HANNA ACADEMY
Non-Public School

Handbook
September 2026

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Mission Statement

Hanna Academy, in an atmosphere of belief, education, and caring, provides opportunities for each student to learn, grow, and realize their full potential. Students will develop the academic, social, and vocational skills necessary for a successful transition to their chosen pathway in life following graduation from high school.

Belief, education, and caring in support of the student.

Credo Educo Curo

BELIEVE	EDUCATE	CARE
Make choices about your learning and future	Build skills in reading, writing, math, communication, technology & critical thinking	Act with honesty & accountability
Approach challenges with a growth mindset	Work independently and with others	Respect the rights, opinions & beliefs of others
Believe positive change is possible	Become a lifelong learner	Practice healthy academic, social & vocational behaviors

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Program Description

Hanna Academy is a non-public high school providing individualized academic, behavioral, and therapeutic support through trauma-informed practices. Students build trusting relationships, develop greater stability and independence, and learn skills that transfer to school, community, and daily life.

Admissions: Need to Know

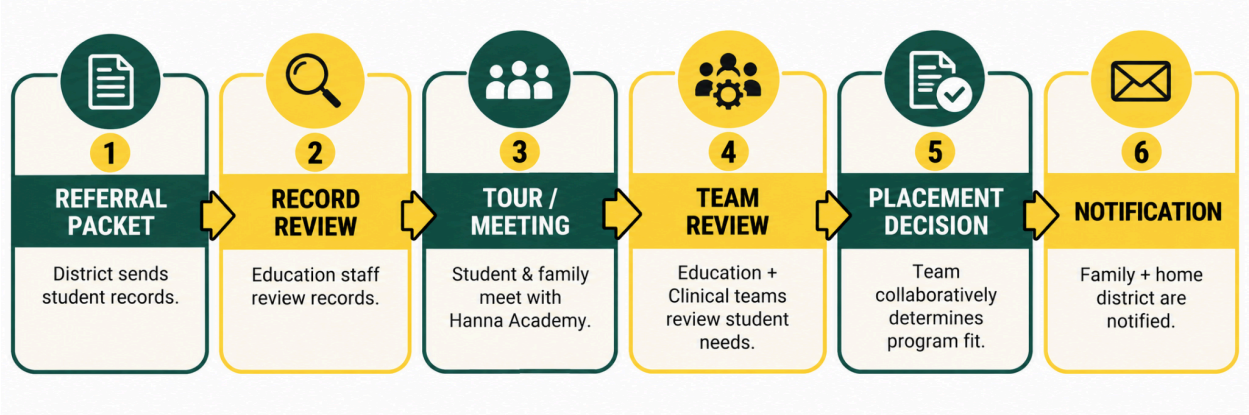
Who May Qualify?	What should be submitted?
Student with current IEP	Current IEP
Referred by a district, SELPA, or LEA	Psychoeducational evaluation
Primary eligibility: ED, SLD, AUT, or OHI	Transcript, if available
Able to participate in & benefit from, therapeutic services	

Hanna Academy recommends a campus visit before placement whenever possible.

Admission Requirements

Students are referred to Hanna Academy through the IEP process by a school district, SELPA, or LEA. Students must have a current IEP with a primary eligibility of ED, SLD, AUT, or OHI and be able to participate in and benefit from therapeutic services. A campus visit before placement is recommended whenever possible.

Admission Process



Referring districts submit a referral packet, including the current IEP, psychoeducational evaluation, and transcript if available. Hanna staff review the records with consideration for all factors (see below) to confirm appropriateness of fit. If Hanna Academy can meet the students academic, behavioral, & clinical needs, a meeting and/or tour will be arranged with the student and family. The education and clinical teams then collaboratively review the student's needs and program fit, make a placement decision, and notify the family and home district.

Factors that are taken into consideration include, but may not be limited to:

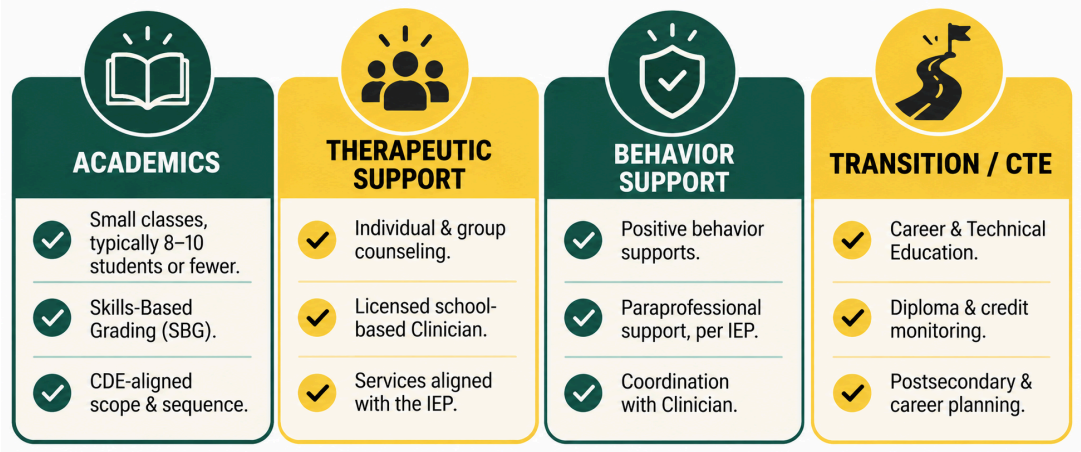
- Cognitive Functioning
- Academic Levels
- Social/Emotional Needs
- Environmental Fit
- Staffing Requirements
- Behavioral Goals/Needs
- Program Size
- Mental Health Needs

Educational Program & Curriculum

Hanna Academy provides a balanced and systematic educational program that includes academics, physical education/wellness, Career/Technical Education (CTE), therapeutic services, behavioral support, and recreational opportunities. Small classes, typically 8–10 students or fewer, allow instruction and support to be tailored to student needs and IEP requirements.

Coursework follows a defined scope and sequence aligned with CDE standards and incorporates Skills-Based Grading (SBG). Hanna monitors academic achievement, diploma progress, and transition needs while providing students opportunities to develop the academic, social-emotional, behavioral, and career skills needed for success after high school. We call this the Four Pillars of School Support.

