-Control
 3. Grit and Persistence
 4. Purpose

If the student needs continued support after implementing the Behavioral Intervention Support Plan, teachers, parents/guardians, and administrators will continue to revise and refine the plan. The decision to suspend a student, in-school or out of school, or expel a student will be made on a case by case basis in compliance with the Learning by Design Charter School petition.

LEGAL NOTIFICATIONS

NONDISCRIMINATION STATEMENT

Learning by Design Charter School is committed to providing a working and learning environment free from discrimination, harassment, intimidation, abusive conduct, or bullying. Learning by Design Charter School prohibits discrimination, harassment, intimidation, abusive conduct or bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding/lactation status and related medical conditions), sexual orientation, religion, color, national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code), ancestry, immigration status, physical or mental disability (including clinical depression and bipolar disorder, HIV/AIDS, hepatitis, epilepsy, seizure disorder, diabetes, multiple sclerosis, and heart disease), medical condition (cancer related and genetic characteristics), military and veteran status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (unless union related), a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment based on a protected characteristic in the context of an educational program, work or activity without a legitimate, nondiscriminatory reason that interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by Learning by Design Charter School or includes an adverse employment action.

Hostile environment harassment occurs when a target is subjected to unwelcome conduct based on a protected characteristic, which is both subjectively offensive to the target and would be offensive to a reasonable person of the protected characteristics under similar circumstances and is sufficiently severe, persistent, or pervasive to interfere with or limit an individual's ability to effectively work or to participate in or benefit from the services, activities or opportunities offered by Learning by Design Charter School. Harassment may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or any conduct

that may be threatening or humiliating. Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by Learning by Design Charter School and can result in disciplinary action against the offending student or employee.

Upon witnessing an act of discrimination, harassment, intimidation, abusive conduct, or bullying based on actual or perceived protected characteristics, school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school/office has express notice or reason to know of such conduct, whether carried out by employees, students or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken regardless of whether an individual makes a complaint or asks the school/office to take action. Complainants are protected from retaliation. Learning by Design Charter School prohibits retaliation against any person who files a complaint or an appeal, reports instances of noncompliance, discrimination, harassment, intimidation, abusive conduct or bullying, or who participates in the complaint-filing or investigation process. This nondiscrimination policy applies to all acts related to school activity or school attendance within any school/office under the jurisdiction of the Superintendent of Learning by Design Charter School. For inquiries or complaints related to discrimination, harassment, intimidation, or bullying of students based on actual or perceived protected characteristics, contact your school's administrator, the Title IX/Bullying Complaint Manager or:

Charla Harris, Executive Director
Learning by Design Charter School
7019 S. Van Ness Ave.
Los Angeles, CA 90044
323-903-5712

SEXUAL HARASSMENT PREVENTION POLICY

Learning by Design Charter School is committed to providing a working and learning environment free from sexual harassment. Learning by Design Charter School prohibits sexual harassment of or by employees, students, or persons doing business with or for Learning by Design Charter School based on actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, breastfeeding/lactating status, and any related medical conditions. Failure to follow this policy is a violation of state and federal law.

Sexual harassment is any unwelcome conduct based on sex, including sexual advances, requests for sexual favors, and any other verbal, visual, or physical conduct of a sexual nature or based on sex made by someone from or in the work or educational setting, under any of the following conditions:

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

Upon witnessing discrimination, harassment, intimidation, abusive conduct, or bullying based on the above, personnel are required to take immediate steps to intervene when safe to do so. Reporting the conduct to an administrator or Title IX/Bullying Complaint Manager can be an appropriate intervention. Once a school/office has been notified of the conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective reasonable steps to end the conduct, eliminate a hostile environment if one has been created, and prevent it from reoccurring. These steps should be taken regardless of whether an individual makes a complaint or asks the school/office to take action. This policy applies to all acts related to school activity or school attendance under the Learning by Design Charter School Superintendent's jurisdiction.

