

GHC | GRANADA HILLS CHARTER



GRADES TK-8 PARENT-STUDENT HANDBOOK

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INTRODUCTION

MISSION AND VISION STATEMENTS

Granada Hills Charter will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful lifelong learners and productive, responsible citizens in a diverse society.

The school's vision is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

EXPECTED SCHOOLWIDE LEARNING RESULTS

In accordance with the Expected Schoolwide Learning Results (ESLRs), every student who graduates from GHC ("GHC" or "Charter School") will be

- *An Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- *An Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world
- *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

NON DISCRIMINATION STATEMENT

GHC is committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, gender identity, gender expression, genetic information, age, ethnic group identification, race, ancestry, national origin, immigration status, religion, color or mental or physical disability or any other basis protected by federal, state, local law, ordinance or regulation. Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of ADA (mental or physical disability, including a perception that the person has any of those characteristics or that the person is associated with a person who has, or is perceived to have, any of those characteristics) is a form of unlawful discrimination that will not be tolerated by the school. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts, graphic and written statements, or conduct that is physically threatening or humiliating.

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

Additional information prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes may be found in this handbook. It is the intent of the school that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The school prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

The California Code of Regulations provides that "No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, gender identity, gender expression, genetic information, age, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, including a perception that the person has any of those

characteristics or that the person is associated with a person who has, or is perceived to have, any of those characteristics in any program or activity conducted by an 'educational institution' or any other 'local agency that receives or benefits from any state financial assistance.' 5 CCR Section 4900(a). The California Code of Regulations defines "gender" as: "sex, and includes a person's gender identity and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." 5 CCR Section 49 10(k).

GHC prohibits discrimination in all school programs and activities on the basis of gender, gender identity, gender expression, and sexual orientation, among other things. GHC maintains "a safe and supportive school environment in which all members of the school community are treated with dignity and respect." Transgender and gender non-conforming students are protected from discrimination and harassment in the public school system. Students shall have access to the restroom and locker room that corresponds to their gender identity exclusively and consistently asserted at school. Where available, a single stall bathroom or locker room area may be used by any student who desires increased privacy, regardless of the underlying reason.

GHC will promptly and thoroughly investigate any complaint of discriminatory harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding discriminatory harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Brian Bauer, Executive Director (or designee)
GHC
10535 Zelzah Ave.
Granada Hills, CA 91344
Phone: (818)360-2361

PARENT INFORMATION

PARENTAL RIGHTS

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

- Observe the classroom(s) in which their student is enrolled.
- Meet with their student's teacher(s), counselor, and/or administrative director.
- Volunteer, under the supervision of GHC employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, GHC requires volunteers to be processed through Human Resources which includes being fingerprinted and providing documentation of current TB clearance. The parent volunteer packet can be downloaded from the school's website or in the TK-8 Office.
- Be notified if their student is absent from school without permission.
- Receive the results of their student's performance on standardized and statewide tests and information on the performance of the school.
- Have a school environment for their student that is safe and supportive of learning.
- Examine the curriculum materials of the class(es) in which their student is enrolled.
- Be informed of their student's progress in school and of the appropriate school personnel whom they should contact if problems arise with their student.
- Access school records of their student and to question anything that they feel is inaccurate, misleading or is a violation of the student's privacy rights and to receive a response from the school.
- Receive information concerning the academic performance standards, proficiencies, or skills their student is expected to accomplish.
- Be informed in advance about school rules, attendance policies, dress codes, and procedures for visiting the school. Information is contained in this handbook.
- Receive information about any psychological testing the school does involving their student and to deny permission to give the test.
- Participate as a member of a school committee, governing board, or parent organization, in accordance with any rules and regulations governing membership in these groups.

PARENT EXPECTATIONS

- Provide a quiet space at home to help students focus, complete work and continue learning.
- Advise your student to keep up with schoolwork. Emphasize organization, pacing and monitor student progress on long term assignments and student projects.
- Monitor student grades on a regular basis.
- Seek immediate assistance if there are concerns regarding student progress. Inquire as to how a student may improve their grade by following up with teacher and counselor in a timely manner.
- Consult the GHC website for upcoming activities and visit the Parent Page to learn of the many resources and support available to parents and their students as well as volunteer opportunities to participate in the GHC experience.
- Participate in the biannual parent information meetings and consider participation in the many parent organizations listed below to learn about the school and provide your important input.
- Participate in the Annual Parent and Stakeholder Surveys to provide input on school progress and plans.
- Support and demonstrate respectful behavior toward all school personnel

PARENT INVOLVEMENT

GHC recognizes that, when schools and parents form strong partnerships, the student's potential for educational success improves significantly. Parents learn the scope of their school's instructional program

and set high expectations for their children. As a result, schools can better focus on student growth and success. GHC supports a variety of parent-involvement programs that enable the school to involve parents in a broad range of roles.

Parent involvement in schools yields higher levels of student academic achievement, better attendance, and other education benefits. The inclusion of parental involvement as one of the eight state priorities identified in the Local Control Funding Formula reflects the significance of this factor in student academic success. All public schools continually seek effective ways to increase and support parent engagement at school. Granada Hills Charter provides a variety of ongoing informational meetings, special events, workshops, and volunteer opportunities to achieve this laudable goal.

All public schools – independent charter, affiliated charter, and district schools - are prohibited from requiring a parent or guardian to perform volunteer service as a condition of his/her child's admission, continued enrollment, and/or participation in the school's educational activities, or otherwise discriminating against a student because his/her parent cannot, has not, or will not provide voluntary service to the school. See, e.g., Education Code § 49011. Simply put, students must not be held accountable for, or denied their educational rights based on, the actions or inactions of their parents.

Granada Hills Charter remains committed to ensure that parent volunteering at the school is and remains truly voluntary.

Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to provide all students at Granada Hills Charter (GHC) significant opportunity to receive a fair, equitable, and high quality education, and to close educational achievement gaps through a systematic inclusion of families in activities and programs that promote student development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs and systems.

- GHC will put into operation programs, activities and procedures for the involvement of parents with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, GHC will ensure that the policy includes a school-parent compact consistent with section 1118(d) of the ESEA.
- GHC will incorporate the parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent involvement requirements, to the extent practicable, GHC will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- GHC will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- GHC will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- *That parents play an integral role in assisting their child's learning.*
- *That parents are encouraged to be actively involved in their child's education at school.*
- *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.*
- *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

GHC will take the following actions to involve parents in the joint development of its Parent Involvement Plan under section 1112 of the ESEA:

- Involve parents in the selection of programs, activities and procedures through regular communication and at parent meetings.
- Insure the Parent Involvement Policy is incorporated into the Parent-Student Handbook.
- Provide opportunities for parents in the governance of the school through standing committees, ad hoc committees and the Governing Board.

GHC will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Provide opportunities through parent organizations and groups for parents to participate and provide input in the review and improvement of the school;
- Provide an annual written survey to parents through the mail and the internet in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- Involve parents in the improvement of the school through the accreditation process as defined by the Western Association of Schools and Colleges.

GHC will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent communication through home mailings, report cards, school and student assessment results, student communication, parent-teacher-counselor communication, email, school website, eSchool Home Access Center, the School Accountability Report Card, parent groups such as PTA and ELAC, SSC, GHC Application for notifications, “pushed” communications and announcements to students through the Chromebooks and other means possible.

GHC will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following: English Learners Advisory Council (ELAC) and the SSC:

- Parent communication regarding courses and classes available for parent education.
- Opportunities for parents to take part in policy creation and implementation at the school site.
- Parent feedback around intervention strategies based on identified needs for student groups through Dashboard data as well as local and department data.

GHC implements an aligned approach to informing the Single Plan for Student Achievement (SPSA), the Local Control Accountability Plan (LCAP) and the Federal Addendum with a clear focus on creating one single plan for the school. AB 716, approved by the CA Governor in September of 2018, allows for charter schools to incorporate the structured integration of all stakeholder feedback (parents, students and staff) in creating one single school plan which details which addresses local and state priorities with accountable data, intervention strategies and plans for improvement/enrichment. Incorporating the structure of the School Site Council, and School Site Committees as well as ELAC and Parent Outreach group, feedback and suggestions made by parent representatives and participants will be incorporated into the plan.

GHC will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). GHC will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Title I Supervisor and administrative staff will conduct the annual evaluation (including barriers to parent participation) of the parental involvement policy and use the input from the evaluation in the design and implementation of future parent involvement policies.
- The evaluation will be conducted through the Office of Instruction by a third party (Columbia College) with input from parent organizations and groups including parents participating in ELAC and SSC as possible and from the annual parent survey.

- Parents will provide input on student achievement, school governance practices and procedures, student services such as school safety, health and wellness, counseling and discipline, curriculum and instruction, facilities and operations, and human resources.

GHC, with greater participation by parents in activities authorized by ESSA Section 1116 and particular attention to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate, to foster parental involvement, by:

- Providing classes as identified through survey and parent committees, Home Access Center training during day and evening hours including Open House and Back to School Night; Monthly Parent Meetings and Workshops, Los Angeles Public Library information and library cards; and other means to the extent practicable.

GHC will, with the assistance of parents, educate its teachers, pupil services personnel, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and GHC, by:

- Providing professional development on Professional Learning Days to school staff using school and community resources, professional resources, and parent speakers.
- Encouraging and fiscally supporting school staff in the attendance of workshops and conferences that focus on effectively utilizing parents and community members as resources and equal partners.

GHC will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public and private literacy programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children' academic achievement and engaging with the school personnel and teachers, by:

- Communicating about school and community programs, meetings and workshops that encourage and support parents in more fully participating in the education of their children.
- Inviting parents to workshops based on identified student needs which will encourage as well as provide skills for parents to help support students at home.
- Continuing to reference Parent-School Compact to allow for transparency with communication and the direct offices to provide and engage around requested information and conferences with families.

GHC is a single-school LEA, and thereby the school allocates all funds reserved for parent and family engagement for related Title I activities performed by the Parent and Alumni Coordinator and Intervention Coordinator positions, including but not necessarily limited to, salary and benefit costs for these positions.

GHC will take the following actions to ensure that information related to the school and parent programs, academic requirements for students, understanding the state academic standards, state and local academic assessments and how to monitor their child's progress and work with educators to help all students succeed, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Use of staff translators in the major languages spoken by the families of GHC students to communicate school policies and procedures; parent program information; information related to academic achievement; and other information, to the extent practicable.
- Provision of a translation tool on the school website and GHC Application for mobile device so that parents may translate the website into the language of their choice.
- Provision of a translation tool on Google, the student email provided by GHC to all GHC students.
- School communication and trainings regarding academic achievement including SBAC, ELPAC, NWEA and Common Core standardized testing information; parent meeting and workshop notices; and report cards.

GHC will provide assistance to parents of children served by GHC in understanding topics such as the following, by undertaking the actions described in this paragraph:

- California academic content standards and the Common Core.
- GHC local school assessments.
- The requirements of Title I, Part A of the ESEA.
- How to monitor their child's progress and
- How to work with educators; through the School – Parent Compact.

School communication to parents, students and the community; parent classes such as parent education classes, meetings, and presentations (Open House and Back to School Night); PTA, ELAC and other school parents organizations and groups; SBAC, ELPAC, Common Core and other standardized and local test data; parent conferences; progress reports and report cards.

THE EXCELLENCE FUND

GHC recognizes the need to raise additional funds to support the school's instructional and extracurricular programs. Parents, faculty and staff, alumni and friends may donate to the Excellence Fund. Contributions go towards the operating budget of GHC and provide students additional opportunities to develop necessary skills and experiences to be successful learners and responsible members of the global community. Specifically, funds raised may be used for an array of items including but not limited to technology, sports equipment, competition fees, and international exchanges.

UNIFORM COMPLAINT POLICY AND PROCEDURES

GHC ("GHC" or "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, and Special Education Programs.
3. A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers,

as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
 5. Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
 6. Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Brian Bauer
Executive Director, GHC
10535 Zelzah Ave., Granada Hills, CA 91344
Phone: (818) 360-2361

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair of the GHC Governing Board.

Notifications

The Executive Director or designee shall annually provide written notification of GHC's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the GHC uniform complaint procedures free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision. The appeal should be sent to:

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

GENERAL COMPLAINTS

Suggestions for improving GHC are always welcome. Your good-faith complaints, questions, and suggestions also are of concern to GHC. GHC has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Policy against Unlawful Harassment and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

GHC requires all employees to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of GHC, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. It is the responsibility of all employees to comply with school policies noted in the Staff Handbook and to report violations or suspected violations in accordance with this policy.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board Chair (only if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Executive Director or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate action to resolve the problem. Where

the complaint is against an employee of the Charter School, the Executive Director may take disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. A final response to the complaint may take up to 60 days. All efforts will be made to complete the investigation in a timely manner
4. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the GHC Governing Board. The decision of the Governing Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Governing Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Educational Records and Student Information Policy

I. DEFINITIONS

A. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by GHC or by a party acting for GHC. Such information includes, but is not limited to:

1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities.
3. Special education records.
4. Disciplinary records.
5. Medical and health records.
6. Attendance records and records of past schools attended and/or
7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute.
2. Records maintained by a law enforcement unit of GHC that were created by that law enforcement unit for the purpose of law enforcement.
3. In the case of a person who is employed by GHC but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose.
4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this

definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at GHC.

5. Records that only contain information about an individual after he or she is no longer a student at GHC or
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

B. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the GHC reasonably believes knows the identity of the student to whom the education record relates.

C. Directory Information

GHC may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of GHC annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). GHC has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, State SSID number or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

D. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian. The term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

E. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

F. School Official

A school official is a person employed by GHC as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of GHC. A school official also may include a volunteer or an independent contractor outside of GHC who performs an institutional service or function for which GHC would otherwise use its own employees and who is under the direct control of GHC with respect

to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

G. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each year, GHC shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that GHC not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify GHC in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, GHC shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

- A. Inspect and review the student's education records.
- B. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights.
- C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA.
- D. File with the U.S. Department of Education a complaint concerning alleged failures by GHC to comply with the requirements of FERPA and its promulgated regulations and
- E. Request that GHC not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

- F. The procedure for exercising the right to inspect and review educational records.
- G. The procedure for requesting amendment of records.
- H. A statement that GHC forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll and
- I. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, GHC shall comply with the request.

A. Copies of Education Records

GHC will provide copies of requested documents within five (5) business days of a written request for copies. GHC] may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

B. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- 1. Inaccurate.
- 2. An unsubstantiated personal conclusion or inference.
- 3. A conclusion or inference outside of the observer's area of competence.

4. Not based on the personal observation of a named person with the time and place of the observation noted.
5. Misleading or
6. In violation of the privacy rights of the student.

GHC will respond within thirty (30) days of the receipt of the request to amend. GHC's response will be in writing and if the request for amendment is denied, GHC will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

C. Hearing to Challenge Education Record

If GHC denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is: inaccurate, misleading, in violation of the privacy rights of the student, an unsubstantiated personal conclusion or inference; a conclusion or inference outside of the observer's area of competence; or not based on the personal observation of a named person with the time and place of the observation noted.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

GHC must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

GHC will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. GHC must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the GHC will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that GHC will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

GHC will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

- A. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99.
- B. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer.
- C. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions.
- D. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid.