Four Pillars of School Support



Courses Offered

Hanna Academy is a WASC accredited high school that offers all classes required to earn a high school diploma in the state of California. Courses offered include all those required for students we serve to earn a California high school diploma. The certificate of completion option is also available as appropriate and per the student's IEP. If appropriate (per a student's IEP), students may earn a diploma from Hanna Academy (see Transition from the NPS for details).

Core Academics

- ☐ English
- ☐ Math - Life Skills Math & Algebra Basics; Integrated Math
- ☐ Social Science - US History, World History, Government/Civics, Economics, Geography
- ☐ Science - Integrated Science courses include physical, earth, and life sciences.
- ☐ Physical Education/Wellness
- ☐ Ethnic Studies/Personal Finance

Career/Technical Education (CTE)

- ☐ CTE courses may change annually. Coursework may include: Culinary & Hospitality, Health, Construction Trades, Technology for Industry.

Sample Four Year Academic Plan at Hanna Academy NPS

9th	10th	11th	12th
English 1/2 Integrated Math 1 Integrated Science 1 Ethnic Studies* Personal Finance** PE/Wellness CTE "wheel" - REQUIRED	English 1/2 Integrated Math 2 Integrated Science 2 PE/Wellness CTE Block World or US History	English 3/4 Integrated Math 3 US or World History CTE Block or Apprentice/Intern or Work Study	English ¾ Econ/Gov Credit Recovery as appropriate Apprentice/Intern or Work Study or encouraged to dual enroll at SRJC

Credit Recovery is built into the students schedule as required coursework is completed and room "opens" within the students schedule. Each student schedule is tailored to their specific graduation needs.

*1 semester course required starting with the graduating class of 2029.
**1 semester course required starting with the graduating class of 2030.

Therapeutic Care

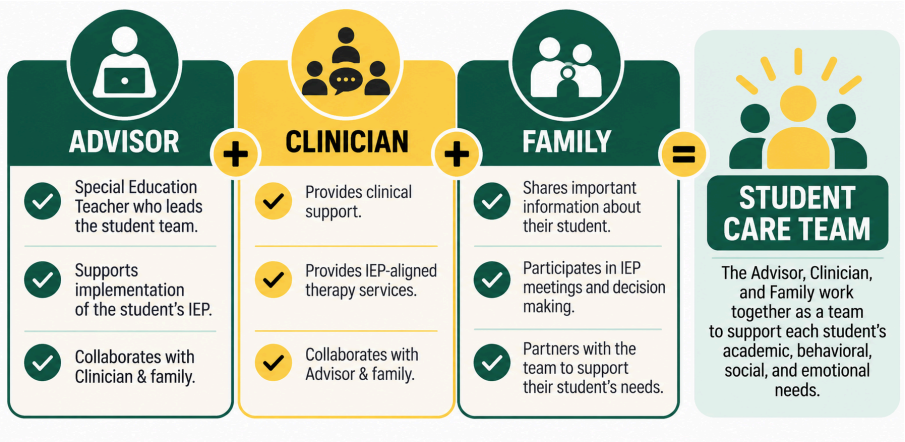
Hanna Academy uses a collaborative staffing model to integrate academic, behavioral, and therapeutic support throughout the school day. Each student is assigned an **Advisor** and **school-based Clinician** who work with the student team to implement IEP services and support educational benefit.

Individual and Group Therapy

Individual and group therapy are provided according to each student's IEP and may also be used to address acute needs. Group therapy may be integrated into appropriate courses while individual therapy is provided by the school-based Clinician in alignment with the student's IEP.

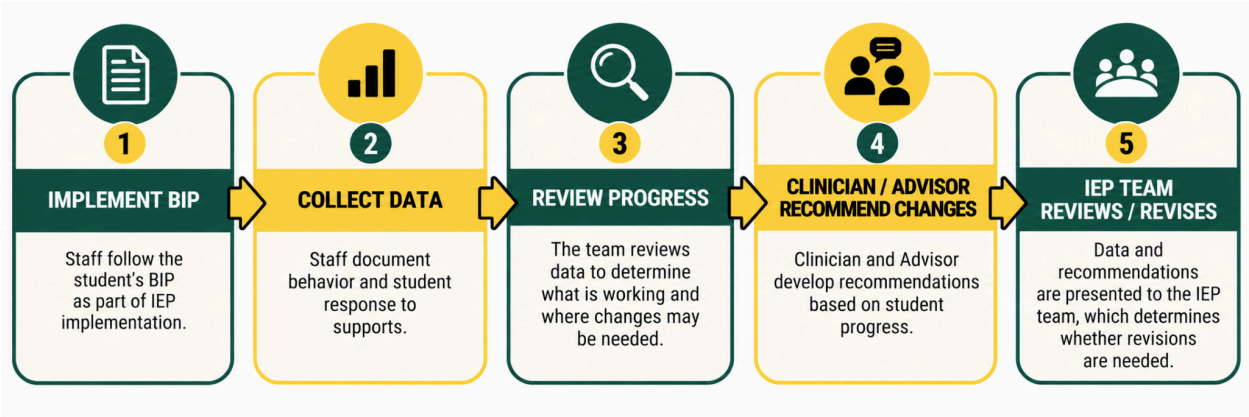
Who Does What?

Hanna Academy believes team work and collaboration bring the best outcomes for students. When appropriate, a Student Care Team meeting consisting of the Advisor, Clinician, and Family, may meet to discuss student needs that do not impact the language of an IEP.