Any Learning by Design Charter School students or employees who believe they have been a victim of sexual harassment or who have witnessed such an act should report it to an administrator or Title IX/Bullying

Complaint Manager so appropriate action may be taken to resolve it. Learning by Design Charter School prohibits retaliation against anyone who files a sexual harassment complaint or participates in the investigation process. Complaints must be promptly and fairly investigated in a way that respects the privacy of the parties concerned to the fullest extent possible.

Your school/office administrator or Title IX/Bullying Complaint
Manager(s): Charla Harris

Phone: 323-903-5712 Email: charris@lbdschools.org

For policies/procedures related to sexual harassment of or by students and how to file a complaint, contact and for employee-to-employee, student-to-employee or work/employment-related discrimination, harassment, intimidation or abusive conduct, contact:

Charla Harris, Executive Director
Learning by Design Charter
School 7019 S. Van Ness Ave.
Los Angeles, CA
90044 323-903-5712

UNIFORM COMPLAINT PROCEDURES

Uniform Complaint Procedures (UCP)

This is an annual notice to all stakeholders that the District has primary responsibility to ensure compliance with applicable state and federal laws and regulations, and shall investigate complaints alleging failure to comply with those including, but not limited to allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group or noncompliance with laws relating to all programs and activities subject to UCP cited in this brochure. The District shall seek to resolve complaints in accordance with procedures in California Code of Regulations §§4600-4694 and District policies/procedures, including retaliation for participation in the UCP process and/or in appeals of District investigation report regarding such complaints.

Standardized notice of educational rights and complaint processes for pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in the district and pupils in military families is posted as specified in Education Codes (EC) §§48645.7, 48853, 48853.5, 49069.5, 51225.1 and 51225.2.

Protected Groups Covered:

Allegations of unlawful discrimination, harassment, intimidation or bullying of students based on protected groups, set forth in Penal Code §422.55, EC §§200, 220, and Government Code §11135 include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, immigration status, religion, color, mental or physical disability, age, or based on a person's association with a person or group with one or more of these actual or perceived categories, in any program or activity it conducts or to which it provides significant assistance. These complaints must be filed within six months from the date the alleged incident occurred or the date when knowledge of the facts of the alleged incident was first obtained. Otherwise, complaints shall be filed no later than one year from the alleged violation's date.

UCP Jurisdiction:

- Adult education (§§8500-8538, 52334.7, 52500-52617)
- After school education and safety (§§8482-8484.65)
- Agricultural career technical education (§§52460-52462)
- Compensatory education (§§54400)
- Consolidated categorical aid programs [34 CFR §§299.10-12, §64000(a)]
- Migrant child education (§§54440-54445)
- Career technical and technical education and career technical and technical training programs (§§52300-52462)
- Child care and development (§§8200-8498)
- Every Student Succeed Act (20 United States Code §6301 et seq.; EC §52059)

- Discrimination, harassment, intimidation or bullying of protected groups under §§200, 220 and §11135 of the Government Code, including actual or perceived characteristic set forth in §422.55 of the Penal Code, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in §210.3, that is funded directly by, or that receives or benefits from, any state financial assistance (related to employee-to-student, student-to-student, student-to-employee, third party-to-student, employee-to-third party).
- Accommodations for pregnant and parenting pupils, including reasonable accommodations for lactating pupils (§§46015, 222)
- Educational and graduation rights of foster youth, homeless youth, and other youth (e.g., former juvenile court school pupils, pupils from military families, newcomers and migratory education students) (§§48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Pupil fees (§§49010-49013)
- Courses periods without educational content (§51228.1-51228.3)
- Physical education instructional minutes (§51223)
- Local Control & Accountability Plans (LCAP) (§52075)
- Regional occupational centers and programs (§§52300-52334.7)
- School plans for student achievement (§64001)
- School Site Councils (§65000)
- School safety plans (§§32280-32289)
- State preschools (§§8235-8239.1)
- Deficiencies related to preschool health and safety issues for a California state preschool program exempt from licensing (5 CCR §1596.7925, EC §8235.5); per public notices posted for applicable classrooms. Complaint forms can be obtained in those schools or at achieve.lausd.net/eeco.
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