- E. Organizations conducting certain studies for the GHC in accordance with 20 U.S.C. § 1232g(b)(1)(F).
- F. Accrediting organizations in order to carry out their accrediting functions.
- G. Parents of a dependent student as defined in section [152 of the Internal Revenue Code](#) of 1986.
- H. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order.
- I. Persons who need to know in cases of health and safety emergencies;
- J. State and local authorities, within a juvenile justice system, pursuant to specific State law.
- K. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by GHC for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by GHC and/or
- L. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by GHC with respect to that alleged crime or offense. GHC may disclose the final results of the disciplinary proceeding, regardless of whether GHC concluded a violation was committed.

VI. RECORD KEEPING REQUIREMENTS

GHC will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of GHC in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of GHC and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, GHC officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, GHC officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of GHC.

Student cumulative records may not be removed from the premises of the GHC, unless the individual removing the record has a legitimate educational interest and is authorized by the Executive Director.

VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by GHC to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, S.W.
 Washington, D.C. 20202-5920

ATTENDANCE

COMPULSORY EDUCATION

Students who are between the ages of six and eighteen years, and not otherwise exempted, are subject to compulsory full-time education. Students who are at least sixteen years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents are required by law to send their children to school. Failure to comply with these requirements may lead to a referral to a School Attendance Review Team (SART), a School Attendance Review Board (SARB), the District or City Attorney's Office, and/or the Juvenile Court. When necessary, legal action can be taken against the parent or the student, depending on who is responsible for failing to comply.

Los Angeles City and Los Angeles County have loitering ordinances. They prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session. Students who violate these ordinances may receive a citation, may have to appear in court with his/her parent/guardian, may have a fine imposed by the court, and risk having his/her driver's license held.

ATTENDANCE POLICY

Student absences have a direct impact on performance and grades. The Attendance Plan was devised to keep students in class and reduce the number of days absent.

Following is an outline of the attendance plan:

- Students in Grades TK-8 who are absent **six or more days**, for excused or unexcused reasons, will meet with the school administrator to determine the impact of absences on satisfactory academic progress.
- The school will make every effort to notify parents of concerns regarding excessive absences; however, it is the student's responsibility to maintain satisfactory attendance.

Change of Address

A change of address must be reported to the school in writing within 30 calendar days.

Returning from an Absence

Students are expected to bring a written excuse signed by the parent to the TK-8 Office within one day after returning to school in order to clear his/her absences. Medical absences of five days or more require a doctor's note or the student must see the school nurse before being readmitted.

- Students with verified excused absences may be allowed to submit make-up work for credit.
- Any unexcused absence is treated as a truancy. Teachers are not required to provide opportunities for students to complete missed work or tests for unexcused absences. A parent conference may be required.

Periodic, One-Day Absence Due To Illness or Other Family Emergencies

- If homework is posted online, students should make every effort to complete the assignment on time. However, if the nature of the absence prevents the student from completing the work (the severity of the illness, family emergency, lack of computer access, or homework is not posted on line) the student should request an additional day to make up the work for each day absent. Work that was assigned when the student was present maintains the original due date; students should verify the requirements for submitting a long-term assignment with their individual teacher.
- Teachers will assign alternative comparable work if specific classroom activities i.e. labs, videos, presentations, group assignments etc. cannot be made up by the student.

Extended, Excused Absences

- Arrange with teacher to pick up missing work.

- Teachers may give alternative assignments as make-up work where it is not feasible to replicate an assignment (i.e. lab work, presentations, group assignments, etc). Missed classroom instruction does impact a student's performance on subsequent tasks.
- Teachers may recommend that the student attend tutoring to receive additional instruction.
- Parents of students who are absent two to four weeks and are *unable* to attend regular school due to a medical or psychiatric reason must meet with school nurse and counselor to make the appropriate arrangements. Medical documentation must be provided and will be verified to support temporary home tutoring. Home tutoring cannot be provided for more than four weeks.
- Students who are absent more than four weeks and are *unable* to attend regular school due to a medical or psychiatric reason shall be encouraged to enroll at Carlson Home Hospital School until approved to return to school.
- The School Nurse will work with the parents to facilitate the application and enrollment at Carlson Home Hospital School. Students will be reinstated into their previous program when they are approved to return to school unless otherwise determined by the IEP or 504 team.
- Students who are hospitalized in a residential health facility will be enrolled at the residential facility and must attend the school in which the residential health facility is located. Students will be inactivated until they are approved to return to school.

Make-Up Work and Transfer Grades for Transfer Students

- Transfer grades from any accredited school will be incorporated into the new class as per school policy.
- The student will work with the teacher to identify the materials, activities, concepts, and projects previously assigned that are necessary for the student to perform satisfactorily on subsequent tasks, including common assessments. Scope and quantity of make-up work will be reasonable and capable of being completed by the next grading period. Assignments will reflect department-wide curricular goals and Common Core required standards.

Make-Up Work for Transfer Students with No Transfer Grades

- Teachers may use a subject-specific diagnostic test to determine student's current performance level or subject matter proficiency so as to provide appropriate support and assistance.
- Reasonable comparable work may be assigned for a student in each discipline so that he/she may have an opportunity to follow current classroom instruction.
- A "No Mark" will be assigned to students entering at or after the 15th week of school

California Education Code 48205 provides that a student shall be excused from school when the absence is due to:

1. Illness.
2. Quarantine.
3. Medical, dental, optometric, or chiropractic services.
4. Attending the funeral of an immediate family member, e.g. mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student. (one day within the state, three days outside the state).
5. Jury duty.
6. Participation in religious instruction or exercises in accordance with Charter School policy. (The student shall be excused for this purpose on no more than four school days per month.)
7. Illness or medical treatment of a child of whom the student is the custodial parent.
8. Serving as a precinct member for an election.
9. To permit the pupil to spend time with an immediate family member on active duty or uniformed services and for the pupil to spend time with family when the family has been deployed to a combat zone or combat support position.
10. Attendance at the pupil's naturalization ceremony to become a United States citizen.
11. Justifiable personal reasons when the pupil's absence has been requested in writing by the parent **and** pre-approved by the executive director or designee. (Absences that fall into this category

include, but are not limited to an appearance in court, attendance at a funeral service, observance of religious holiday or ceremony. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.)

Please Note: All absences, excused and unexcused, are counted toward the GHC Attendance Policy; tardiness or suspension is not considered an excused absence. In the case of suspension, students will be required to make up class work.

Absences from Final Exams

Students who miss final examinations due to verifiable medical reasons will receive an "incomplete". All incompletes must be processed through the TK-8 Office. All cases are reviewed by a Final Exam Committee. Final Exam Appeal forms are available from the TK-8 Office. Students who are absent the day of the final exam due to health reasons, will receive a Final Exam Appeal upon receipt of a physician's note. If the final exam appeal is approved, arrangements must be made with the instructor to make up the exam within the first six weeks of the next semester. At that time, the teacher will arrange to change the grade from an incomplete to a final subject mark. Failure to make these arrangements with the teacher within this interval, the teacher will submit a final grade that includes the evaluation of the final examination as a failing mark. Students will not be able to make up exams they miss for failure to follow this policy.

Early Leaves

If a student must leave early during the school day, he or she must bring a note signed by a parent/ guardian on the day of the early leave. The parent/guardian or anyone listed on the emergency card must come into the office before the student will be summoned from the classroom for release.

1. Students who leave school without an early leave will be viewed as being truant and consequences outlined for truancy may be applied.
2. In Grades 6-8, the student must be present for half of the class period plus one minute of the class period in order to receive full credit.
3. *There are NO early leaves permitted during finals or testing.*
4. Returning from an Early Leave - Student must check-in through the TK-8 office. Only documented appointments will be considered excused.

TARDY POLICY

1. Unexcused Tardy: An unexcused tardy mark is recorded when:
 - a. A student is not in his/her seat when the tardy bell rings.
 - b. A student is outside the classroom without a legitimate school pass when the tardy bell rings.
 - c. A student comes from off campus onto campus and does not make it to class before the tardy bell rings. **A parent excuse is not sufficient to excuse the tardy.**
2. Excused Tardy: A tardy will be considered excused if the student obtains a stamped or signed school pass before arriving to class.
 - a. A student must have a pass from school personnel (authorized school personnel: teacher, administrator, office staff) if the student is detained for school related business only. The pass must indicate the student's name, date, time of departure, location of departure, destination points, and signature.
 - b. Teachers will not admit students into class without a legitimate pass or summons.

Tardy Consequences:

1 st & 2 nd tardy	Warning
3 rd tardy	Call or letter sent home
4 th tardy	Parent Conference
5 th tardy	Administrative Intervention

STUDENT TRANSFERS

The transfer of a student from one school to another for the purpose of improving achievement, attendance or adjustment may be addressed as an opportunity transfer. For more information, please contact the School Administrator.

INVOLUNTARY REMOVAL PROCESS

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. Pursuant to these procedures and consistent with laws governing involuntary removal, the hearing shall be adjudicated by a neutral officer. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process. Consistent with the Charter School's expulsion hearing procedures, the hearing shall take place within thirty (30) days after the notice of intent to remove is provided to parent/guardian.

Homeless Students Policy

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings.
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Admissions Specialist
GHC
10535 Zelzah Ave.
Granada Hills, CA 91344
818-360-2361 ext. 425
admissionsspecialist@ghcTK12.com

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.

2. Homeless students enroll in and have a full and equal opportunity to succeed at the GHC (“Charter School”).
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, GHC charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at Granada Hills Charter, a copy of the Charter School’s complete policy shall be provided at the time of enrollment and at least twice annually.

Migratory Children: Regardless of any change of residence of the pupil, **migratory children** may continue attending GHC if GHC is their school or origin.

SCHOOL SAFETY

SAFE SCHOOL PLAN

GHC has prepared safety plans addressing violence prevention, emergency preparedness, traffic safety and crisis intervention. Parents may learn more about the GHC's safety plans from the safety designee or administrative director who oversees school safety. A copy of the GHC's Safety Plan is available in the TK-8 Office. Various emergency drills are conducted several times during the school year – some are announced ahead of time and some are not. Parents receive communication about emergency drills and actual emergencies through an electronic communication system.

STUDENT REUNIFICATION DURING AN EMERGENCY

If there is an emergency situation during the school day that requires the evacuation of students from the school campus, the following procedure will be followed in order for students to be released from the supervision of school personnel:

TK-8 Campus

1. Parents/Guardians/Emergency Contacts should report to the gate in the parking lot on Amestoy St.
2. Complete an Emergency Leave Form as provided by GHC staff.
3. Have identification available for verification by GHC staff.
4. GHC staff will locate your student bring him/her to you at the gate.
5. Sign the Emergency Leave Form to verify that you have received your student.

VISITORS ON SCHOOL CAMPUS

All visitors, including parents of current students, must sign in at the TK-8 Office and receive a visitor's pass. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. Visitors who are found on campus without a visitor's pass will be escorted to the office by administration or a security guard. The safety of students is of primary concern; therefore, unidentified adults are not permitted on campus.

It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. Public school officials in California have found that the presence of federal immigration officers (i.e., Immigration and Customs Enforcement, or "ICE") and other government officers/officials may cause a disruption of the educational setting. Therefore, any request by a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) will be directed to the Executive Director or designee. The officer/official will also be asked to produce any documentation that authorizes school access. GHC staff shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by GHC, consistent with the law. The GHC Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Photography or filming on campus is prohibited without prior administrative approval. Students who are not enrolled at the school are not to be on the campus unless prior approval of the Executive Director or designee has been obtained. Visitors may not interfere with or disrupt any classroom or school activity. Visitors are expected to:

1. Follow the established school policy in requesting a classroom visitation.
2. Provide identification and complete a visitor's permit upon arrival at the site.
3. Enter and leave the school and/or classroom as quietly as possible.
4. Not converse with the students, teacher and/or instructional aides during the visitation.
5. Not interfere with any school activity.

6. Seek administrative approval for the length and frequency of classroom visits
7. Follow the school's established procedures for meeting with the teacher and/or administrative director after the visit, if needed.
8. Return the visitor's permit to the point of origin before leaving the campus.

The Executive Director or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

School Volunteer Clearance Procedure and Policy

To ensure the safety of our students, all parents or community members volunteering as a chaperone or driver for any school related field trip, activity or event including athletics must be fully cleared as a volunteer. This is applicable whether the activity takes place before, during or after the school day or on the weekend. All individuals must be fingerprinted and TB screened in addition to the current driver's license and insurance requirements of all volunteer drivers. Volunteer Packets are available on the school website or through the TK-8 Office for pick up. Contracted or reduced fee testing locations, and reimbursement options are provided in the packet.

COVID-19, MRSA, AND PREVENTING DISEASE TRANSMISSION

GHC is sensitive to the possibility of disease transmission and has developed a proactive plan to address the spreading of COVID-19, MRSA, and other communicable diseases which includes, but is not limited to the following:

- Regular deep cleaning of all restrooms and PE facilities.
- Daily cleaning of all restrooms.
- Training all staff and coaches on ways to prevent MRSA.
- Implementing a NO-SHARING RULE (athletes should not share equipment, clothing, towels, and other personal items) in the Athletic program and PE program.
- Using of anti-bacterial soap in all restrooms.
- Installation of hand sanitizers pumps in the PE areas, computer rooms, and lunch area.

Parents and students concerned with the cleanliness of the campus should address their concerns to the administrative director overseeing facilities.

INTEGRATED PEST MANAGEMENT PROGRAM

GHC has developed a comprehensive Integrated Pest Management (IPM) program. It is the goal of the school to provide for the safest and lowest-risk approach to manage pest problems while protecting people, the environment and property. The IPM Policy focuses on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest management techniques. Emphasis under the program is placed on the use of mechanical (e.g., glue traps) and exclusionary (e.g., installation of door sweeps and screens, caulking holes and crevices) pest management techniques prior to using pesticides or herbicides where possible.

Pesticide/herbicide products used must be first approved by the IPM team following a careful review of contents, precautions, and low-risk methods of use. Pesticides and herbicides may only be applied by licensed Pest Management Technicians. No pesticide/herbicide use by school staff, contractors, students, or parents is permitted.

The school complies with Healthy Schools Act. The school will notify parents, employees, and students of all pesticides applications using the following guidelines:

1. By following the guidelines, regulations and notification procedures of the Healthy Schools Act.
2. By herein providing a summary of the IPM program and goals, the IPM Policy, Request for Notification Form, and the current IPM Team-approved list of products as outlined in the IPM Handbook located in the Main Office.
3. The following information is also available in the TK-8 Office:
 - The IPM Team-approved products list
 - A log of IPM activity at the school

The notification will include specific information, including product names and active ingredients, target pest, date of pesticide use, signal work indicating the toxicity category of the pesticide, a contact name and number for more information, and the availability of further information in the TK-8 Office.

Parents or guardians should notify the administrative director overseeing Facilities on the Request for Notification Form if they believe their child's health and/or behavior could be influenced by exposure to pesticide products, and as a result, if they desire to be notified of all pesticide applications

Signs shall be conspicuously posted around any area at least 72 hours before and for five (5) half-lives of the product after the use or application of pesticides not on the IPM Team-approved list in a non-emergency situation. In the event of an emergency as determined above, posting will go up at the time of the application.

STUDENT BEHAVIOR, CONDUCT AND DISCIPLINE

The rules included in this code of conduct supplement are in addition to our broad, discretionary authority to maintain safety, order and discipline inside the school zone. These rules support, but do not limit, our authority.