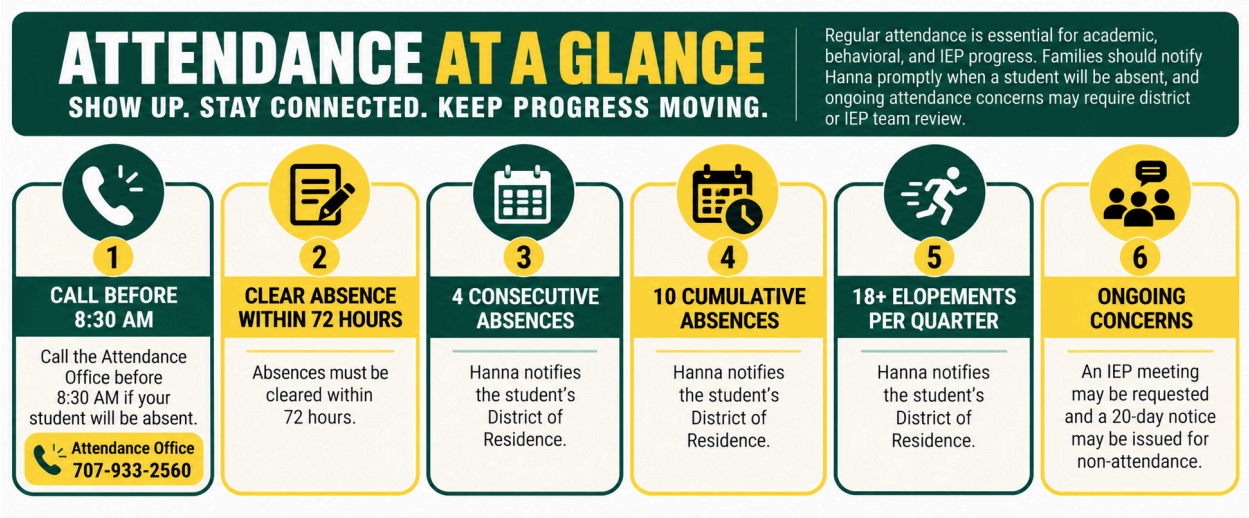
Behavior Intervention Plans (BIP)

Behavior Intervention Plans are implemented by staff according to each student's IEP and are reviewed using student behavior data. The Clinician and Advisor work together to monitor progress and bring recommended changes to the IEP team for review.



Attendance

Regular attendance is necessary for students to make academic, behavioral, and IEP progress. Families and Hanna Academy share responsibility for supporting regular, on-time attendance. Excessive absences may affect grades, credits, placement, and progress toward graduation.



Excused Absences

California Education Code §48205 allows absences for illness, medical appointments, quarantine, immediate-family funerals, and other qualifying circumstances. Some absences—including court appearances, religious activities, custodial-child illness, and employment conferences—require prior written parent/guardian request and administrative approval.

An 18-year-old student may sign their own absence notes only when a parent/guardian waiver is on file with the School Office. Students may pick up the waiver in the School Office.

Part Day Absences

Students leaving campus during the school day must check out through the School Office. A parent/guardian must provide authorization by phone or signed note; medical appointment notes should include the provider's name. Students must sign back in at the School Office when they return.

Check Out → Leave Campus → Return → Sign Back In

Leaving campus without authorization is considered truancy and **cannot be cleared afterward by a parent phone call**. The student's school district may also be notified.

For excused appointments, advance notice should be provided whenever possible and medical/dental verification is required upon return.

Arriving Late

Students arriving late to school must sign in at the School Office before going to class. Students are expected to arrive at all classes on time; arriving 15 or more minutes late affects the student's behavior score.

Unexcused Absences

Truancy

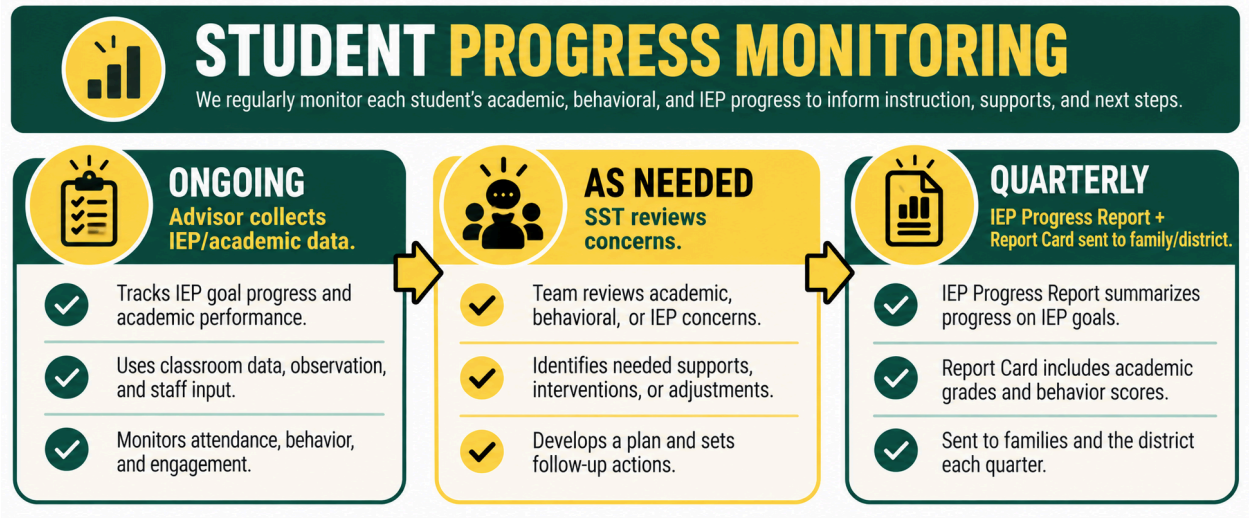
A student is truant when they are absent from school or class without permission. This includes students who are on campus but absent from their assigned class. Students may not leave campus without checking out through the School Office.

Ongoing truancy may result in consequences, district notification, an IEP meeting to review attendance and/or program fit, and a 20-day notice for non-attendance.

Make Up Work

Students are responsible for completing missed assignments and tests within a reasonable time after returning to school. Make-up work should be reasonably equivalent to the work missed but does not need to be identical.