A pupil enrolled in a school in the District shall not be required to pay a pupil fee for participation in an educational activity. Pupil fees are fees charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or extracurricular activity, regardless of whether the course or activity is elective or compulsory or is for credit; a security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment; a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A pupil fee complaint may be filed with the principal of a school, the Superintendent or designee.

A complaint may be filed anonymously if it provides evidence or information leading to evidence to support an allegation of noncompliance, including pupil fee and LCAP complaints.

The District will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents/guardians who paid a pupil fee within one year prior to the filing of the complaint.

If merit is found in a complaint, a remedy shall be provided to the affected pupil in cases regarding course periods without educational content, reasonable accommodations to a lactating pupil, education of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in our school district and/or pupils in military families; a remedy shall be provided to all affected pupils and parents/guardians in cases involving pupil fees, physical education instructional minutes and/or LCAPs.

How to Submit a Complaint:

Any person, organization or public agency may mail or email a written and signed UCP complaint to:

Charla Harris, Executive Director
Learning by Design Charter School
7019 S. Van Ness Avenue
Los Angeles, CA 90047
charris@lbschools.org

Any person with a disability or who is unable to prepare a written complaint can receive assistance from the site administrator/designee or from the EECO at 213-241-7682.

The District assures confidentiality to the maximum extent possible. Complainants are protected from retaliation. The District prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

Pursuant to E.C. §262.3, complainants are advised civil law remedies, including but not limited to, injunctions, restraining orders or other remedies/orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws if applicable.

A copy of the District's UCP Policy and complaint procedures shall be available free of charge.

For UCP related questions, contact Charla Harris, UCP Coordinator at 323-903-5712.

Complaint Investigation and Response:

Each complaint is investigated by the appropriate office knowledgeable about applicable laws, programs and compliance per UCP policies/procedures. The investigation and District response:

1. Provides an opportunity for complainant and/or a duly-authorized representative, and District personnel to present information relevant to the complaint;
2. Obtains relevant information from other persons or witnesses who can provide evidence;
3. Reviews related documents;

4. Results in a written investigation report in English or in the primary language of the complainant within 60 days from the date of receipt of the written complaint (unless the complainant agrees in writing to extend the investigation timeline) including findings and conclusions for each allegation based on the evidence gathered, corrective actions, if applicable; and
5. Provides notice of appeal rights and procedures.

How to Appeal:

District decisions/findings regarding programs and activities subject to UCP may be appealed by complainants to the State by filing a written appeal within 30 days of the date of the District's investigation report. The appeal must explain the basis for appealing the decision, and include a copy of the original complaint and the District's investigation report. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814
<http://www.cde.ca.gov/re/cp/uc>

The 60-day timeline for investigation and District response shall begin when the written complaint is received.



Parent-Student Handbook Addendum Important Reminder and Updates

Cell Phones

Cell Phones, Smart Watches, or Electronic Devices are never to be used while on the Learning by Design School campus or while at any Learning by Design school sponsored event before, during or after school. In cases of emergency, parents will be called directly from the office or will be notified via school communication tools. Parents should call the school's front office should they need to share any information with their child. If cell phones, smart watches or electronic devices are seen at any time, they will be taken and only returned to the parents. This will be documented as a violation of the Code of Conduct with appropriate consequences to follow.

Dress Code

Learning by Design's dress code as currently stated in the Parent-Student Handbook remains and will be strictly enforced moving forward. Persistent violations of the Dress Code will be documented as a violation of the Code of Conduct with appropriate consequences to follow.