STANDARDS OF STUDENT BEHAVIOR

All students are expected to:

1. Attend school regularly and punctually; and remain on the school grounds (Please see Attendance Policy).
2. Complete all class work and homework assignments and maintain satisfactory marks.
3. Maintain a good attitude towards teachers, administrative directors, other staff members, and fellow students and comply with all reasonable requests from adult staff members.
4. Resolve conflicts or personal problems with the assistance of a staff member.
5. Bring necessary supplies and materials to classes daily, such as notebook, pencil, Chromebook, textbooks, and physical education clothing.
6. Conduct oneself in such a manner to be a credit to the school, home, and family.

CONDUCT OF STUDENTS

GHC requires pupils to follow school regulations, obey all directions, be diligent in study, be respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. GHC promotes the principle that every teacher shall hold pupils strictly accountable for their conduct on the way to and from school, and while on campus.

ALTERNATIVES TO SUSPENSION/EXPULSION

GHC utilizes a progressive discipline program that is aligned with the District's Discipline Foundation Policy. GHC believes that alternatives to suspension align with our school wide PBIS.

All students at GHC are expected to behave appropriately and to learn and follow all guidelines and school policies. A Multi-Tiered System of Support is used for students who are exhibiting inappropriate or disruptive behaviors. A three- tiered system supports students at various levels of need.

Tier 1: Universal Supports and Strategies

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners. Strategies include the following:

- Proactive Classroom Management
- Regular, Preemptive Communication with Families
- Classroom Incentives
- Seating, assignment, behavioral accommodations
- Conferencing with Student(s) and Parents
- Verbal correction and redirection
- Reminders, Role-Play, daily progress sheet
- Loss of Classroom Privileges
- Written and/or verbal reflection

Tier 2: Selected, More Intensive Supports and Strategies

These responses engage the student's support system to ensure successful learning and to alter conditions that are inappropriate or disruptive. Strategies include the following:

- Behavioral Contract
- Support Groups
- School-Home Communication

- Adult or Peer Mentorship
- Utilize Check-in and Check-out System
- Referral to SSPT
- Loss of Privileges
- Temporary removal from class
- Extended school day
- Community Service
- Research paper/presentation
- Parent Shadow

Tier 3: Targeted/Intensive Supports and Strategies

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion. Strategies include the following:

- All Tier 1 and Tier 2 Interventions
- FBA Based Behavior Intervention Plans
- Teaching Replacement Behavior
- Home and Community Supports in cooperation with school Social Worker
- Self- Management Program
- Restricted Access
- In-school reassignment and/or suspension
- Short-term out-of-school suspension
- Extended out-of-school suspension
- Request for alternate educational setting
- Recommendation for expulsion

FOOD/DRINK POLICY

Students may not bring glass bottles on to the campus due to safety concerns. Candy and soda is not allowed. Food is not permitted in classrooms during instructional time.

PROHIBITION AGAINST DRUGS, TOBACCO, AND ALCOHOL

Alcohol, tobacco and nicotine products (such as cigarettes, electronic cigarettes, vaporizers, chew, or other related products and replica nicotine products) are prohibited and students found in possession, or having used such products on school grounds, will receive specified consequences that could include suspension, recommendation for participation in deterrent programs, opportunity transfer, exclusion from extra-curricular activities or expulsion. Possession of drugs at school may also constitute a crime and will be reported to School Police.

Any student found to have participated in the unlawful sale of drugs may be recommended for expulsion.

PROHIBITION AGAINST FIREARMS, WEAPONS, AND OTHER DANGEROUS OBJECTS

GHC maintains a "Zero Tolerance Policy" for any type of dangerous object. Therefore, school administrative directors will take immediate appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to, knives (including Swiss Army-style knives, X-Acto knives, utility knives), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of firearm or BB/Pellet gun (including replica guns). Any student who inadvertently brings an object onto campus that is prohibited should turn it in to a school employee or administrative director immediately; doing so may avoid disciplinary consequences. Pursuant to the Federal Gun Free Schools Act, and in accordance with California law, any student found in possession of a firearm shall be recommended for expulsion. Storage of any of these items in areas such as, but not limited to, lockers, purses, backpacks, or automobiles is deemed to be "in possession."

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GHC prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, GHC will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. GHC school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, GHC will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which GHC does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. GHC will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinators ("Coordinators"):

Norm Holloway
Administrative Director of Student Services
GHC
10535 Zelzah Ave.
Granada Hills, CA 91344
818-360-2361
nholloway@ghcTK12.com

Lori Zaragoza
Administrative Director of Student Services
GHC
10535 Zelzah Ave.
Granada Hills, CA 91344
818-360-2361
lzaragoza@ghcTK12.com

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Federal and State Law

Title IX (20 U.S.C. § 1681 *et. seq.*; 34 C.F.R. § 106.1 *et. seq.*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by GHC.

GHC is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment under California Law consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Sexual Harassment under Title IX is defined below and complaints made pursuant to Title IX will utilize the Title IX Grievance Procedure outlined in the same section. Sexual harassment complaints that do not meet the more stringent Title IX criteria, but violate California's definition of sexual harassment will be handled utilizing the Uniform Complaint Procedures outlined in the Parent information section above.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GHC.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network internet website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, an administrative director, a coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

GHC prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All regular staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form or a Title IX Grievance Form, as applicable, at any time during the process, consistent with the procedures laid out in the Student/Family Handbook.

ABUSE OF PUPIL AT A SCHOOL SITE

The appropriate local law enforcement agency shall investigate complaints filed by parents or guardians of pupils against a school employee or other person that commits an act of child abuse at a school site.

PUBLIC DISPLAY OF AFFECTION (PDA)

The school recognizes that genuine feelings of affection may exist between students; however, students shall refrain from inappropriate behaviors on campus or at school related events. Prohibited public displays of affection include lewd or otherwise inappropriate kissing, touching or fondling. Students are expected to exercise good taste and judgment to maintain a distraction-free environment conducive to learning.

STUDENT SUSPENSION/EXPULSION POLICY

The GHC Student Suspension/Expulsion Policy mandates that:

"The GHC expulsion review committee shall recommend expulsion in those cases where the expulsion review committee has found that a student has been in possession of a firearm, brandished a knife at another person, possessed an explosive device; committed or attempted to commit a sexual assault or committed a sexual battery; or has sold a controlled substance as defined in Chapter 2, commencing with Section 110053, of Division 10 of the California Health and Safety Code. These incidents are enforceable at school or at a school activity off school grounds."

The above policy action affects only the operation of expulsion review committees and does not alter or limit the responsibility of local school administrative directors as indicated below in the *Guidelines for Student Expulsions*.

GUIDELINES FOR STUDENT SUSPENSION/EXPULSION

The Executive Director/Designee of GHC may recommend disciplinary action, up to and including suspension or expulsion if it is determined that a student has committed any of the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered or otherwise furnished to a person another liquid,

substance, or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine including electronic cigarettes and vaporizers.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing.
18. Engaged in an act of bullying.

The above list is not exhaustive.

Alternatives to suspension and expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

OPPORTUNITY TRANSFERS

Opportunity transfers may be voluntary or involuntary. Voluntary transfers are often initiated at the parent's request. Involuntary transfers are used as a means of discipline or alternative setting and do not require parental approval. There are two primary purposes for which disciplinary/involuntary Opportunity Transfers may be issued:

1. To promote the positive social adjustment of a particular student.
2. To promote school safety for all students.

READMISSION OF FORMER STUDENTS

If a student has been checked out for disciplinary reasons, their request for re-admittance must be reviewed and approved by the TK-8 Office and administrative director.

MANDATORY EXPULSION RECOMMENDATION

The Executive Director/Designee *will* recommend expulsion if it is found that a student has committed one of the following acts:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Possession of an explosive.

READMISSION OF EXPELLED STUDENTS

The decision to readmit a pupil previously expelled from GHC shall be at the discretion of the Governing Board following a meeting with the Executive Director or designee (Administrative Director), the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Executive Director or Designee will make a recommendation to the Governing Board

following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon GHC's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

STUDENT SEARCHES

The Fourth Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain circumstances.

Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes an administrative director to have reasonable suspicion that the student has committed or is about to commit a crime or has violated statutory laws or school rules, the administrative director may conduct a search of that student. The administrative director must:

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

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

- Conduct the search if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Searches based on reasonable suspicion will be conducted in a private area whenever possible.

Random Metal Detector Searches

To maintain a safe campus, there will be metal detector searches of students and lockers. Every effort will be made to respect students in the course of these searches. Searches of students will be conducted with a "wand" in a fair and random manner.

Lockers are the property of GHC. Lockers can be searched, without reasonable suspicion, for safety, disciplinary, or health reasons. The school reserves the right to search any or all lockers at any time, without the student's knowledge.

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if:

- The method of selection of students to be searched is genuinely random.
- Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).
- The searches are minimally intrusive.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student in accordance with the above guidelines for reasonable suspicion searches.

Police Officer

A uniformed School Police Officer is assigned to GHC.

Canine Search Program

As part of our safety plan, periodic unannounced canine visits will take place. Any canine inspection may not be arbitrary, capricious, or discriminatory.

Surveillance Cameras

For student and staff protection, certain areas of the school campus are subject to surveillance by cameras.

Parental Notifications of Searches/Interviews

While every effort will be made to maintain open and strong communication between the school and home, it may be necessary to administratively search and/or interview a student without notifying the parent or guardian. The school conducts daily random searches as part of the School Safety Plan.

FREE EXPRESSION POLICY

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speech or activity in order to maintain a safe and peaceful campus for all students and employees. Students who fail to follow the directive of school site administrators or school police concerning demonstrations, assemblies, sit-ins or walkouts may be disciplined. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive may result in disciplinary action against the student. If the student demonstration or walk-out causes a disruption to the general public, then local law enforcement may respond to the situation. While GHC recognizes and respects a student's freedom of speech rights, employees shall not promote, endorse, or participate in any student demonstration, distribution of materials, assembly, sit-in or walk-out.

TITLE IX OFFENSES AND PROCEDURES

TITLE IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) requires public schools to prohibit sexual harassment and implement specific procedures in response to reported offenses.

FEDERAL DEFINITION OF SEXUAL HARASSMENT

Federal regulation (34 C.F.R. § 106.30) defines sexual harassments as

1. Any quid pro quo harassment by a school's employee;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access;
3. Sexual assault;
4. Dating violence;
5. Domestic violence; or
6. Stalking.

All other sexual harassment complaints shall be investigated and responded to pursuant to the Uniform Complaint Procedures described on page 8, above.

PROCEDURES FOLLOWING ALLEGATIONS OF SEXUAL HARASSMENT

The Coordinator or designee after actual knowledge of misconduct prohibited by Title IX, will take specific action. Awareness of reports of sexual harassment is the responsibility of the entire school staff including the Coordinator and any GHC employee.

Initial Steps

The Coordinator or designee will provide supportive measures to victims and proceed to an investigation upon formal complaints signed by the complainant or parent or legal guardian in written form or by email requesting an investigation of the allegations against the named respondent. The Coordinator or administrative designee may sign a formal complaint when a victim chooses not to proceed after a determination that there is a safety threat or to do so is not clearly unreasonable in light of the known circumstances. In such cases, the alleged victim is not a party to the case but will receive notices as required by the Title IX regulations at specific points in the complaint process.

Supportive Measures

Even if a formal complaint is not filed, the Coordinator or designee shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Coordinator or designee shall consider the complainant's wishes with respect to supportive measures.

Emergency Measures

On an emergency basis, GHC may remove a student from the school's education program or activity following an individualized safety and risk analysis that determines removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

If a GHC employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process consistent with any applicable collective bargaining agreement.

When Dismissal of a Complaint is Mandatory or Discretionary

The Coordinator or designee must dismiss a formal complaint of sexual harassment with written notice giving reasons with attached appeal rights when the alleged conduct:

1. Would not constitute sexual harassment under the definition in 34 C.F.R. § 106.30.
2. Did not occur in the school's education program or sponsored activity
3. The alleged conduct did not occur against a person in the United States.

The Coordinator or designee may dismiss a formal complaint if the complainant gives notice in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled in or employed by GHC, or sufficient circumstances prevent the school from gathering evidence sufficient to reach a determination with regard to the complaint.

Dismissal of a Title IX investigation does not preclude proceeding on the allegations under the GHC student Code of Conduct.

Required Notice to Parties in the Investigation

The Coordinator or designee must provide notice to the parties in the investigation of the following information:

1. The grievance process including the availability or the informal resolution process
2. Sufficient details of the allegations known at the time including the identity of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident. Should additional facts become included in the investigation, the coordinator or designee shall provide notice of the additional allegations to the parties.
3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the investigation
4. The parties' opportunity to have an advisor of their choice who may be, but need not be, an attorney and the ability to inspect and review the evidence.
5. A warning of the prohibition against submitting false statements or false information.
6. The names of the investigator, facilitator of an informal process, decision maker and notice that a party has three calendar days to raise concerns of conflict of interest or bias regarding any of these individuals.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the Coordinator or designee may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. GHC shall not require a party to participate in the informal resolution process or to waive the right to an investigation of a formal complaint. The informal resolution process must include the following:

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Inspection Process

The Coordinator or designee will inspect and review the evidence and before finalizing the investigation report which shall

1. Provide to the parties all evidence related to the allegations raised in the formal complaint.
2. Inform the parties that they have 10 days to submit a written response that the investigator must consider.
3. Extend to the parties after the investigative report is issued but before a determination of responsibility is made an opportunity to submit written relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Written Decision

The Executive Director shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be a Coordinator or a person involved in the investigation of the matter.

The decision-maker shall issue, and simultaneously provide to the parties, a written decision as to whether the respondent is responsible for the alleged conduct within 45 calendar days of the receipt of the complaint. The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action.

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees.

The contents of the decision shall include the following:

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30.
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence.
3. Findings of fact supporting the determination.
4. Conclusions regarding the application of the GHC Code of Conduct to the facts.
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions GHC imposes on the respondent, and whether remedies designed to restore or preserve equal access to the educational program or activity will be provided to the complainant.
6. The District's procedures and permissible bases for the complainant and respondent to appeal.

Appeals

A written appeal may be taken to the Executive Director from a determination of responsibility or a dismissal of a formal complaint within 10 days of receipt of the decision stating the grounds and including any relevant supporting documentation. There are 3 bases for appeal:

1. Procedural irregularities that affected the outcome
2. Newly discovered evidence not previously available that would affect the outcome
3. Bias or conflict of interest that affected the outcome

Upon receipt of an appeal, GHC shall:

1. Notify the other party in writing and implement appeal procedures equally for both parties.
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with Title IX procedures and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinators.
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
4. Issue a written decision describing the result of the appeal and the rationale for the result.
5. Provide the written decision simultaneously to both parties within 20 days of submission of the appeal.

Consequences If Found Responsible for Sexual Harassment

When a determination of responsibility for sexual harassment has been made against the respondent, GHC shall provide remedies to the complainant. Such remedies may include the same individualized services described above as "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent.

GHC shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above until the complaint procedure has been completed and a determination of responsibility has been made.

For students in grades 4-8, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or GHC as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, GHC shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and applicable collective bargaining agreements.

Any party has the right to file a complaint directly with the United States Department of Education's Office for Civil Rights.