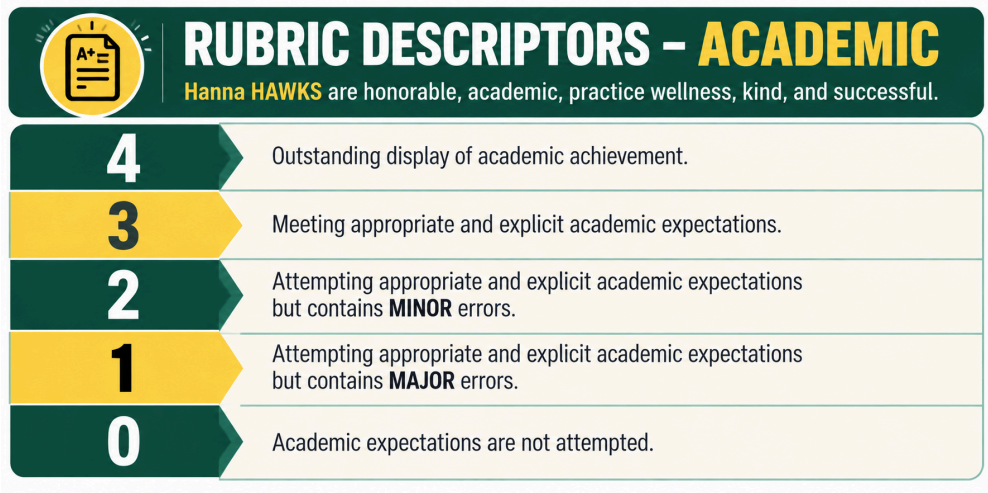
Notification of Student Progress



Skills Based Grading

Skills Based Grading (SBG), a best practice of culturally responsive and equitable pedagogy, is practically applied in all subject areas at Hanna. All courses, from CTE to English, share three common categories: Literacy, Critical Thinking, and Application. Categories that are not skills-aligned, such as participation or effort, have been eliminated from the gradebook as these categories do not demonstrate what knowledge or skills the student has or needs additional support within. The focus of education then highlights learning the skills, and not doing, "all the things." To be clear - tests & assignments are not eliminated. The practice of categorizing these activities separately from the skills they measure has been removed to promote the growth mindset.

Additionally, Hanna Academy utilizes a rubric approach that avoids skewing student grades, and focuses on recent performance and academic growth rather than average performance over a semester. See Rubric (right).



Requirements for Transitioning From the NPS

Hanna Academy works with school districts, students and their families, in transitioning from the non-public school to a less restrictive environment as quickly as is appropriate for the child. In looking at data driven decision making, there are many variables that may include, but are not limited to: observations, IEP goal progress, grades, attendance, behavior data, participation in academics/counseling, standardized testing results, progress reports, and overall academic and behavior progress. While data matrices may be used to evaluate student data, the transition process is highly individualized and there is absolutely no, "one size fits all" determination for a student's return to district.

Enrollment at Hanna Academy can be as short as 30 days or as long as several years. Typically, students follow a timeline of at least one year to institute change that will consistently maintain itself upon transitioning back to a less restrictive environment. Hanna Academy will work with the IEP team to determine the range of transition possibilities.

Transition Planning: Three Different Pathways

1. Transition to a Less Restrictive Environment

Transitioning from Hanna Academy is an IEP team decision. The team reviews multiple sources of data, including IEP goal progress, grades, attendance, behavior, participation in academics and counseling, standardized testing, progress reports, and overall academic and behavioral progress. Hanna works with students, families, and districts to support transition to a less restrictive environment when appropriate.

2. Graduation from Hanna Academy

Students are generally expected to meet the graduation requirements of their home district unless the IEP team determines otherwise. When appropriate, the team may discuss a Hanna Academy diploma, Certificate of Completion, or other eligible diploma pathway.
I would place the Hanna Academy Diploma Requirements table immediately under this heading, followed by the shorter Section 51225.31 diploma information.

3. Transition to Adult Life / Postsecondary Education

Before age 16, the IEP team develops a transition plan with student input. Transition goals may address education or training, employment, and independent living. Hanna supports these goals through CTE, career exploration, work experience, internships/apprenticeships, off-campus employment opportunities, and dual enrollment.

TRANSITION TO A LESS RESTRICTIVE ENVIRONMENT	GRADUATION FROM HANNA ACADEMY	TRANSITION TO ADULT LIFE / POSTSECONDARY EDUCATION
IEP team reviews academic, behavioral, attendance, counseling, and goal-progress data.	Students generally follow their home district's graduation requirements unless the IEP team determines otherwise.	Transition planning begins in the IEP before age 16.
Transition timing is individualized and determined by the IEP team.	Hanna Academy diploma or Certificate of Completion options may be discussed when appropriate.	Goals may address education/training, employment, and independent living.
Hanna supports skill transfer back to public school or another less restrictive environment.	Graduation requirements and diploma eligibility are reviewed with the IEP team.	CTE, work experience, internships/apprenticeships, and dual enrollment support this planning.

High School Graduation from Hanna Academy

Students who complete the graduation requirements of their referring home district are eligible to receive a diploma from their home school/district. Course requirements for graduation are the same as the referring district. When appropriate, the home school and IEP team may determine that a diploma from Hanna Academy. Hanna Academy graduation requirements are:

Hanna Academy Diploma Requirements

- ☐ 4 years (40 credits) English
- ☐ 2 years (20 credits) Math, including Algebra 1
- ☐ 2 years (20 credits) Integrated Science, including Physical, Earth, and Life Sciences
- ☐ 3 years (30 credits) Career/Technical Education (CTE)
- ☐ 2 years (20 credits) Wellness/PE
- ☐ 3 years (30 credits) Social Sciences, including US History, World History, Government/Civics, Economics, Geography
- ☐ 3 years (30 credits) Electives
- ☐ 0.5 year (5 credits) Ethnic Studies*
- ☐ 0.5 year (5 credits) Personal Finance*

200 credits TOTAL

*Phased in graduation requirements beginning with the class of 2030. Some partner school districts have adopted these graduation requirements early, beginning with the class of 2029. Hanna Academy has adopted these courses early to meet the needs of all students.

Section 51225.31 Diploma

Effective June 30, 2022, Section 51225.31 was added to the CA Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act ("ESSA") (20 U.S.C. § 7801(23)(A)(ii)(I)(bb)).

Who May Qualify?

Students with significant cognitive disabilities may qualify for an alternate pathway to a high school diploma under California Education Code §51225.31.

Eligibility Requirements

The student's IEP must indicate that the student:

✓ Is required to take the California Alternate Assessment (CAA) in grade 11; and

✓ Will complete standards-aligned coursework meeting California's minimum coursework requirements under Education Code §51225.3.