Social Media

Majority of our students interact with their friends regularly via Social Media. Many of these options are fun game-based platforms (i.e, Roblox). However, there are some Social Media platforms that are not kid-friendly without appropriate monitoring and boundaries in place. Many children today have found themselves in unsafe situations on Social Media or have found Social Media to be a vehicle to bully or prank their peers. While students are never allowed to visit social media site while at Learning by Design, many of them interact via social media in the evenings and on weekends. We are asking parents to be vigilant and closely monitor all social media activity. While we have no legal obligation to monitor social media activity while students are not at school, we are mandated reporters and have a moral obligation to help keep all children safe. We are strongly encouraging families to monitor their children's social media activity, talk to your children about appropriate usage, and set appropriate boundaries and limits. A viable source for helping determine what Social Media platforms are appropriate for your children, visit "Common Sense Media". Learning by Design is always available and happy to engage in discussion and provide support and possible workshops on safe Social Media usage.

Food Policy

Learning by Design believes that fully educating a child means supporting the whole child. That includes not only their academic well-being, but also each child's socio-emotional being and their physical health. With that, Learning by Design is committed to our Healthy Food Initiative. We are strongly encouraging students to no longer bring cookies, donuts, chips, soda, rice crispy treats, or candy to school for snack or lunch. Alternative healthier snacks that are being encouraged include bagged popcorn, granola bars, yogurt, Nutella snacks, fruit snacks, fruit, pretzels, crackers, apple sauce, rice cakes, and sandwiches. If unhealthy snacks are brought as snacks, they will be replaced with healthier snacks. Sugary snacks and highly processed foods impact students ability to focus, to effectively manage their energy, and can alter moods and emotions. So in order to continue to promote and provide a positive learning environment, maintaining a Health Food environment is our necessary. Please commit to helping us maintain a Healthy learning environment for your child.

Attendance

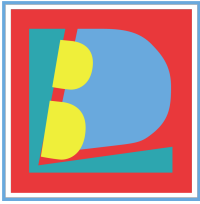
Under state law, a pupil who, without a valid excuse, is absent from school for ten (10) full days in one school year, or is tardy or absent for more than thirty (30) minutes during the school day on ten occasions in one school year, is considered truant. California's Compulsory Education Laws (E.C. 48200). Moving forward, this can and will result in the family being reported to the School Attendance Review Team (SART) that will offer a supportive plan to improve attendance. If there is no improvement the family will be reported to the School Attendance Review Board (SARB) where further legal or disciplinary action will take place.

As well, school funding is based on student daily attendance (ADA). Every time a student is absent, the school loses a significant amount of funding which impacts the schools ability to pay for school programs, supplies, activities, and enrichment opportunities. The entire school community is impacted.

Most importantly, A student's learning is impacted when they miss school. Chronic absenteeism results in persistent learning gaps and challenges. We strongly encourage parents to commit to bringing students to school at a 95% attendance rate (missing no more than ten (10) days for the school year) in order to ensure consistent learning and marked achievement,

Attendance Achievement Plan

Instructional Day	Date	Chronic	Basic	Excellent
25	September 19	3 or More	2	1
50	October 25	5 of More	3-4	1-2
75	December 7	7 or More	4-6	1-3
100	February 2	9 or More	5-8	1-4
125	March 11	11 or More	6-10	1-5
150	April 23	13 of More	7-12	1-6
175	May 30	15 or more	8-14	1-7
183	June 11	15 or more	8-14	1-7



**Learning by Design Charter School
Parent Acknowledgement Receipt of
2023-2024 Parent-Student Handbook**

**Please sign and return this form acknowledging receipt and review of the
2023-2024 Parent-Student Handbook.**

I acknowledge, with my signature below, the receipt of the 2023-2024 Parent-
Student Handbook on behalf of my child. I have review and discussed
expectations with my child.

Student Full Name

Grade

Student Signature

Parent/Guardian Name

Date

Parent Signature