STUDENT SERVICES AND RESPONSIBILITIES

CELL PHONE & ELECTRONIC DEVICE POLICY

Cell phones are permitted to be brought to school; however, **CELL PHONES MAY NOT BE DISPLAYED OR USED ON CAMPUS DURING SCHOOL HOURS. ALL CELL PHONES MUST BE TURNED OFF DURING SCHOOL HOURS.** If phones are used, displayed, turned on, earbuds/earphones visible whether it be around the neck or hanging from the ears, the cellphone will be confiscated and a parent or person authorized on contact list will be required to pick the phone up Monday - Friday from 7:15 a.m. - 4:30 p.m. **SMARTWATCH POLICY:** If a smartwatch is being used other than to know the time, the cellphone will be confiscated and a parent or person authorized on contact list will be required to pick the phone up Monday – Friday between 7:15 a.m. and 4:30 p.m. **Notwithstanding the above, a pupil may not be prohibited from using a cell phone: 1) in case of an emergency or in response to a perceived threat or danger, (2) when a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator, (3) when a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil, (4) when the possession or use of a smartphone is required in a pupil's individualized education program. All exceptions must be approved in writing by the Principal.**

It is not recommended that students bring cell phones or any valuables to school. Phones brought to school will be brought at the owner's risk. The school will not be responsible for lost or stolen phones, and the school will not investigate loss.

Electronic Devices Non-Cell Phone: Upon entering the campus, all electronic devices whether they are used for communication (verbal or texting or listening pleasure, iPod, MP3 players, laptops, tablets, Google Glass, smart watches, cameras, etc.) and attachments (ear phones, ear buds, speakers, etc.) should be turned off and put away during school hours. They should not be visible or audible during the school day. If any such device is brought to school, it shall remain "off" and stored in a backpack, purse, pocket, or other place where it is not visible during school hours. If such a device is observed by school staff, it will be confiscated. Parent presence will be required for pick-up of confiscated devices. The school will not be responsible for the loss or theft of any electronic device. Due to the number of incidents, the school will be unable to investigate the loss.

STUDENT DRESS CODE

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

1. Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity.
2. Create a hazard to the safety of himself/herself or others.
3. Create a health hazard.

GHC's dress code is in effect during all school functions, on or off campus. Any student who violates the dress code as described below will be subject to disciplinary action, which is equal to one hour of detention per offense. Fifth offense will result in a one-day suspension.

1. No tube tops/dresses/rompers, halter tops/dresses/rompers, off the shoulder tops/dresses/rompers or spaghetti strap tops/dresses/rompers can be worn not even with an over shirt. No see-through blouses.
2. No visible midriffs, cleavage or underwear including but not limited to bralettes.
3. No shorts, skirts and/or dresses shorter than fingertip plus one inch.
4. Any type of stretch pants including but not limited to: tights, leggings, yoga pants, etc. must be accompanied by a top and/or bottom (shorts/skirts) that is at minimum thumb length.
5. Holes and tears in jeans and pants must be lower than dress code length.
6. No shirts with slits on the side that expose the chest.
7. Pants must be fitted as not to sag.
8. Shoes must be worn at all times.

9. No clothing or accessories depicting violence, drugs, alcohol, the use of offensive/obscene pictures or language, weapons, or symbols that represent and/or associate with offensive/obscene organizations of any kind, or gang attire.
10. No inappropriate accessories such as pocket chains or spikes.
11. Only official Granada hats allowed on campus and may not be worn in classrooms or offices, nor may they be worn backwards. Hoods may not be worn.
12. Students are not to wear hair rollers, bandanas or wave caps. For additional information, see the heading "Hats" in this section.
13. No spikes in ears that could cause serious injury.

HATS

Students are reminded that any type of hat or cap: wave caps, head bands, scarves, skull caps, hoods or beanies (except official, unaltered GHC hats and headwear worn for purposes of religious observance) may not be worn at school.

SKATEBOARD POLICY

Anyone in possession of a skateboard on campus after the bell rings will have it confiscated. All skateboards must be carried-- not ridden-- to or from the skateboard racks. Students are not allowed to carry skateboards from class to class or to store them in offices or classrooms. Students must supply their own locks.

SKATES, ROLLERBLADES, AND SCOOTERS

Students may not bring skates, rollerblades or scooters to school. Skates and rollerblades represent a safety hazard to others and will be confiscated.

RESTITUTION OF MONIES

GHC policy and State law provides that the parent or guardian of a minor is liable to a school district, charter organization, or private school for all property loaned to and not returned or willfully damaged by the minor. It also authorizes local school districts to adopt a policy whereby the marks, diploma, or transcripts of these students may be withheld until the pupil or the parent/guardian pays for the damages or returns the property. The Student Store accepts Visa, MasterCard, and Discover cards in payment of most purchases and restitution of monies.

For student-issued instructional resources, i.e. textbooks, library books and Chromebooks that are damaged or destroyed and/or not returned, the parent or guardian is responsible for the replacement cost of the instructional resources. A \$20.00 late fee will be charged for the return of books or payments made for replacement after the end-of-year deadline. Please see [Textbook Policy](#) for additional information regarding late fees and replacement costs associated with instructional resources.

It is the policy of GHC to seek restitution, including but not limited to, when a student willfully cuts, defaces, causes the loss, non-return or otherwise injures any property, real or personal, belonging to the school district or a school employee. The parent/guardian of the student is liable for such damages, up to the amount allowed by law.

Upon receiving notification, the parent(s) or guardian(s) may pay the outstanding obligation, or the student or parent may complete a voluntary work assignment if agreed to by the school. Upon satisfactory completion of the school's determined voluntary work assignment, the marks, diploma, or transcripts shall be released and/or the debt discharged.

CURRICULUM AND INSTRUCTION

ANNUAL NOTICE OF RIGHTS TO REQUEST TEACHER QUALIFICATIONS

As a parent, you have the right to request information regarding your child's classroom teacher's professional qualifications. All GHC teacher qualifications are listed on the School's website and in the annual Back-to-School night program.

REPORT CARDS

Report cards are issued and mailed/sent home at the 20-week periods. Parents will receive a 10-week progress report as well as the 20-week report card each semester.

GRADES

All twenty week grades are final and cannot be expunged or removed from the transcript. Only the teacher, with the approval of an administrative director, may change a final grade. Parents or guardians may request, within the first forty-five (45) school days of the semester following the one in which the grade was issued, a grade appeal review of a pupil's final grade based on the reasons listed below:

1. Mistake;
2. Fraud;
3. Bad faith; and/or
4. Incompetency in assigning the grade.

The grade earned by each pupil shall be determined by the teacher of the class or course. In the absence of a reasons listed above, the grade shall be final.

Disagreement with the teacher's instructional methods, course curriculum or the philosophy of a teacher's grading criteria is not a basis for changing a grade.

Before requesting a Grade Appeal Form, the pupil or parent, or both must first meet with the teacher to resolve the issue within the first ten (10) school days of the next semester. If the Grade Appeal cannot be resolved at the teacher level, all Grades Appeal forms must be submitted within the first forty-five (45) school days of the semester following the one in which the grade was issued. Teachers who are no longer employed at GHC or are not available will be represented by school administrator.

Comments shall not be deemed grades. Questions regarding comments may be directed to the teacher or department chair and are final. Grade appeals will not be reviewed for grades issued for quizzes, exams, individual assignments, group assignments or report card grades other than the final grade.

Questions about comments, quizzes, exams, individual assignments, group assignments or report card grades other than the final grade must be directed to the teacher or department chair. The teacher's and department chair's decision is final.

AWARDING COURSE CREDIT (GRADES 6-8)

Course credit is awarded for classes approved by the GHC Governing Board. Earning five instructional credits normally requires five 40 to 60 minute periods of class time per week for one semester. Credits are based on the Carnegie Unit. One Carnegie Unit represents one full-year class and is equivalent to 10 semester credits. One-half Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester units. Credit is not awarded for classes in which a student earns a fail, No Mark, Incomplete or ATF (Fail due to attendance policy).

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a fail, No Mark, Incomplete or ATF. Partial credit is not granted for GHC classes unless a student is eligible under AB 216. For information about GPA calculation, see the GHC Course Catalog. Currently enrolled students who take classes at institutions another than Granada Hills Charter must have approval to earn school credit. All courses posted to the transcript are final and cannot be removed from the transcript record.

All GHC courses are accredited by the Western Association of School and Colleges (WASC) and are transferable throughout the United States. Students who graduate from GHC with a "C" or better in required courses will meet the UC/CSU "a-g" requirements unless otherwise noted in their Individual Education Plan.

For a complete list of UC/CSU courses go to <https://hs-articulation.ucop.edu/agcourselist>.

TRANSFER CREDITS

Subject marks and credits are accepted and recorded on the GHC transcript at face from a school accredited by the Western Association of School and Colleges (WASC) or other regional accrediting association. Credit from non-accredited schools will be recorded with grades of pass or fail and a generic subject description. Credits for non-accredited school outside of the United States require certified translations. Evaluations of the transcript and the granting of credits is specific to each student. Students who have completed the equivalent of high school in their country shall enroll in a post-secondary institution.

Regardless of the type of transfer, verification of the curriculum, course content, instructional hours and alignment with the California State Standards is required and must be approved by the Administrator before credit is awarded. For more information see the GHC Course Catalog available on the School's website.

PARENT/TEACHER CONFERENCE

The following steps must be taken to set up a parent-teacher conference:

- Parent should email teacher directly (there are links to each teacher's email on the School's website) or leave a message for the teacher in the TK-8 Office
- If the teacher does not call/write back, contact the school administrator

FIRST DAY OF EACH SEMESTER

Students' schedules will be dropped if they fail to report to school on the first day of any given semester. As a result of a dropped schedule and over-subscribed courses, students' course preferences may not be honored. Absences begin the first day when school is in session.

HOMEWORK

The GHC faculty and staff recognize the importance of assigning meaningful homework to students. The philosophical belief of the school is that homework with a clear and appropriate objective fosters student achievement, independence, and responsibility, and serves as a vital link between school and home. GHC homework has a clear purpose and is used to provide feedback on learning.

Purpose:

- Reinforce and apply skills, concepts, and information taught in the classroom
- Be meaningful and appropriate to the ability and instructional level of students
- Support creative, logical, critical and analytical thinking
- Foster self-discipline and efficient use of time

TEXTBOOK AND INSTRUCTIONAL RESOURCE POLICY

Each student is responsible for all textbooks issued to him/her during the course of the school year and it is the responsibility of the student to collect and return all textbooks and instructional resources on time. Students and parents are responsible for all textbooks and must reimburse the School for all textbooks that are damaged or destroyed and/or not returned. A \$20.00 late fee per textbook will be charged for textbooks returned after the deadline (See Instructional Resource/Textbook Policy and Contract). A \$20.00 fee will be charged for every textbook left in student lockers after the year-end locker clearance deadline.

CORE AND SUPPLEMENTAL READING SELECTIONS (ENGLISH)

GHC has chosen core reading selections in accordance with state standards and state frameworks. While parents may request an alternative assignment if they object to a specific selection, please keep in mind that the charter school retains the right to exercise its academic freedom and refuse the accommodation if it will interfere in the school's responsibility to implement the school curriculum in a way that is responsive to the overall educational needs of the school.

ALTERNATIVES TO USING PRESERVED AND LIVE ORGANISMS (SCIENCE)

Students with a moral objection to participation in science laboratory instruction in which animals are used will be informed of the opportunity to be excused or provided with alternative activities. In order to be excused or provided with alternative activities, the student must have a note from his/her parent or guardian requesting an alternative assignment. This assignment must require a comparable time effort investment by the student.

HEALTH EDUCATION COURSES

Complying with the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act, schools are required to:

- Provide students with the knowledge and skills necessary to protect his/her sexual and reproductive health from unintended pregnancies and sexually transmitted diseases.
- Encourage all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage and family.

Comprehensive Sexual Health Education Policy

Comprehensive health education at GHC shall meet the Legislative intent of the California Healthy Youth Act ("CHYA"), as follows: (1) provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and from unintended pregnancy; (2) provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; (3) promote understanding of sexuality as a normal part of human development; (4) ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end; and (5) provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

I. DEFINITIONS

- A. Age appropriate: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- B. Comprehensive sexual health education: education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
- C. English learner: a pupil who is "limited English proficient" as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
- D. HIV prevention education: instruction on the nature of human immunodeficiency virus ("HIV") and acquired immunodeficiency syndrome ("AIDS"), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
- E. Instructors trained in the appropriate courses: instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
- F. Medically accurate: verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

II. INSTRUCTION TO PUPILS

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all GHC pupils in grades 6 -8, inclusive, at least once.

In compliance with the CHYA, GHC will ensure that all pupils in grades 6-8, inclusive, are provided the following instruction:

- A. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
- B. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
- C. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
- D. Information about the effectiveness and safety of all federal Food and Drug Administration (“FDA”) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
- E. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- F. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- G. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.
- H. Information about local resources, how to access local resources, and pupils’ legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- I. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - 1. Parenting, adoption, and abortion.
 - 2. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - 3. The importance of prenatal care.
- J. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - 1. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - 2. Information on how social media and mobile device applications are used for human trafficking.
- K. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
- L. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, GHC shall ensure that all instruction satisfies the following criteria:

- A. Instruction and materials shall be age appropriate.
- B. All factual information presented shall be medically accurate and objective.
- C. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:
 - 1. Be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.
 - 2. Be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided pursuant to applicable law.
 - 3. Be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
 - 4. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
 - 5. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
 - 6. Teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
 - 7. Encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
 - 8. Teach the value of and prepare pupils to have and maintain committed relationships such as marriage.
 - 9. Provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
 - 10. Provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
 - 11. Not teach or promote religious doctrine.

III. IN-SERVICE TRAINING

- A. GHC shall cooperatively plan and conduct in-service training for all GHC personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.
- B. In developing and providing in-service training, GHC shall cooperate and collaborate with the teachers of the GHC who provide HIV prevention education and with the department.
- C. In-service training shall be conducted periodically to enable GHC personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for GHC personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
- D. GHC may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for GHC personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

IV. GUEST SPEAKERS

- A. GHC may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for GHC personnel.

- B. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction.

V. PARENTAL CONSENT

GHC encourages pupils to communicate with their parents or guardians about human sexuality and HIV and to respect the rights of parents or guardians to supervise their children's education on these subjects. GHC intends to create a streamlined process to make it easier for parents and guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their children from participation in all or part of that instruction or evaluation. GHC recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.

A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. GHC shall not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

VI. ANNUAL NOTICE

At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil's enrollment, GHC shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall do all of the following:

- A. Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
- B. Advise the parent or guardian whether the comprehensive sexual health education or HIV prevention education will be taught by GHC personnel or by outside consultants. GHC may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the parent or guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.
- C. Include information explaining the parent's or guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
- D. Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing GHC.

VII. FOR PUPILS WHO OPT-OUT

A pupil may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if GHC has received a written request from the pupil's parent or guardian excusing the pupil from participation.

A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV

prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

FINAL EXAMS (GRADES 6-8)

Teachers may give a final exam or other culminating activity during the final exam period. Teachers may not make accommodations for an early or late final. Students who are absent must receive a zero on the final exam unless an approved incomplete has been authorized. Final exam appeal forms are available from the TK-8 Office and online. All appeals are reviewed by a committee. If the final exam appeal is approved, a grade of incomplete (INC) will be assigned.