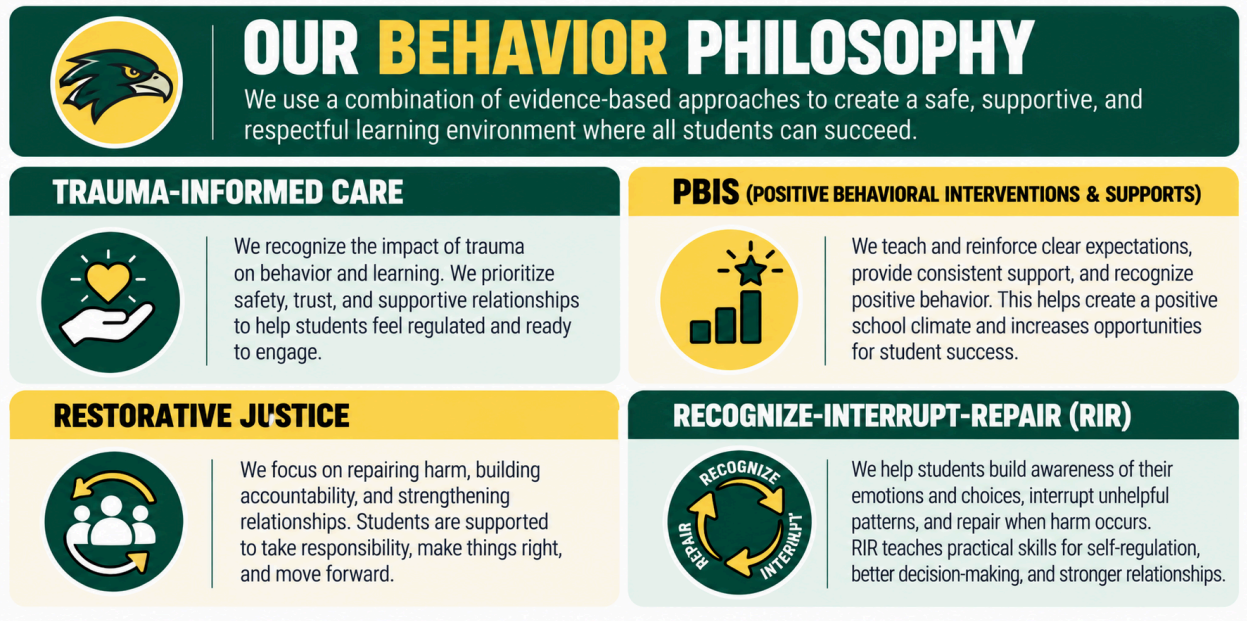
Important: According to CDE's Alternate Assessment IEP Team Guidance, an IEP team's determination that a student has a specific learning disability will rule out the student for consideration as being identified as cognitively impaired for purposes of the CAA. Accordingly, such students would not be eligible for a Section 51225.31 diploma.

Certificate of Completion

A Certificate of Completion may also be discussed at the IEP meeting for students who qualify to take the CAA.

Discipline Procedure, Philosophy, and Overview

Trauma Informed Care (TIC) is embedded within all aspects of the Hanna program - academic, therapeutic, and even within our career & technical education courses. The concept that toxic stress, regardless of cause, has a damaging impact on the developing brain and sets the stage for a lifetime of physical health, behavioral health, learning and social problems - problems that compromise long-term well-being. It is a complex problem that requires nuanced solutions.



Trauma Informed Care

Trauma informed care (TIC) is not one method or program, but the careful and conscious application of many, recognizing the needs of the individual and directly addressing those needs through relevant and immediate structure combined with social-emotional layers to pinpoint the root cause of the undesired behavior. TIC is not a singular program or method, but rather a lens through which programs and methods are applied that recognize the impact of existing trauma(s) within a students life which may impact their ability to access the core curriculum.

Positive Behavior Intervention System (PBIS)

Hanna's PBIS approach is guided by the principle "make it right." Rather than relying primarily on punishment, staff use positive, restorative responses to address the need behind behavior, strengthen relationships, and support long-term change.

Hanna Academy Positive Rewards
Make Good Choices. Show Up. Earn rewards!

1. Hanna Bucks

- Worth $1 at the Hawks Nest Student Store.
- Teachers & Staff give them out when they catch you making a positive choice.

2. Positive Field Trips

- Earn a 2.8 or higher average behavior score.
- Fun trips happen about every two weeks: beach day, bowling, ropes course, mountain biking, and more!

3. HAWK Success Fund

- Earn a 2.8 or higher behavior score AND have no Ds or Fs.
- Earn $10 for each day you attend. No school = no funds for that day.
- Your total is updated every Wednesday
- Questions? Start with your Advisor and teachers. Ms. Malen runs the program.
- Ready to spend? Make a break or lunch appointment with Ms. Malen or Ms. Cortes.

Your choices build your rewards!

Restorative Justice

Restorative Justice brings together those affected by an incident to build accountability, repair harm, and strengthen community. At Hanna, students practice these skills through daily Advisory check-ins and may participate in restorative circles or other activities when appropriate.

Recognize-Interrupt-Repair: The RIR Protocol

RIR is a three-step process: *Recognize* the behavior, *Interrupt* or reduce it, and *Repair* the relationship or harm that resulted. The process gives students a practical structure for constructive conversations, accountability, and problem-solving.

Reflection Area - Sensory/Calm Space for Self-Regulation

A Reflection Area provides a quiet, sensory-supportive space when a student needs a break from the traditional classroom environment. Trained staff support students in using the space to regulate their emotions, energy, and behavior before or after periods of distress.

Behavior Expectations

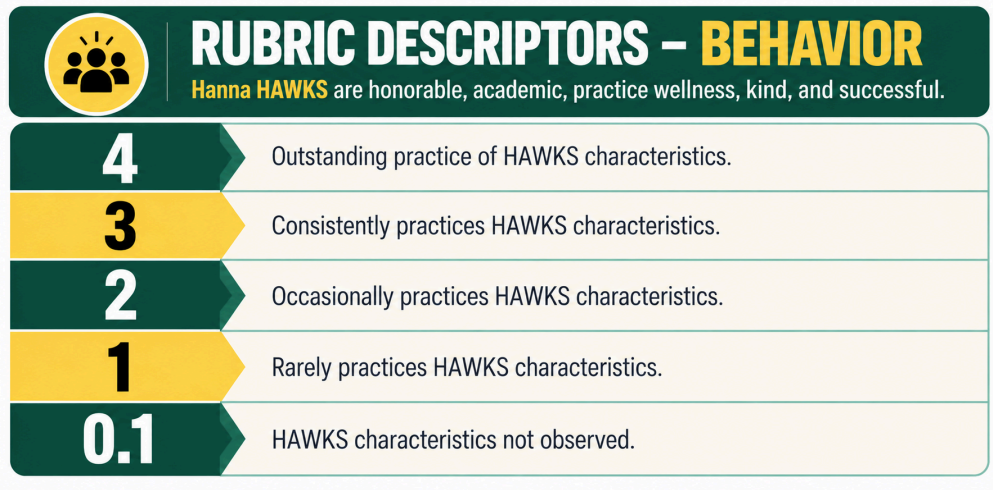
Recognizing that not all students and situations are appropriate for student driven solutions, we work with students and their IEP teams to create data driven and goal oriented behavior intervention plans. Staff are trained in appropriate behavior intervention plan implementation and revisions are regularly made according to data derived from students behavioral progress. The following expectations support a safe, predictable, and positive school environment.