- Incompletes are processed in the TK-8 Office and approved by a committee.
- Incompletes are approved for family or medical emergencies (documentation is required)
- Early vacation plans are not emergencies.
- Students who are absent (due to illness) on the day of their final will be given a zero on the final exam and a grade of incomplete in the class.
- Students have six weeks from the first day of the new semester to make-up the Incomplete. Failure to do so will result in a grade of fail.

GRADES 6-8 MATHEMATICS COURSE PLACEMENT POLICY

The policy of Granada Hills Charter (“GHC” or the “Charter School”) Board of Directors (“Board”) is to place all students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers.

The Grades 6-8 Math Placement Policy and mathematics course sequences have been designed to:

1. Offer students a variety of courses designed to appeal to different students’ strengths, interests, and goals
2. Provide all students the opportunity to reach Advanced Placement (AP) and/or International Baccalaureate (IB) courses, regardless of initial math placement
3. Employ multiple measures that ensure students are adequately prepared for subsequent mathematics courses, college, and careers

GRADES 6-8 MATHEMATICS COURSE SEQUENCES

	Grade 6	Grade 7	Grade 8
College & Career	CC Math 6	CC Math 7	CC Math 8
Accelerated	CC Math 6	CC Math 7/8	Algebra 1
Highly Accelerated	CC Math 6/7	CC Math 8/Alg 1	Geometry

GRADES 6-8 MATHEMATICS COURSE PLACEMENT PROCESS

All sixth-grade students begin with CC Math 6. The GHC TK-8 administers a placement exam aligned to state-adopted content standards to all incoming sixth grade students at orientation. Information from the assessment is used to create cohorts that represent an academically balanced range of abilities.

The GHC TK-8 systematically takes multiple objective academic measures of student performance into consideration to guide students into the appropriate math sequence of courses.

At the end of Grade 6, a student may be considered for placement on the **Accelerated Pathway** based on the following criteria:

1. Grade of “A” or “B” in CC Math 6.
2. Meet or exceed standards on the Smarter Balanced Summative Assessment
3. Score 230 or higher on NWEA MAP adaptive mathematics test

At the end of Grade 5, a student may be considered for placement on the **Highly Accelerated Pathway** based on the following criteria:

1. Composite Math score of “4” or “A” on fifth grade report card.
2. Meet or exceed standards on the Smarter Balanced Summative Assessment
3. Score 80% or higher on UCLA Math Diagnostic Testing

ACCELERATION AGREEMENT

Students must earn a “B” or better to remain on either accelerated pathway.

INSTRUCTIONAL TECHNOLOGY

GHC 1:1 CHROMEBOOK OVERVIEW

As part of the instructional program, GHC (“GHC”) will assign a Chromebook to each student. All students will have equal access to the instructional technology offered by GHC. The use of technology enhances students’ learning experiences by personalizing learning and creating new learning experiences. From the extensive use of technology in a 1:1 environment, GHC students will:

- Use technology to take an active role in choosing, achieving and demonstrating an understanding of their learning goals
- Develop organizational skills necessary to be successful in the digital world
- Understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act in ways that are safe, legal and ethical
- Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally
- Use technology to access information and learn how to critically evaluate and process this information

This program is aligned to our Expected Schoolwide Learning Results:

Every student who graduates from GHC will be:

- An effective communicator
- An information manager
- A problem solver
- A productive member of society
- A lifelong learner

CHROMEBOOK

The Chromebook is a personal computer designed to work with Google Apps for Education (“GAFE”) web-based applications. GHC chose the Chromebook as the best fit for the needs of its students through a diligent assessment of ease of operation, productivity, safety, security, and cost-effectiveness. GHC will purchase and retain full ownership of the Chromebooks and will have in place measures to prevent the inappropriate use of the device and/or the internet on the device, in keeping with the GHC Acceptable Use Policy (“AUP”). Students will retain their issued Chromebook for the duration of their enrollment at GHC, subject to new device adoption. Chromebooks are subject to periodic checks to determine device condition.

Google Accounts and Google Apps for Education

All students will receive a GHC-managed Google account; this account is necessary to login to any GHC-owned Chromebook. Only currently enrolled GHC students will have access to a GHC Google account, and GHC Chromebooks are only accessible with a GHC Google account.

Students are provided unlimited file storage through Google Drive. All files stored on Google Drive are managed by GHC and are subject to review, confiscation, and destruction by GHC administration. Students should refrain from storing inappropriate or personal material (such as personal photos, copyrighted material not used for educational purposes) on their Google Drive. Students are also provided with a Google email account (Gmail). This account is fully managed by GHC and emails are archived using Google Vault. When students leave GHC (through graduation or transfer), all files can be transferred to a student’s personal Google account.

Students also have access to a variety of Google Apps made available through GAFE. Students do not have the ability to install on their GHC Chromebooks Google Apps that are not approved by GHC. Google Apps should only be used for academic purposes; failure to use Apps or other resources responsibly or for their intended purpose may result in disciplinary action. See the GHC discipline policy for more information.

Distribution of Chromebooks

A student will be issued a Chromebook only if the student and a parent or guardian has signed the Acknowledgement of the GHC 1:1 Program Overview and Acceptable Use Policy. All students will receive the device and a power cable.

GHC Responsibilities for the use of the Chromebook

GHC will comply with the Children’s Internet Protection Act (“CIPA”) to prevent the inappropriate use of the Chromebook and/or the internet whether the device is being used at school or at home. Any malfunction of the Chromebook that is not the result of negligence or inappropriate use will be repaired at GHC’s expense. GHC will have devices available that can be checked out to students whose devices are being repaired or replaced, on a temporary basis.

Parent and Student Responsibilities

As with any GHC-owned property (for example, textbooks), parents and students will be responsible for returning the Chromebook to GHC in good working condition. The student and his or her parent or guardian will be responsible for replacing a lost Chromebook or making repairs that were the result of inappropriate use or neglect of the device. An optional Chromebook protection plan is offered at an annual cost of \$20.

Internet Access

As the Chromebook is an internet-based device, students will need internet access in order to use the web-based applications. GHC provides internet access at the school site. Students will have the ability to use the Chromebook to connect to the internet while off campus. Students without reliable internet access off campus may check out internet Hotspots from the school. Students should not connect to unknown wireless networks.

At school or elsewhere, students are expected to observe all GHC technology policies as well as federal, state and local laws. Student accounts are configured to provide internet filtering and website monitoring for inappropriate content using CIPA compliant software and hardware on campus and off campus. Students are responsible for following the policies expressed in this overview and the GHC Acceptable Use Policy at all times when using their GHC account.

Students will be able to access all work and files when offline. Students are responsible for ensuring that files have synced once reconnected to the internet.

Monitoring and Scanning

As part of our AUP and within the provisions of CIPA, GHC has the right and duty to monitor and control access to the GHC network and connected devices. It is our intent to provide a safe and useful instructional resource for students. All files, messages, internet browsing history, and any other activity on a GHC owned Chromebook and GHC managed account may be monitored for appropriate content, student safety, and adherence to the GHC academic integrity policy.

Guidelines for Appropriate Use

With the opportunity afforded by using technology, comes the expectation to use that technology responsibly. Failure to use the Chromebook responsibly may result in disciplinary action.

Students will

- Bring their Chromebook fully charged to campus each day. (if applicable)
- Use the Chromebook and other technology resources only for academic purposes and in accordance with the GHC academic integrity policy.
- Use appropriate language and graphics, whether posting and publishing from home or from school, when using blogs, podcasts, email or other communication tools.
- Use only assigned accounts.
- Maintain confidentiality about usernames and passwords.
- Communicate only in ways that are kind and respectful.
- Remember that making and sharing illegal copies of music, games, movies, and other copyrighted material is prohibited. Make sure that their account has synced before leaving campus each day.
- Give credit when using the words or works of others.
- Prevent damage to the Chromebook by following “General Care” guidelines provided in this guidebook.
- Report the loss or damage of the device immediately to the teacher.

- Keep the sound muted or use headphones or earbuds when the noise might disturb others.
- Digitally publish work whenever possible, but students may print hardcopies at school.

Students will NOT

- Remove, damage, or deface any identifying stickers or labels placed in or on the device by GHC.
- Allow other people to use their assigned device.
- View, use or copy passwords, data, or networks to which they are not authorized.
- Reveal personal information (telephone numbers, addresses, passwords, etc.) about themselves or others.
- Leave computers unsupervised or while logged in to any GHC managed system.
- Harass, bully or threaten anyone.
- Use offensive or inflammatory language of any kind.
- Misrepresent themselves or others.
- Destroy or damage data, programs, networks or any other system or component of a system owned or managed by GHC.
- Attempt to override, bypass or otherwise change the internet filtering software, Google Management, or other network configurations.
- Reset or “wipe” their device without explicit, advance permission from GHC administration.

Damaged Chromebooks

Students with damaged or malfunctioning Chromebooks may report issues to their teacher and borrow a device while theirs is being repaired or replaced. Students will complete an incident report that details the damage and the cause and will then be responsible for the loaner Chromebook. Students will be notified when their Chromebook has been repaired or replaced and will return the loaner Chromebook.

General Care of the Chromebook

- Do not place food or drink near the device.
- Insert and remove cords, cables and removable storage devices carefully.
- Do not deface the device with writing, drawings, stickers, labels, substances, etc.
- Do not place heavy objects on the device.
- Always carry the device with care; the screen should not be open when being carried.
- Do not lift the device by the screen.
- Do not store the device where other items can place pressure on the screen (for example, a backpack).
- Clean the screen only with a soft, dry microfiber cloth or anti-static cloth. Do not use cleaning solvents or other liquids on the screen.

CHROMEBOOK DISCIPLINE POLICY

The purpose of this Chromebook Discipline Policy is to create a learning environment that encourages the safe and effective use of technology. The specific items included in this table are in addition to our broad, discretionary authority to maintain safety, order and discipline inside the school zone. The following table is designed to support, not limit, our authority. The table includes possible outcomes for the first infraction of the specific item; subsequent infractions may lead to escalation of discipline.

Category	Infraction	Solution	Possible Outcomes
Preparation	Lack of preparation such as not bringing Chromebook to class, not charging battery, etc.	Check out daily loaner	Warning
Care	Intentional damage or loss	Check out daily loaner and student responsible for repair or replacement cost	Referral to Admin
Care	Preventable damage - not covering Chromebook, food or drink spilled, etc.	Check out daily loaner and student responsible for repair or replacement cost if insurance not purchased	Referral to Admin
	Accidental damage	Check out daily loaner and student responsible for repair or replacement cost if insurance not purchased	
Network	Network Infractions including, but not limited to: accessing or attempting to access inappropriate material, bypassing GHC network, cyberbullying, inappropriate behavior, or other violations of the Acceptable Use Policy	Account restrictions, such as limiting online access to on campus and/or during certain hours	Referral to Admin
Account	Accessing or attempting to access another student's account	Account restrictions	Referral to Admin
	Sharing passwords/accounts	Account restrictions	Referral to Admin
	Forgotten password	Password Reset	Warning
Academic Integrity	Cheating, sharing documents without teacher permission, plagiarism, or any other violation of the GHC Academic Integrity Policy	See GHC Academic Integrity Policy	

GHC INTERNET ACCEPTABLE USE POLICY

As part of our School Technology Plan, GHC ("GHC") provides computer network and internet access for its students and employees. GHC teachers and students use the internet as an instructional tool, to communicate, collaborate, and to complete many of their assigned academic and professional responsibilities. Access to the internet is an integral part of the instructional program designed to help students meet the GHC Expected Schoolwide Learning Results.

Each year, students and employees must acknowledge receipt of an agreement with this Acceptable Use Policy ("AUP" or the "Policy"). Students who are under 18 must also have a parent or guardian sign this policy. By signing the Parent-Student Handbook agreement, the student, employee, and parent or guardian agree to follow the rules set forth in this Policy and to report any misuse of the computer network or the internet to a teacher or administrative director. Parties agreeing to this Policy also understand that GHC may revise the AUP, as it deems necessary. Any such changes will be posted on the GHC website: <http://www.GhcTK12.com>

Acceptable Use Policy for the Internet

Access to the GHC computer network (including, but not limited to: host computers, file servers, application servers, laptops, network hardware, printers, hand-held internet accessible devices, software, applications, data files, email systems, and all internal and external computer and communications networks and peripherals) and the internet is an integral part of the GHC instructional program and school operations. Failure to use the GHC computer network, internet access, and student and employee accounts for exclusively educational or professional purposes may result in disciplinary action.

Students and employees may have several user accounts authorized by GHC, including, but not limited to: network access, email, calendars, file storage, applications (apps), instructional and professional resources. User accounts refer to any account created for educational or professional use while using the GHC network. All accounts created for use while at GHC should use the user's GHC email account for registration. GHC accounts should not be used for personal purposes.

User accounts may only be used during the time the User is a student or employee of GHC. Each account owner is responsible for using it properly. The student or employee may be required to change the password the first time he or she uses the user account and routinely thereafter. Use of passwords to gain access to the GHC network does not imply that the User has an expectation of security or privacy.

If a User is uncertain about whether a particular use of the computer network, website, application, or email is appropriate, he or she should consult a teacher or administrative director.

Unacceptable Uses of the Computer Network, Email or Internet

1. Uses that violate any state or federal law, municipal ordinance, or GHC Policy are unacceptable. Unacceptable uses include, but are not limited to:
 - a. Selling or purchasing any illegal substance.
 - b. Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law or
 - c. Transmitting or downloading confidential information or copyrighted materials.
2. Uses that involve accessing, transmitting or downloading inappropriate materials on the internet, as determined by the GHC Governing Board or any related authority.
3. Uses that involve obtaining and/or using anonymous email sites.
4. Uses that involve circumventing the GHC network, filtering and/or firewall.
5. Uses that cause harm to others or damage to their property are unacceptable.

Unacceptable uses include, but are not limited to the following when done while using a GHC device or the GHC network:

1. Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
2. Deleting, copying, modifying, or forging other User's emails, files, or data.
3. Installing or using encryption software on any GHC device or the GHC network.
4. Accessing another User's account for any purpose, even with consent.
5. Damaging computer equipment, files, data or the network.
6. Using profane, abusive, or impolite language.
7. Disguising one's identity, impersonating other Users, or sending anonymous messages.
8. Threatening, harassing, or making defamatory or false statements about others.
9. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
10. Accessing, transmitting, or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance including, but not limited to "email bombs."
11. Accessing, transmitting, or downloading large files, including "chain letters" or any type of "pyramid schemes."

12. Using any GHC computer to undertake “hacking,” “phishing” or “spamming” internal or external to GHC, or attempting to access information that is protected by privacy laws.
13. Access and Interference: Using any robot, spider, other automatic device, or manual process to monitor or copy GHC web pages or the content contained thereon or for any other unauthorized purpose; or, using any device, software or routine to interfere or attempt to interfere with the proper working of the GHC website and/or network.
14. Abusing GHC network resources such as emailing mass mailings and chain letters, engaging in spam, subscribing to a non-work or non-school related listserv or group, spending excessive time on the internet for personal reasons, playing games, streaming music or videos, engaging in non-GHC related online chat groups, printing multiple copies of documents or otherwise creating unnecessary network traffic (intentionally or unintentionally).
15. Uses that jeopardize access or lead to unauthorized access into Accounts or other networks are unacceptable. Unacceptable uses include, but are not limited to the following:
 - a. Using others’ User Account passwords or identifiers.
 - b. Disclosing one’s Account password to other Users or allowing other Users to use one’s Account.
 - c. Gaining unauthorized access into others’ User Accounts or other computer networks.
 - d. Interfering with other Users’ ability to access their Accounts.
16. Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:
 - a. Selling or buying anything over the internet for non-GHC related personal or financial gain.
 - b. Using the internet for non-GHC related advertising, promotion, or financial gain.
 - c. Conducting for-profit business activities and engaging in non-governmental related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes.
 - d. Sending any email that is deceptive, misleading, or violates any state or federal statute or regulation including, but not limited to, the CAN-SPAM Act of 2003, or any state email or deceptive practice statute.