Personal electronic devices are not permitted within classrooms. Cell phones are to be turned in at the beginning of school and kept in a locked cabinet until the end of school. Students may earn access privileges on a daily basis during break and lunch as the result of positive behavior scores.

MP3 players may be checked out to students based on the students IEP under specific conditions. Please contact your students Advisor to view a copy of the MP3 player behavior contract.

Student dress is expected to be appropriate for school and based on safety. Hanna Academy asks that students wear closed toe shoes, clothes are in good repair (i.e., no excessive holes or fringe that may cause a fire hazard in welding), school appropriate content (no drugs, alcohol, violence, or vulgar language). Protective gear for CTE activities will be provided and must be worn to participate in those activities where safety may be a concern. Change of clothes and/or laundry support will be offered as appropriate. No backpacks or large bags please.

As part of this ongoing education of behavioral regulation, student behavior scores are tracked every period and linked to positive student privileges.



HANNA ACADEMY

BE YOUR BEST.

Respect Yourself. Respect Others. Build Your Future.

THE KIDS. ALWAYS.

H.A.W.K.S.

HONORABLE • ACADEMIC • WELLNESS • KIND • SUCCESSFUL

OUR EXPECTATIONS & KEY AREAS

We all play a part in creating a safe, respectful, and supportive school community.

ATTENDANCE & TARDIES

- < 5 min = tardy
- 3 tardies = classroom consequence
- 30+ min missed = elopement
- Chronic elopement → district notification & possible IEP

ELECTRONICS / PHONES

- Not allowed on campus
- Confiscated, returned EOD
- Refusal = cannot enter class
- Repeated = Care Team / IEP

MP3 PLAYERS

- Per IEP only
- Follow acceptable use contract
- No use during instruction
- Misuse = privilege removed
- Repeated misuse = IEP Review

DRESS CODE

- Closed-toe shoes
- No visible undergarments
- No drug, alcohol, sexual, violent, or profane imagery
- CTE/PE class appropriate clothing required for safe activity partiion
- Alternative clothing available
- Repeated refusal → behavior score impact & other consequences

BULLYING

- Not tolerated
- Use RIR and Repair Plan
- Major incidents = ISS
- Repeated = Care Team / IEP

DRUGS / ALCOHOL (ATOD)

- Possession = confiscate + parent
- 2nd = ISS
- Distribution/sale → OSS + LE
- Repeated = IEP review

WEAPONS

- Prohibited
- Confiscate (if safe)
- Law enforcement
- OSS + IEP review

SEARCH REFUSAL

- Cannot enter school
- Marked truant
- Parent notified
- ISS or return home
- Repeat → IEP review

YOUR BEHAVIOR SCORES MATTER

Behavior scores impact:

- Privileges
- Field trips
- End-of-year activities
- Hanna Success Fund → $$$

IEP TRIGGER POINTS

Amendment to Review

- 3 ISS in a quarter
- 2 OSS or as appropriate
- 3 Exhibit Q notifications
- 2 major aggressive incidents
- 2 documented search refusals
- Chronic behavior score decline
- Any BER filed without an existing BIP

Searches

Hanna Academy strives to provide as reasonable drug free and safe as possible. One tool for providing a safe & secure learning environment is a hands-free, daily, electronic wand search upon entering campus and periodic searches as necessary or with reasonable suspicion. This policy is subject to revision without notice to meet immediate and/or emerging school needs. Please note: The electronic wands Hanna Academy uses are extremely sensitive and designed to register the smallest amount of metal possible. Hanna staff will respect student privacy and will use non-invasive means to determine the cause of the register.



Consequences

Hanna Academy uses individualized, trauma-informed interventions designed to "make it right," not simply punish behavior. Responses consider the student, circumstances, safety needs, and purpose of the behavior, with the goal of repairing harm, building skills, and returning the student to learning.

LEVEL OF CONCERN	POSSIBLE RESPONSE	WHO IS NOTIFIED / NEXT STEP
Behavior concern	RIR, restorative activity, therapeutic support, study hall, behavior-score reduction, community service, or other individualized intervention	Staff support student in repairing harm & returning to learning
Significant or repeated disruption	In-School Suspension (ISS) in a supervised setting separate from the student's regular classroom	Student is given expectations for returning to class
Immediate or significant safety concern	Out-of-School Suspension (OSS) when other interventions are inappropriate/ineffective or safety requires removal	Parent/guardian + home district notified; IEP review may be appropriate

In-School Suspension (ISS)

ISS may be used when a student presents an immediate safety concern or significantly disrupts the learning environment and is not responding to staff intervention. The student remains supervised in a separate setting, continues schoolwork, and is informed of the expectations for returning to class.

Out-of-School Suspension (OSS)

Hanna believes students benefit from being in school; however, brief removal may be necessary when other interventions have been attempted or are inappropriate, or when immediate safety concerns require separation from campus.

OSS may be used for:

- Dangerous weapons or contraband as defined by school policy
- Sale or possession with intent to sell mind-altering substances
- Hate crimes
- Immediate danger to the student or others
- Threats against a student, staff member, or campus
- Violent incidents requiring separation from campus for safety

Hanna Academy reserves the right for students' possible removal from the program. Parent/Guardian and home school/district will be notified of any suspension or removal decisions.

Staff Behavior Expectations

All behavioral interventions and supports will respect the student's dignity, privacy, physical freedom, social interaction, and right to the least restrictive environment (EC 56366.1(j); EC 56520(b)(1-4); EC 56521.1; EC 56521.2).

Behavioral assessments require parental consent and will be conducted by appropriately qualified personnel, such as a credentialed School Psychologist, trained and knowledgeable school staff, or BCBA (EC 56525; 5 CCR 3065).

Staff implementing behavioral interventions or BIPs must be qualified to develop behavioral interventions or work under the required supervision of a qualified individual, possess a high school diploma, and receive the level of supervision specified in the student's IEP.

Hanna will provide or arrange annual staff training in data collection, behavioral management, development of positive behavioral interventions, and implementation of behavioral interventions in the school setting

Behavioral Emergency Intervention

Emergency physical intervention may be used only for unpredictable, spontaneous behavior presenting an immediate and serious risk of physical harm to the student or others, and when less restrictive interventions are insufficient to prevent the danger. It may not substitute for a systematic BIP and may be used only for the minimum time and with the least restrictive approach necessary to restore safety. If prolonged intervention is needed, staff will seek assistance from the administrator/designee or law enforcement (EC 56521.1).

If emergency intervention is used or serious property damage occurs, the parent/guardian, LEA, and others as appropriate will be notified within one school day, and a BER will be completed. If law enforcement is contacted for a pupil-involved school incident, Hanna will notify the parent/guardian, Superintendent (CDE), and LEA in writing within one business day (EC 56366.1(j); EC 56366.1(i)(2)).

When restraint is necessary, staff will provide maximum freedom of movement and use the fewest restraint points necessary for safety. During prone restraint, a staff member—whenever possible, one not participating in the restraint—must continuously and directly observe the student for physical distress. Observation may occur through a window or barrier with direct eye contact, but not by camera, closed-circuit television, or other indirect means (EC 56521.1; EC 49005.8(b)).

Behavioral Emergency Reporting Requirements

A BER form will be completed immediately and maintained in the student's school file. Staff involved will document the event as soon as possible and jointly complete the report. The BER must include:

- Student's name and age
- Setting and location of the incident
- Names of staff/others involved
- Description of the incident and emergency intervention(s) used
- Whether the student has a systematic behavioral intervention plan
- Any injuries to the student or others, including staff (EC 56521.1(e))

The BER will be immediately reviewed by an administrator/designee, and a copy will be provided to the LEA according to the Master Contract.

If the Student Does NOT Have a BIP

The administrator/designee will:

1. Within 1 day: Contact the parent/guardian.
2. Within 2 days: Schedule an IEP meeting to review the BER and determine whether an FBA and/or interim plan is needed.
3. At the IEP meeting: Document the reason for not conducting an FBA/developing an interim plan or initiate an FBA to determine the need for a BIP.
4. Complete any required FBA as soon as possible so results and recommendations are available for timely IEP team review.

If the Student HAS a BIP

When the BER involves a new serious behavior or an ineffective existing intervention, the administrator/designee will refer the incident to the IEP team to determine whether the BIP should be modified.

- Minor changes: May be made by the IEP team, including the parent/guardian, through the IEP Amendment process.
- Significant changes: May require an FBA to determine the behavior's function and appropriate interventions, strategies, and supports. Proposed BIP changes will be based on FBA results.

Team Participation: Parents/guardians, aides, teachers, school psychologists, program specialists, and other appropriate or credentialed staff may contribute their expertise to behavioral intervention planning.

Additional Policies & Procedures

Hanna Academy, certifies and affirms that the Superintendent (CDE) and any/all contracting LEAs will be notified in writing within 45 days of any credentialed/licensed personnel change, major modification or relocation of facilities, and/or significant modification of the public school (EC 56366.1(j); EC 56366.4(a)(5)(A)(B)(C); 5 CCR 3062(h)).

Medication

In order for trained staff to dispense any medication to a student, a doctor's order must be on file with the School Office. Tylenol or other over-the-counter medications cannot be administered without parent permission and students should not carry these onto campus. Should you need further information on medication procedures, please call the School Office.

Immunizations

It is the parent/guardian's responsibility, upon enrollment at Hanna Academy, to submit a copy of their child's immunization record.

Breakfast/Lunch/Snacks

Students do not need to bring money or food, as breakfast and lunch are provided daily to all students without charge. The dining hall is located on the school campus.

Parent/Guardian Responsibilities

Parent/Guardian involvement in the educational program at Hanna is a critical component to student success. Whenever possible, family involvement is strongly encouraged as parents and families are viewed as an essential part of each child's overall treatment program. In addition to encouraging attendance at IEPs and care team meetings, Hanna Academy offers family support services such as family therapy and/or parent/sibling support groups.

Harassment

Hanna Academy prohibits unlawful harassment and discrimination based on sex, race, color, marital status, age, national origin, disability, or any other basis protected by federal, state, or

local law. This policy applies to students, employees, management, contractors, vendors, and visitors. Retaliation for reporting or threatening to report harassment or discrimination is also prohibited.

Prohibited conduct may include:

- Unwelcome sexual advances, requests for sexual favors, or other unwanted verbal or physical conduct of a sexual nature;
- Epithets, slurs, derogatory comments, jokes, name-calling, or unwanted invitations;
- Derogatory images, drawings, gestures, photography, or other visual conduct;
- Assault, unwanted touching, grabbing, blocking movement, or other physical conduct based on a protected characteristic;
- Threats, demands, or offers of benefits in exchange for sexual favors; and
- Retaliation for reporting or threatening to report harassment or discrimination.

Reporting: Anyone who experiences or witnesses possible harassment or discrimination should report it to any member of management as soon as possible. Complaints should preferably be in writing and include the incident details, individuals involved, and witnesses. A person may report prohibited conduct even when they are not the target. Management will report the complaint to Hanna's Board of Directors.

Investigation & Response: Hanna will promptly conduct a thorough and objective investigation and notify law enforcement when appropriate. Investigations may include interviews with the reporting person, accused person, and others with relevant information. Hanna will respect privacy as much as possible; however, relevant information may be shared with appropriate individuals on a need-to-know basis.

If unlawful harassment or discrimination is found, Hanna will take appropriate remedial and disciplinary action, up to and including discharge from the program or employment, and will take steps to prevent recurrence and address resulting harm. Individuals who engage in unlawful harassment or discrimination may also be personally liable for monetary damages.

Hanna prohibits retaliation and encourages students, families, and employees to report concerns promptly so they can be addressed quickly and fairly.