PLAGIARISM POLICY

Researching information on the internet and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the student acknowledges that plagiarism is inappropriate and unacceptable. Students who plagiarize work will be subject to the discipline specified in the GHC Academic Integrity Policy.

COPYRIGHT POLICY

Granada Hills Charter prohibits the lawful and unlawful use of GHC equipment or network resources to download or share music, video, pictures, text or any content or media for the purpose of selling or giving access to the files to others, unless specifically authorized by the school.

INTERNET SAFETY

1. In compliance with the Children’s Internet Protection Act (“CIPA”), GHC implements firewall filtering/blocking software and hardware to restrict access to internet sites containing child pornography, obscene depictions or other materials harmful to minors under 18 years of age. Although GHC takes every precaution to ensure that such materials are not accessed through the computer network, there is still a risk an internet User may be exposed to a site containing such materials. A User who connects to such a site must immediately disconnect from the site and notify a teacher or administrative director. If a User sees another User accessing inappropriate sites, he or she should notify a teacher or administrative director immediately.
2. In compliance with CIPA, GHC and its representatives monitor all minors’ online activities while on the GHC network or GHC devices, including website browsing, email use, video and text chat, instant messaging, social media, blog participation and other forms of electronic communication. Such monitoring may lead to a discovery that a User has violated or may be violating this Policy, the appropriate disciplinary policy or the law. Monitoring is aimed to protect minors from accessing inappropriate material, as well as to help enforce this Policy as determined necessary by the GHC Governing Board or other related authority. GHC also monitors other Users’ (e.g. employees, students 18 years or older) online activities while on the GHC network or GHC devices and may access, review,

copy, store or delete any electronic communication or files and disclose them to others as it deems necessary.

3. If a student under the age of 18 accesses his/her GHC Account or the internet outside of school, a parent or legal guardian must supervise the student's use of the Account or internet at all times and is completely responsible for monitoring the student's use thereof. Filtering and/or blocking software will be employed to monitor home access to the internet. Parents and legal guardians should inquire at GHC if they desire more detailed information about the software.
4. Student information shall not be posted online unless it is necessary to receive information for instructional purposes and only if the student's teacher and parent or guardian has granted permission in advance.
5. Safety and Identify Theft: Users shall not reveal on the internet personal information about themselves or about other persons. For example, Users should not reveal their full name, home address, telephone number, school address, social security number, credit card number, photograph, parents/guardians' name or any other information that could identify them to anyone except GHC staff. It is illegal to post other employees' personal information online without their prior consent.
6. GHC has the authority to suspend or expel students for bullying fellow students over the internet, in text-messaging or image by means of an electronic device including but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager.
7. Users are advised not meet in person anyone they have met on the internet in a secluded place or a private setting. Users who are under the age of 18 are advised not meet in person anyone they have met on the internet without his/her parents/guardians' permission.
8. Users will abide by all GHC security policies and by CIPA.

PRIVACY POLICY

No Expectation of Privacy: GHC has the authority to monitor all Accounts, including email, files, documents, internet activity, and other materials transmitted, received, or created by the User. Users cannot expect that anything created, stored, sent or received using the GHC network will be private. Files and email are continuously archived by GHC; therefore, their contents will still be available even though the User has deleted them. Files, email and/or the history of websites a User has visited may be read by GHC at any time, including if it is believed that the User violated the AUP, the school discipline policy, the school ethics policy, the school academic integrity policy, or the law. All such materials are the property of GHC. Users do not have any right or expectation of privacy regarding such materials.

Restriction of Free Speech: The GHC network is not a public access service or a public forum. GHC has the right and responsibility to restrict material including text, graphics and all other forms of expression accessed, posted or stored on the system.

Waiver of Privacy Rights: Students expressly waive any right of privacy, as to GHC, in anything they create, store, send, or receive using the GHC network. They understand and consent to GHC' use of human and/or automated means to monitor the use of the GHC network and devices, including email and internet access.

PENALTIES FOR IMPROPER USE OF THE INTERNET

Access to the internet and the use of a computer (or other GHC provided devices) is an integral part of the instructional program and school operations. Inappropriate use may lead to disciplinary and/or legal action including but not limited to suspension or expulsion for students, or dismissal from employment from GHC, or criminal prosecution by government authorities. GHC will tailor any disciplinary action to meet the specific concerns related to each violation.

STUDENT AND EMPLOYEE OWNED DEVICES

Neither students nor employees are permitted to connect personal devices to the GHC network without the specific permission of GHC administration or IT department.

DISCLAIMER

GHC makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs or other obligations arising from the unauthorized use of the Accounts. GHC also denies any responsibility for the accuracy or quality of the information obtained through the Account. An internet search may automatically produce search results that reference or link to third party sites throughout the internet. GHC has no control over these sites or the content within them. GHC cannot guarantee, represent or warrant the content of any third party site is accurate, legal and/or inoffensive. GHC does not endorse the content of any third party site, nor do we warrant that the site will not contain viruses or otherwise impact an internal or external computer.

- Any statement accessible on the GHC computer network or the internet is understood to be the author's individual point of view and not that of GHC, its affiliates, or employees.
- Users are responsible for any losses sustained by GHC or its affiliates resulting from the User's intentional misuse of any Account.

By agreeing to this AUP, students, parents and employees help to ensure a safe learning environment for everyone. For additional information about this Policy, contact the Office of Instruction.

ADDITIONAL USE OF TECHNOLOGY BY STUDENTS

Additional devices such as audio-visual equipment and other devices are utilized in selected classes and may be checked out to selected students. The school Acceptable Use Policy and Restitution of Monies policy are applicable to the issuance of any school equipment to students.

STATE AND GHC TESTING/ASSESSMENT POLICY

As a California public school, GHC administers all California state mandated assessments in the California Assessment of Student Performance and Progress (CAASPP). In addition to California state mandated assessments in the CAASPP, GHC has selected and developed other assessments designed to provide students, parents/guardians, and the school with feedback on student performance. The school uses the results of these assessments to make adjustments to the instructional program to ensure that students are adequately prepared for success in college and career. These assessments may include department created writing prompts, department created multiple choice assessments, computer based assessments and third-party standardized assessments. The selection and development of the GHC assessments is a local decision made by the GHC instructional departments and through various school committees consisting of faculty, students, and parents/guardians. Careful consideration is given to the purpose of these assessments, the usefulness of the results, and the instructional time necessary for the administration of the tests.

There are no grades associated with any assessment in the CAASPP program. However, GHC developed or selected assessments are often graded, and students who do not participate in GHC-selected or developed assessments may receive a grade indicating lack of participation and may lose opportunities to participate in optional school activities.

All students should participate fully in GHC assessments. Per California Education Code 60615, parents and guardians have the right to exempt their child from participating in the CAASPP program. California Education Code 60615 reads as follows: Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted.

California Education Code 60615 applies only to state-mandated assessments in the CAASPP program. The CAASPP program includes the Smarter Balanced Assessments in ELA and Mathematics, CAASPP interim assessments, and the Grade 5 Science test. Students not participating in the CAASPP program are expected to be in attendance at school and will be required to participate in alternative school activities during the testing session.

ACADEMIC INTEGRITY POLICY

ACADEMIC INTEGRITY POLICY AND PROCEDURES

PREAMBLE: These guidelines support the belief of the GHC community that the goal of a good education is not just academic learning but is also the development of a strong and admirable character. To that end, these policy statements are designed to inform and assist students, teachers, parents and administrators in promoting honesty in all aspects of schoolwork in hopes of enabling students to acquire honor and self-respect and to experience genuine academic achievement. The Academic Integrity Policy applies to all testing on any GHC site, including Advanced Placement Testing and International Baccalaureate Testing. GHC uses turnitin.com and other electronic resources to assist teachers with the identification of plagiarized content.

“BUILD FOR CHARACTER, NOT FOR FAME.”

CHEATING IS DEFINED AS, BUT NOT LIMITED TO, THE FOLLOWING:

YOU ARE CHEATING IF you copy or allow to be copied any assignment by any method.

YOU ARE CHEATING IF you use any unauthorized aid on quizzes, tests, or exams.

YOU ARE CHEATING IF you steal, possess or view a copy of a test beforehand.

YOU ARE CHEATING IF you give or receive help on a test.

YOU ARE CHEATING IF you take someone else’s work and submit it as yours (homework, class work, essays, projects).

YOU ARE CHEATING IF you scan, alter or forge any school document.

YOU ARE CHEATING IF you *plagiarize*, meaning you submit material written or designed by someone else without giving the author/creator credit or naming the source, if you paraphrase or summarize someone else’s ideas without crediting the original source, or you submit work created by family, friends or tutors.

Above all, you are cheating yourself of genuine learning when you copy or cheat in any manner.

Consequences of Cheating

Acts of cheating occurring in the classroom are subject to penalties established by the classroom teacher. Sanctions may include but are not limited to:

- Reduced or failing grade
- Notification of parents
- Suspension from school
- Parent conference
- Exclusion from school activities such as participation in the graduation ceremony, dances, sporting events, field trips, etc.
- Refusal of the teacher to write letters of recommendation
- A single serious infraction may be immediately referred to an administrator. This information may be shared with prospective colleges when posed as a question to the school.
- A SINGLE VIOLATION OF A SERIOUS NATURE MAY RESULT IN IMMEDIATE SUSPENSION AND/OR EXPULSION

Strategies to Use in Place of Cheating

- When you are falling behind in a class, ask for help.
- When you are preparing a research paper or report of information, verify the rules for documentation with your teacher.
- Ask successful students to share their study habit tips with you rather than copy their work.
- Ask your teacher to organize study groups before major tests.
- Accept the fact that some learning requires serious, even tedious, efforts.

The following Honor Pledge should be included at the beginning of every final exam and signed by the student:

“On my honor as a student of GHC, I will neither give nor receive unauthorized assistance on this exam, nor shall I divulge or discuss its contents with any student for any reason prior to the close of final exams. In addition, I will notify my teacher of any infractions of this honor code of which I am personally aware.”

STUDENTS WITH DISABILITIES

GHC ensures that Students with Disabilities receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The LRE consists of a continuum of services which includes but is not limited to instruction in the general education classroom, access to and progress in the general education curriculum, instructional, curricular and behavioral supports layered within the school environment, interaction with non-disabled students, resource support services and specialized co-taught core classes.

GHC's Special Education Program is grounded in the philosophy that ALL students can learn. The continuum of programs has been designed to meet a variety of students' educational and social-emotional needs.

Access to programs is determined and based on individual student needs. A specific program is customized for every student with a disability, and a particular disability category does not automatically qualify a student for a program placement. In addition to the full and customizable continuum of programs, all students have access to ALL academic programs, athletics, and activities.

If you believe your child needs Special Education services, contact your child's teacher or the TK-8 Office for further information and assistance.

CHILD FIND

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District. These services are available for special education students enrolled at Granada Hills Charter. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Students with Disabilities/Medical Conditions Under Section 504

Section 504 of the Rehabilitation Act of 1973 (section 504) is a federal law that prohibits discrimination against individuals with disabilities in programs and activities that receive federal funding. Discrimination/harassment in any form toward individuals on the basis of their disability is unacceptable and will not be tolerated.

Section 504 requires that students with disabilities be provided a free, appropriate, public education. A Section 504 Plan may be developed for students with disabilities or medical conditions who do not need or require special education services but who may need accommodations, supplementary aids and/or services which can be provided through the general education program. For further information and/or assistance concerning Section 504, contact your child's teacher and/or the 504 coordinator.

MEDICAL AND HEALTH SECTION

HEALTH OFFICE INFORMATION

The Health Office is open during classroom hours. Students with any physical or emotional health problem may come to the Health Office with a written pass from his/her teacher. The parent/guardian will be called if the student needs to go home. When picking up an ill student, the parent or guardian must come into the Health Office to sign the student out. If a student goes home due to illness, he/she may not return the same school day. Current emergency information **MUST** be on file at the school so that parents can be notified promptly in case of an accident or illness involving their child. No student will be released to any person not listed on the emergency card. Parents are encouraged to update their emergency information using the Home Access Center.

Required Readmits

Conditions that require students to readmit through the Health Office with a doctor's note, are as follows:

- A student returning to school with stitches, cast, crutches, brace, splint or sling.
- A student returning to school after an injury, surgery, hospitalization, contagious illness, a mental health emergency.
- A student returning to school after an absence for any prolonged illness which is defined as more than five days.

Parents must inform the Health Office for any absence days due to long term hospitalization, Drug/Alcohol Treatment Facilities, Eating Disorder Treatment Facilities, and Mental Health Facilities.

Immunizations

New students will not be enrolled unless a written immunization record, provided by a physician, previous school or the health department, is presented at the time of enrollment and immunizations are up-to-date. Students who require additional vaccine doses or who lack a written record are not allowed a grace period. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the health department.

A doctor, because of a medical condition, may exempt a student from some or all immunization. See the school nurse for details.

Physical Examinations

Screening of the student's vision and hearing, and for scoliosis will be done at the school site in accordance with state mandates. Parents/guardians will be notified of any findings in these mandated screening tests that require further attention. A parent/guardian may submit a statement in writing, signed by the parent or guardian, stating that he/she will not consent to a physical examination of his child. This will exempt the child from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he/she shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Medication

Students may not carry or use any medication, including over the counter or prescription, at school without a written physician's order and parent/guardian consent and until cleared through the Health Office.

It is the policy of Granada Hills Charter that any pupil who is required to take medication prescribed (prescription or over the counter) during the school day may be assisted by the school nurse or designee when the school receives:

- A written statement from the physician stating the method, amount and time that the medication is to be taken and
- A signed consent of the parent or guardian of the pupil. The required form is available in the Health Office or on the GHC website under Health Office Forms.

School staff, other than administrator-designated personnel, is not permitted to administer any medication at any time, with the exception of the emergency administration of epi-pens for severe allergic reactions. Students are allowed to carry and self-administer asthma inhalers and epi-pens for severe allergies once the required paperwork is received by the school nurse.

A student's parent/guardian is responsible for picking up any remaining medication at the end of the school year. If left in the Health Office after the last day of school, the medication will be destroyed.

PHYSICAL EDUCATION EXCUSES

Physical Education is an integral part of the education program for all students. The curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, positive attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle for life. Integration of the California Content Standards of the health curriculum support nutrition and healthy choices that improve the quality of life. Students demonstrate knowledge and understanding through the performance of exercises, written examinations, and observations by the instructor.

Temporary exemptions from Physical Education are limited to students whose medical conditions do not allow for inclusion in the general, modified, or the Adapted Physical Education program, per Education Code 51241.

Parents may write excuses for up to three (3) days per semester for minor problems.

Any physical education excuse for over three (3) day and up to two weeks must be written by a physician. The form must state the date and recommendations regarding physical education classes or activity on campus. Students are encouraged to work with their doctor to identify specific physical activities that students can safely perform based on the nature and extent of the injury or illness.

A medical excuse over two weeks from a physical education class may be granted to a student who is unable to participate in regular physical education curriculum for a temporary period of time due to illness or injury per physician's written recommendations presented to the Health Office. The modified PE form which is located on the GHC website, must be written by a physician. The form must state the date and recommendations regarding physical education classes or activity on campus. Students are encouraged to work with their doctor to identify specific physical activities that students can safely perform based on the nature and extent of the injury or illness. Students with injuries or disabilities, which are temporary in nature, are not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Some examples are broken bones, pulled ligaments and muscles, and infections. However, some students with temporary disabilities may need modifications such as "no running," "no contact sports," or "use of crutches" as determined by a physician and in consultation with the parent to determine the extent to which a student may participate in the physical education program. Students with temporary disabilities lasting more than two weeks may participate in modified physical education or request a program change.

A COMPREHENSIVE POLICY FOR SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

The Granada Hills Charter Governing Board recognizes that access to school based mental health services and supports directly improves students physical and psychological safety; enhances academic and cognitive performance; and support learning as well as social and emotional development. The Governing Board recognizes that suicide is a major cause of death among youth and that all suicide threats must be taken seriously. The Executive Director or designee shall establish procedures to be followed when a suicide attempt, threat or disclosure is reported. The school shall also provide students, parents/guardians and staff with education that helps them recognize the warning signs of severe emotional distress and take preventive measures to help potentially suicidal students. A copy of the GHC comprehensive policy is available on the School's website.

Suicide Prevention: What Parents Need to Know

Suicide is the second leading cause of death in young people 12 – 18, and among college-age youth. More teens and young adults die from suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia, influenza, and chronic lung disease combined. Youth suicide is one of the most frightening topics for parents and educators. However, it must be addressed: Suicide is preventable! The more we know about it, the better prepared we are to respond to an existential mental health crisis in a young person's life. The

ensure the safety of our students, the GHC Board Policy requires a readmittance conference in the Health Office when students are absent due to a psychiatric illness or emergency. Students will not be permitted to return to school without the re-admit conference.

Warning Signs

Four out of five completed suicides give clear warning signs of their intentions. If we learn the signs and know how to respond, we may be able to help 80% of the teens who are contemplating suicide.

Many times, signs of concern mimic “typical teenage behaviors”. So, how can we know if it’s just “being a teenager” or something more? If the signs are persisting over a period of time, several of the signs appear at the same time, and the behavior is out of character for the young person as you know him/her, then close attention is warranted.

Below are some statements you may hear and some signs you may observe. Anytime you have a concern about a young person’s actions and/or behaviors, be proactive. Talk with your child. Ask questions. If necessary, seek professional help. The professionals at GHC will be able to help with resources.

Suicide Threats: Direct and Indirect Statements

People, who talk about suicide, threaten suicide or call suicide crisis lines are about 30 times more likely to kill themselves than those who don’t. Take suicide threats seriously.

1. “I’d be better off dead.”
2. “I won’t be bothering you much longer.”
3. “You’ll be better off without me around.”
4. “I hate my life.”
5. “I am going to kill myself.”

Other Signs

Suicide threats are not always expressed verbally. They can turn up in assignments, on essay tests, in artwork, or poems. Furthermore, they are common in text messages and on social networks.

1. Sudden, abrupt changes in personality
2. Expressions of hopelessness and despair
3. Declining grades and school performance
4. Lack of interest in activities once enjoyed
5. Increased irritability and aggressiveness
6. Withdrawal from family, friends and relationships
7. Decline in hygiene and grooming
8. Changes in eating and sleeping habits
9. Experiencing a recent loss (death of a loved one; relationship break-up; failing grades)
10. Increased use or abuse of alcohol or drugs
11. Recent separation or divorce of parents
12. Feelings of loneliness or abandonment
13. Feelings of shame, guilt, humiliation or rejection
14. Increased physical complaints, such as head-aches, stomach-aches, loss of energy, etc.
15. Taking excessive risks, being reckless
16. In real or serious trouble, especially for the first time
17. Problems staying focused or paying attention

Previous Suicide Attempts

One out of three suicide deaths is not the individual’s first attempt.

1. The risk for completing suicide is more than 100 times greater during the first year after an attempt.
2. Take any instance of deliberate self-harm seriously.

Final Arrangements

Once the decision of suicide has been made, some young people begin making final arrangements.

1. Giving away prized or favorite possessions
2. Putting their affairs in order
3. Saying good-bye to family and friends
4. Making funeral arrangements

This is not an all-inclusive list of signs of concern. Anytime you notice behaviors that concern you, ask questions and seek professional help.

Protective Factors

Resilience is the ability to bounce back from stressful situations, difficult circumstances, and setbacks. According to the National Association of Social Workers (NASW), resilience results from a number of protective factors in the lives of young people.

These are some of the ingredients that help build resilient teenagers:

1. Caring and nurturing family relationships and open communication
2. Community support
3. Positive peer relationships
4. Religious and cultural beliefs that discourage suicide
5. Solid problem solving and conflict resolution skills
6. Good health and access to health care
7. Access to mental health and substance abuse services
8. No access to guns and other means of suicide

Young people who struggle with their sexual orientation and gender identity (LGBT youth) are at significantly higher risk for suicide than their heterosexual counterparts who feel secure in their gender identity. LGBT youth don't die by suicide because they are LGBT. They attempt and die by suicide because of rejecting families and communities and societal homophobia. The Substance Abuse and Mental Health Services Administration (SAMHSA) has published an 18-page guide for parents who want to raise their LGBT children into healthy adulthood.

Where Do I Seek Help?

As outlined, youth suicide is a common and complex problem. However, it is not as complicated to help a suicidal teen as it seems. All parents have the drive to protect and safeguard their children. Not everyone, however, has a big and supportive network of extended family, friends, and community. This is why it is so important to have access to professional help and resources. Here are the most important ones

- If you feel that your son or daughter is in imminent danger or has already attempted suicide, call 911.
- If your son or daughter needs immediate mental health assessment because of suicidal signs you recognize, call the 24-hour Access Line of the Department of Mental Health (800) 854-7771.
- If you are worried about your son or daughter's mental state during business hours, call Valley Coordinated Children's Services and ask for an Officer of the Day. The therapist on duty will conduct a phone assessment of your child, will ask you additional questions, and advise you on how to proceed (818) 708-4500.
- In case you are a member of Kaiser Permanente, you can call the 24-hour access line for help. Mental health specialists are standing by for assessment and immediate assistance (800) 900-327.
- Contact the GHC Health Office or any GHC staff member if you believe your child is at risk.

You can find further helpful mental health resources on the Granada Hills website and in the GHC Suicide Prevention, Intervention and Postvention Policy available on the School's website.

MISCELLANEOUS HEALTH INFORMATION

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Students must be fever free for 24 hours without the use of fever reducing medicines

before returning to school. The student must check in at the Health Office upon returning to school. A student with suspected conjunctivitis (pink eye) will be excluded from school and must return with a doctor's note.

An effort will be made to notify parents/guardians about school exposure to chickenpox and other communicable diseases. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancer or organ transplants.

Students with a medical condition and who have been approved by the School's Health Office may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, GHC may regulate the type of sun protective clothing/headgear worn by students. GHC is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

IMMUNIZATION POLICY

Granada Hills Charter will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to GHC staff before a child can be unconditionally enrolled in school. GHC requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten who are not exempt will need the following immunization requirements:

Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	One (1) dose

NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Students entering 7th grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose

Additionally, students who are not exempt from the immunization requirements must show proof of the following immunizations when advancing to the 7th grade

Immunization	Dosage
Varicella	Two (2) Doses

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and two (2) doses of Varicella.

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be

kept in accordance with the GHC's record-keeping policy. GHCHS will file a written report on the immunization status of all new entrants to GHCHS with the California Department of Public Health as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

GHC shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose immunization records are not available or are missing. However, this does not alter GHC's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If GHC discovers that an admitted student who is not exempt from the immunization requirements has not received all required immunizations and does not meet the conditional admission requirements set forth below, GHC will notify his/her parent/guardian. If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, GHC shall exclude this student from attendance. The student shall remain excluded from the GHC's campuses until he/she is fully immunized. The student shall also be reported to the TK-8 Office.

The Executive Director, or designee, may arrange for qualified medical personnel to administer immunizations at GHC to any Student whose parent/guardian has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the campuses until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Documentary Proof

The Health Office shall maintain the Student's immunization information in the Student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements:

All students must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

- Students who show proof of a verifiable medical exemption pursuant to Health and Safety Code Section 120370; If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.
- Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction; and
- Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to GHC, shall be allowed to enroll at GHC without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
 - "Grade span" means each of the following:
 - Birth to Preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.
- If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution

until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

Nothing in the current immunization policy shall prevent GHC from implementing new or revised regulations as required by law.

Health Insurance

Children's Health Access and Medi-Cal Programs (CHAMP) provide information and assist parents to access health and insurance for their children ages 0-18. Parents can call a toll free Helpline at 1 (866)742-2273. Students injured while involved in school related activities have additional insurance coverage through GHC. See the TK-8 Office for details.

COMMUNITY RESOURCE GUIDE

EMERGENCY MEDICAL AND MENTAL HEALTH SERVICES

24 Hour Emergency Center	(818)885-5396
Northridge Hospital Medical Center - 18300 Roscoe Blvd., Northridge	(818)885-8500
Olive View/UCLA Hospital – 14445 Olive Dr., Sylmar	(818)364-1555
Providence Holy Cross Medical Center – 15031 Rinaldi St., Mission Hills	(818)365-8051
Psychiatric Emergency	(818)364-4340
Valley Coordinated Children's Services	(818)708-4500
Child & Adolescent Mental Health Crisis (M-F 8 a.m.- 5:00 p.m.)	

HELPLINES

Alateen	(213)387-3158
Alcoholics Anonymous	(323)936-4343
California Youth Crisis Line (Runaways and all other problems)	(800)843-5200
Child Abuse Hotline.....	(800)540-4000
Didi Hirsch Suicide Prevention Center.....	(877)727-4747
Eating Disorders Referral Service.....	(800)931-2237
El Nido Family Services	(818)830-3646
Fire, Police, Ambulance	911
Gay and Lesbian Youth Talkline	(800)246-7743
Homework Hotline Teachers Helpline.....	(800)527-8839
Info Line – General Info + Referrals.....	211
LA Rape and Battery Hotline.....	(800)656-4673
Marijuana Anonymous	(818)759-9194
Poison Control Center	(800)222-1222
Safe Rides – Fri. + Sat. 10 p.m. – 2 a.m.....	(661)259-6330
San Fernando Valley Coalition on Gangs.....	211
Suicide Prevention Hotline	(800)273-8255
Teen Line.....	(800)852-8336
Valley Community Clinic	(818)763-4070
Valley Trauma Center – Sexual Assault	(818)886-0453

CAFETERIA

FOOD AND NUTRITION SERVICES PROCEDURES

GHC students will be able to purchase food from the school. Parents or students deposit money into a personal account established for each student. The money in the account is used to pay for meals in the cafeteria.

GHC will cover the cost of reduced price meals for qualifying students. This means that students that qualify for reduced price meals will not be required to pay the \$0.30 for breakfast or the \$0.40 for lunch and will receive their meals free of charge.

Meal prices for the school year are listed below:

Grades	Breakfast	Lunch
K-5	\$ 2.50	\$3.50
6-8	\$ 2.75	\$3.75
9-12	\$ 3.00	\$4.25

Parents must deposit money into their student's account on a regular basis in order to maintain a positive balance for purchases. There are three ways to deposit money in a student's account:

- Mail a check directly to the Zelzah Campus – GHC CAFETERIA, 10535 Zelzah Ave, Granada Hills, CA 91344 – be sure to always write the student's name and ID number on the check in order to credit the payment to the proper account. Checks should be made payable to Granada Hills Charter. The minimum amount is \$5.00.
- Send a check or cash to the school with the student - payment should be brought to the TK-8 office prior to lunch.
- Via the Internet – go to www.ghctk12.com/cafeteria/ click on pre-payment options. Then click on the blue "Online Payments" box. Have the student's ID number ready and follow the instructions to make a **secure** payment online using a credit or debit card. The full amount of your payment is credited and there are no surcharges for paying in this manner. The minimum amount to deposit online is \$10.00. You may also set up automatic payments where payments may be made at set intervals or when your student's account reaches a low balance.

We will notify parents regularly via email, phone calls, and mobile texts as soon as the student reaches a negative balance. Students will not be denied a meal due to lack of funds. However, they will not be able to purchase extra items or extra meals until you have established a positive balance. **It is the responsibility of the parent to ensure that the student's account has sufficient funds available.** Account transactions describing what items have been purchased may be reviewed online. If you have further questions regarding the student's account you may call the cafeteria at (818)363-7303 or by sending an email to cafeteria@ghctk12.com.

FREE OR REDUCED PRICE MEALS

All students wishing to participate in the **National School Lunch Program** ("NSLP") are required to submit a meal application for the current school year regardless of their meal status for the previous school year. NSLP registration can be done on line through www.lunchapplication.com. Instructions for completing the online application are included at the end of this letter. **PLEASE NOTE: Even if you have completed an application at another school or through the LAUSD website, you must complete a GHC application in order to participate in the meal program at GHC.** If you have more than one child attending GHC, you only need to submit one online application – be sure to include all students living in the same household on your application.

Families that do not have access to the internet may complete a paper application available in the TK-8 Office. Families needing assistance or have questions about their application may contact the cafeteria at (818) 363-7303 or cafeteria@ghctk12.com. Families will be notified promptly of a student's eligibility for the meal program based on the income information provided in the application.

All information submitted on the NSLP forms will be maintained in confidential files and no overt identification of eligible students will be made when meals are purchased. Students who are eligible for free or reduced price meals are entitled to one meal during the breakfast period (before school or during the nutrition break) and one meal during the lunch period. Additional meals and a la carte items are available for purchase during these periods at the regular menu prices, Funds can be added to a student’s account through the GHC website or the GHC mobile app and students must have funds in their account in order to purchase items.

MEDICALLY PRESCRIBED DIET REQUESTS

If you believe your child requires a food substitute due to an allergy or because of a disability, please contact the cafeteria at (818) 363-7303. A child with a medically prescribed diet is entitled to a special meal at no extra charge if the condition prevents the child from eating the regular school meals.

INSTRUCTIONS FOR COMPLETING ONLINE MEAL APPLICATIONS

- Go to www.lunchapplication.com
- Click on “Apply Now”
- Under state select **California** and under School District select (**Granada Hills Charter**), click continue
- Enter your name, date, and check mark the box indicating you have read the rules and regulations, click continue
- Enter your student’s information. Click on “add another student” if you have additional students that attend GHC. When completed click continue
- Answer the questions on the next three pages about assistance programs, clicking continue to get you to the following page.
- Click “add another child” to add other children who are **not** attending GHC to the application. Click no other children to move onto the next page.
- Answer the question about child income, click continue.
- Click “add another adult” to add other adults who are living in the same household.
- Click “no other adults” to move onto the next page.
- Answer the questions relating to income, click continue
- Enter the last 4 digits of your SSN or check mark “No SSN”, click continue
- Enter your contact info, click continue
- Fill out the demographics survey, click continue
- Register to stay up to date with your application status. Otherwise click “No, thanks continue”
- Read the legal statements and click continue
- Review the summary, sign, and date the application. Click submit to complete the application.
- If desired, Print Application
- When done, Click Finished

To change information previously submitted you must create a new application and provide all required information.