Child Abuse Prevention Policy

Hanna Academy NPS is dedicated to maintaining a safe, caring environment where every student can learn, grow, and thrive free from abuse or neglect. This policy fulfills our legal responsibilities under California law (Penal Code 11164–11174.3 and SB 848) and reflects our moral responsibility to protect the well-being of children. All employees and volunteers share this commitment and must understand their duty to recognize, prevent, and report suspected child abuse or neglect.

Prevention and Education: Hanna Academy NPS will provide students with age-appropriate, culturally sensitive instruction on recognizing unsafe situations, understanding personal boundaries, and seeking help when needed. Lessons will emphasize that all children have the right to live free from abuse and to access trusted adults for support.

The school will also offer regular training and resources for staff and volunteers, including information on:

- Recognizing warning signs of abuse or neglect.
- Safe and professional interactions with students.
- Building protective factors within families and classrooms.
- Accessing community and family support resources.

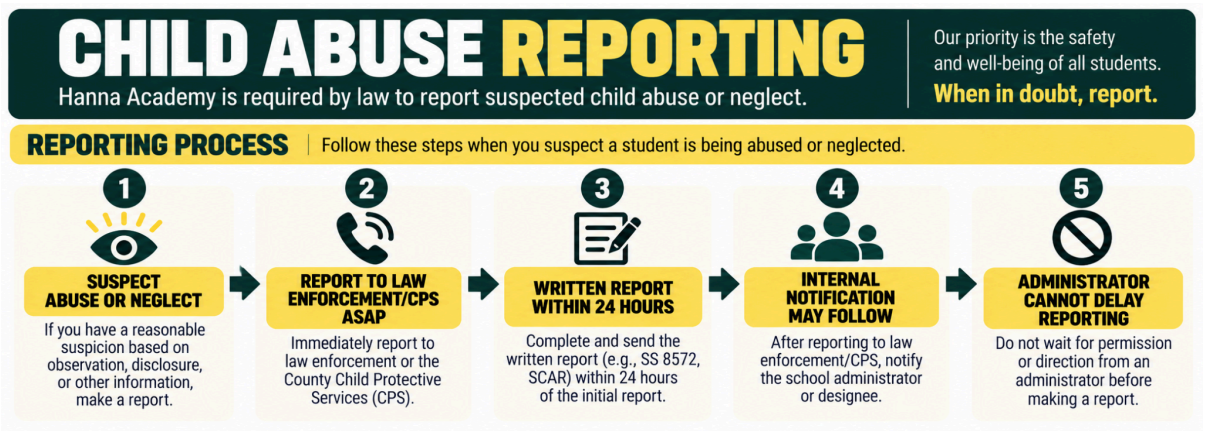
Community partnerships will be used, when available, to strengthen prevention efforts and to connect families with assistance and counseling services as appropriate.

Definition: Child abuse or neglect includes physical injury caused by non-accidental means; sexual abuse, exploitation, or assault; neglect, including failure to provide adequate food, clothing, shelter, medical care, or supervision; willful harm or endangerment of a child's health or safety; and unlawful corporal punishment or injury. Child abuse does not include reasonable force used by staff to maintain order, protect students from harm, or stop a fight, as allowed by law.

Mandated Reporters: Under California law, all school employees and certain volunteers are mandated reporters. This includes teachers, aides, administrators, counselors, office staff, and others who work directly with students. Mandated reporters must complete required state training every year and sign acknowledgment of their legal responsibilities.
A mandated reporter must report when they know of or reasonably suspect that a child has been the victim of abuse or neglect. "Reasonable suspicion" means it is objectively reasonable to believe abuse may have occurred, based on observations, facts, or disclosures. Mandated reporters are not responsible for investigating; only for reporting their concerns to the proper authorities.

Protections: The identity of a mandated reporter and information shared in a report are confidential and protected by law. Individuals who report suspected abuse or neglect in good faith are protected from civil or criminal liability, and administrators or supervisors may not prevent, discourage, or retaliate against a mandated reporter for making a report. Failure to report known or reasonably suspected abuse or neglect may result in legal penalties and disciplinary action.

Reporting Procedures



Training and Compliance

All Hanna Academy NPS employees are required to complete annual mandated reporter training, which includes:

- Identifying and reporting child abuse and neglect.
- Maintaining appropriate professional boundaries.
- Understanding the ethical responsibilities of working with minors.

Records of completed training and signed acknowledgment forms are maintained by school administration.

Commitment to Student Safety: Hanna Academy NPS will continue to foster a culture of trust, compassion, and accountability. Every staff member plays a vital role in protecting students and ensuring that safety remains at the heart of our educational mission.

Complaint Procedures

Students, parents/guardians, or authorized representatives may submit complaints without fear of retaliation. Complaints should be submitted in writing and will be reviewed and investigated as necessary by the Principal or designated representative, who will provide an oral or written response based on the seriousness of the complaint. Concerns may also be submitted directly to the California Department of Education.

Hanna Academy is governed by the State of California, Department of Education. Any concerns may also be addressed to CDE. Full complaint procedures may be found here: Complaint Procedures - Resources (CA Dept of Education).

Important Contact Numbers

Courtney Jackson Director of Education/Principal	707.933.2560 cjackson@hannaacademy.org
Chrissy Brady Director of Special Education	707.933.2524 cbrady@hannaacademy.org
Chelsea Malen Dean of Students/Intake Coordinator	707.933.2566 cmalen@hannaacademy.org
Veronica Cortes School Admin/Registrar	707.933.2560 vcortes@hannaacademy.org
Transportation Coordinator	Please contact your District Case Manager
Parent Support & Advocacy Resources	
Matrix Parent Network & Resource Center https://www.matrixparents.org/	415.884.3535
ParentsCAN (Child Advocacy Network) https://parentscan.org/	707.253.7444

To connect with your student or teacher during the day, please contact the school office at (707) 933-2560.

To contact your child's teacher or others at Hanna Academy by email, please use first initial,last name@hannaacademy.org. For example:

Teacher Keyser Söze would be ksoze@hannaacademy.org

This Policy & Procedures Manual was made possible in part by Youth Truth Survey and these participants: Courtney Jackson, Chrissy Brady, Elizabeth Bjorklund, Stuart Lee, and Bethany Neese. Additional staff and students also participated in the development of these policies and procedures. Initial Hanna Academy NPS Handbook developed 2022. Portions revised annually. This current version last updated September 2026.