Please forward federal nutrition program civil rights complaints to:

Child Nutrition Programs Civil Rights and Program Complaint Coordinator California Department of Education Nutrition Services Division 1430 N Street, Room 4503 Sacramento, CA 95814-2342 916-445-7760	Or	USDA, Director, Office of Adjudication 1400 Independence Avenue, Southwest Washington, D.C. 20250-9410 866-632-9992 Federal Relay Service 800-877-8339 (English) or 800-845-6136 (Spanish)
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COMMUNICATION

GRANADA HILLS CHARTER WEBSITE

Parents and students can check our website at www.ghcTK12.com for school information, news and calendar events. The calendar is updated daily. Parents and students can download forms, flyers and other school information as well as the Granada Daily Bulletin. Parent and students can make online ticket purchases; join the GHC online communication community, and much more.

PARENT EMAIL

Parents who have provided their email addresses on the enrollment forms will receive essential communications from Granada. A weekly bulletin is sent out which provides details on the meetings, activities, sports games, and important announcements scheduled for the week. Emails to parents also include press releases from our Executive Director, important notices from the Health Office, community and PTA meeting details, as well as flyer information for many school events.

STUDENT EMAIL

All GHC students are assigned an email account. Student email accounts are for instructional purposes and are governed by the *GHC Acceptable Use Policy for the Internet* and the Children's Internet Protection Act (CIPA). The school uses Google (Gmail) for student email accounts.

The student email account may only be used during the time the user is a student of GHC. As part of our AUP and CIPA, the school has the right and duty to monitor and control access to student email. It is our intent to provide a safe and useful communication tool for students. It is very important that students keep their usernames and passwords private and do not share either with other students. User names cannot be changed. Because student email is web-based, students and parents can also access student email accounts from home and public library computers. GHC email is the preferred method of communicating for most purposes.

If a User is uncertain about whether a particular use of the computer network, Internet or email is appropriate, he or she should review the *GHC Acceptable Use Policy for the Internet* or consult a teacher or administrative director. Internet use policies for students and employees help to ensure a safe learning environment for everyone.

TELEPHONIC COMMUNICATION

Blackboard Connect is used to notify families of important upcoming events, emergencies, and to send individual messages. Messages may be received via telephone, email or text. Parents provide phone number, email address and cell phone number as part of registration. Parents may opt out of text message communications. Blackboard Connect also offers teachers the opportunity to send individualized messages to students about grades, behavior, and positive reinforcements. It is important that the school has a current active working primary telephone number, email address and cell phone for each family. If there is a change in primary telephone number, email address or cell number, please contact the TK-8 Office as soon as possible.

MEDIA RELEASE

Occasionally, members of the news media may visit schools to cover activities such as school assemblies, special programs and general newsworthy events. The law provides that when members of the news media are lawfully on campus, they may interview, photograph and/or film students. However, the law also provides that a student may decline to speak to the media and may refuse to be interviewed, filmed or photographed. When visits from the news media are prearranged, schools shall make every effort to notify parents in advance and to provide parents with the opportunity to authorize or to withhold permission for media access to their child.

EXTRA-CURRICULAR ACTIVITIES

CAMPUS CLUBS

Campus Clubs are groups that do not compete and often change from year to year depending on student interests. Clubs are formed and/or renewed at the beginning of each school year by the Student Council and school administration. Club application packets are available in the TK-8 Office. We encourage students to form clubs that bring students of like interests together for positive interactions. All clubs must be approved. Most clubs meet during lunch, but club activities are sometimes held after school hours. In order to participate in a club activity, a student must be currently enrolled at GHC and meet the academic requirement of 2.0 grade point average at the 10-week and Final Semester grading periods.

STUDENT ACTIVITIES

GHC activities are fundraisers for various organizations on campus; thus, no refunds will be given on tickets purchased. GHC students will be required to sign a behavioral contract for many of these activities/events.

GRIEVANCES SUMMARY

GHC has multiple grievance procedures described above in this Handbook. To clarify the differences among these procedures to determine which is applicable, here is a summary:

UNIFORM COMPLAINT PROCEDURE

This remedy applies to unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

CIVIL LAW REMEDIES

The courts are available to pursue civil law remedies outside of GHC's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal of GHC's Uniform Complaint decision with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

GENERAL COMPLAINTS

GHC welcomes suggestions for improvement, good-faith complaints, and questions. The General Complaint Policy is designed to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the GHC's Policy against Unlawful Harassment, Title IX, and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

REQUEST TO AMEND EDUCATION RECORDS

Following the inspection and review of a student's education records, a parent or eligible student may file a written request with the Executive Director to correct or remove any information that is inaccurate, infers an unsubstantiated personal conclusion, includes a conclusion or inference outside of the observer's area of competence, is not based on the personal observation of a named person with the time and place of the observation noted, is misleading, or is in violation of the privacy rights of the student.

FERPA COMPLAINT

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by GHC to comply with the education records requirements of FERPA.

BULLYING

Any student who believes he or she has been subject to bullying or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to GHC or the U.S. Department of Education, Office for Civil Rights. If the bullying is unlawful discrimination, the Uniform Complaint Procedure applies. If not, an offender is subject to the general discipline process.

TITLE IX

Sexual harassment should be reported to the GHC Coordinators. For Title IX, sexual harassment is defined as any quid pro quo harassment by a school's employee, any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access, sexual assault, dating violence, domestic violence, or stalking.

APPENDIX

GHC DISTANCE LEARNING POLICY TK-8

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at Granada Hills Charter (“GHC”). This policy should be considered a supplemental resource to existing GHC policies found in the GHC STUDENT-PARENT Handbook.

“Distance learning” is a mode of classroom instruction that can be delivered either through teacher directed instruction via the internet or a combination of online and traditional classroom-based instruction, called a “hybrid” model. This allows students and teachers to be in different locations and use various technologies to facilitate instruction and teacher-student interaction.

INSTRUCTIONAL MODEL

Synchronous Instruction or “Live Sessions”

Synchronous Learning is a live session with students which combines face to face time with active work within a designated period of time. Live sessions may include direct instruction, synchronous video/audio with discussion, teacher-student/student-student interaction, application of knowledge and skills, structured group activities, and response to questions.

Attendance at live sessions is the single most important factor in a student's achievement during Distance Learning. Attendance is defined as logging in at the start of class and remaining on line for the duration of the live session. During the synchronous sessions, students must follow teacher instructions with regard to usage of cameras and microphones. GHC Distance Learning Behavioral Expectations will be enforced. Live sessions will not exceed the scheduled period.

Asynchronous Instruction

Asynchronous Learning is designed for students to have access to content with clear and transparent expectations which can be completed independently. Asynchronous instruction are activities, lessons, and instructional materials that are assigned by the classroom instructor and are completed independently. During distance learning, asynchronous material will drive curriculum and instruction. Teachers will develop asynchronous plans with clear learning objectives and outcomes that address State standards and will be described in a course syllabus with units posted to their Google Classroom. Asynchronous assignments should be comprehensible and scaffolded in such a way that students are able to complete them independently.

COURSE WORK AND GRADING

Grading during Distance Learning will be consistent with grading practices within the traditional school program. GHC will issue grades and credits as described in the GHC Parent Student Handbook and GHC Course Catalog. In addition to scheduled live sessions, work assigned for GHC College Preparatory (CP) courses should not exceed three (3) total hours per week, GHC Honors should not exceed four (4) hours, and Advanced Placement (AP) and International Baccalaureate (IB) courses should not exceed five (5) total hours per week. For AP and IB science courses, up to two (2) additional hours will be dedicated to online lab requirements. Students are expected to complete all work assigned by the teacher with expectation that the work will count towards their grade in the assigned course. Work shall include, but is not limited to assignments, homework, tests, assessments, projects and other tasks actively assigned by the teacher. Complete is defined as in the Cambridge Dictionary meant to [make whole or perfect](#).

Late Work

Teachers will allow at minimum one additional day to make up work for each day of excused absence due to illness or other family emergencies during distance learning. Teachers will assign alternative comparable work if specific classroom activities i.e. labs, videos, presentations, group assignments, etc. cannot be made up by the student. Accommodations in student IEP and Section 504 plans will be followed as written in the IEP and 504 Plan.

ATTENDANCE POLICY

Attending live lessons is essential for students to benefit from teacher-supervised activities and to maximize the learning experience. Attendance is defined as logging in at the start of class and remaining on line and active for the duration of the live session. Students who leave early or cannot be accounted for during the live lesson, may be marked absent/truant. The GHC attendance policy remains in effect during the duration of Distance Learning.

Tardy Policy

A tardy is defined as logging in five minutes after the start of the scheduled Live Session. Students are permitted four tardies per semester without penalty.

BEHAVIOR EXPECTATIONS

Students should be well rested, fed and ready to learn promptly for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Students are not permitted to eat during these scheduled school-related activities as it disrupts the student, the teacher and the other students participating in the activity.

Netiquette

“**Netiquette**” is etiquette on the Internet. It is important to recognize that the online classroom is in fact a real classroom and students and teachers participating in online courses are expected to conduct their communications in a responsible and respectful manner.

Be Respectful

During video meeting:

- Ensure your background is school appropriate & that nothing personal, distracting or in violation of the law or GHC policy is visible.
- Dress appropriately (see Parent-Student Handbook for guidelines).
- Ensure that you are using appropriate language or writing appropriate content.
- Do not use “text slang,” or inappropriate icons/emoticons.
- Keep your attitude and comments positive. The tone in your voice may be difficult to understand in an online environment, but should always be respectful.
- Do not speak over others. Always mute your mic until you are ready to speak. Promptly comply with any teacher request to mute/unmute your mic, turn on/off video or remove an item, individual, or pet from your work area.

Be Responsible

- Be prepared to learn and have specific questions ready to ask.
- Limit food and drinks around technology.
- Before joining a video meeting, let your family know and try to find a quiet workspace.
- Use your Chromebook for academic purposes only. Comply with GHC’s Acceptable Use Policy at all times when utilizing GHC technology.
- Visit only approved websites.
- Adhere to GHC’s Academic Integrity Policy (see Parent-Student Handbook for guidelines).
- Only post appropriate content for the assignments.
- Do not access online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.

Be Safe

- Do not share personal information (addresses, phone #, email addresses, passwords, etc.).
- Do not share login information for Google, Zoom, etc. with any other person except your parents/guardians or adult caregivers as necessary for troubleshooting technical difficulties. Sharing student login information with another person will subject Student to the School’s discipline policy up to and including suspension and expulsion.
- Do not share posted videos with those outside of GHC.
- Do NOT audio or video record, screenshot, photograph, copy or post Live Lessons or recordings of Live Lessons.
- There is no expectation of privacy in virtual classrooms.

Student Work Areas

To the greatest extent possible, student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or GHC policy and supervised as described above.

Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning instruction or school-related activity.

Please keep all pets, siblings not engaging in learning, cell phones or personal electronic devices and food away from the student work area. Water is permitted but should not be a distraction. The cell phone policy is in effect; students may not record or take photos of the live sessions.

Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.

Dress Code

Students must be dressed in clothes appropriate for school. Following the GHC dress code during distance learning instruction and other virtual school-related activities that occur over video is recommended. Questions about the dress code should be directed to the administrators at the GHC TK-8 Main Office at 818-332-1363.

Academic Integrity

GHC expects a full commitment to academic integrity from each student. The authenticity of student work is taken very seriously and checked using a variety of technologies including Turnitin.com and Google Originality Reports. Copying another student's work, allowing others to knowingly copy your work, and/or misusing content from the Internet could result in consequences including a reduced or failing grade and in some serious cases suspension/expulsion.

Your collaboration with another classmate on an assignment will be in accordance with your teacher's instructions. Working together is a common practice in the traditional classroom but should not be used in the online environment without specific teacher instructions to do so.

For a full description of the GHC Academic Integrity Policy, please see the GHC [Grades TK-8 PARENT-STUDENT HANDBOOK](#).

Discipline

The TK-8 administrators will continue working with teachers and students to support a positive learning environment.

To encourage students to develop appropriate social skills, have positive interactions with adults and peers, successfully resolve conflicts, and improve their behavior, the following supports will be used for behavior concerns:

- Emails and/or phone calls to parents/guardians
- Meeting virtually with student and parents/guardians
- Reflective activities, e.g. writing essay about misbehavior, creating a presentation
- Mediation
- Enrollment in restorative justice, anger management, or pro-social programs
- Health counseling, mental health counseling, or Intervention Coordinator support
- Conferences with student's parents/guardians, study teams, and other behavioral groups
- Referrals to a School Social Worker or other school support service personnel
- Temporary/Permanent removal from live lessons
- Restrictions on internet access, email, etc.
- Revised class schedule
- Behavior contract
- Daily Check-in/Check-out system
- Loss of privileges
- Suspension/Expulsion (see Parent-Student Handbook for detailed information)

All other GHC rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect during the GHC Distance Learning Program. Students who fail to adhere to the requirements set forth in this code of conduct may be subject to legal or disciplinary action including but not limited suspension or expulsion.

Any parent, guardian, or other person whose conduct in any online/virtual distance learning class materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Upon the first conviction for either of these offenses, this individual may be fined up to one thousand dollars (\$1,000), or by imprisonment in a county jail for up to one year, or by both the fine and imprisonment. It is also illegal for a person to “intentionally access a computer without authorization,” such as entering an online/virtual distance learning class in which the person is not a student, and any individual who does this may be civilly or criminally liable under the Federal Computer Fraud and Abuse Act.

PARENT/GUARDIAN SUPERVISION AND INVOLVEMENT

Students are under the immediate supervision and control of their parent/guardian or a responsible adult caregiver while participating in the GHC Distance Learning Program. GHC is not responsible for the immediate supervision or control of any student while the student is participating in distance learning instruction or activities, except while a student is receiving in-person instruction at GHC. Parents/guardians and responsible adult caregivers should not interfere, disrupt or directly participate in virtual distance learning lessons unless requested by the teacher or without teacher written permission.

Confidentiality

Parents/guardians and adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student’s virtual or online instruction or school-related activities.

Students, parents/guardians, adult caregivers and any other individual who may be in or around a student’s work area are not permitted to photograph, video or audio record, or screenshot any distance learning instruction or other virtual, online or telephonic school-related activities without express written permission from GHC. GHC may record virtual classes or other group distance learning activities for use by other students who might benefit from accessing the instruction or activities at a later time. No counseling or special education services provided in a group session will be recorded.

If a student is receiving virtual, online or telephonic counseling services from a GHC employee or contractor, no other individual, including but not limited to parents/guardians, adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes. The identity of all students participating in any small group counseling session with a GHC employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.

Technology

Students will be provided with personal login credentials for online/virtual distance learning instruction, meetings and school-related activities for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact the Mr. Richmond at the GHC TK-8 Main Office 818-332-1363 or by email at stephenrichmond@ghctk12.com as soon as possible.

Students, parents/guardians and responsible adult caregivers must comply with the GHC Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access Distance Learning.

This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by GHC.

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