



Grades 9-12
PARENT-STUDENT HANDBOOK

Revised August 2024

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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.

GRANADA HILLS CHARTER STUDENTS ARE:

1. **ACTIVE LISTENERS** who engage in respectful dialogue, demonstrate empathy, and seek to understand diverse perspectives.
2. **CREATIVE THINKERS** who view problems as opportunities, generate innovative solutions, embrace challenges, and apply interdisciplinary knowledge.
3. **ETHICAL CITIZENS** who act with integrity, advocate for social justice, and contribute positively to build up their school and community.
4. **WELLNESS ADVOCATES** who prioritize personal and community wellbeing, practice healthy living, and support wellness initiatives.
5. **SELF-ADVOCATES** who set and pursue personal and academic goals, seek support when needed, and take ownership of their learning experiences.
6. **ACTION-ORIENTED** Who identify community needs, engage in service, and collaborate on projects to effect positive change.

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 harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Brian Bauer, Chief Executive Officer/Superintendent (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 teenager succeed. Parents/guardians, subject to certain conditions and notifications, have the right to:

- 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 Main 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.
- Observe the classroom(s) in which their student is enrolled or will be enrolled (with notice).
- 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.
- Check student grades on a regular basis. GHC provides training sessions and individual assistance in using the online Home Access Center. Contact the Counseling Office if you require help.
- 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. The following is a list of committees and organizations currently in place.

- **Committees** are Curriculum and Instruction, Operations, Student Services, School Site Council, and English Learners Advisory Committee.
- **Parent Organizations** are PTSA, Dance/Cheer Parent Organization and Korean Parent Association. In addition, informal parent meetings are held, such as the Saturday Pan con Cafe/Coffee Klatch and the GHC Parent Ambassadors. Meetings are held throughout the year and are posted on the school website.

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 and awards assemblies, 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, the College Office, the Intervention Office, the Counseling Office, parent groups such as PTSA 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), the SSC, Students Services Committee, Operations Committee, Curriculum and Instruction Committee by:

- 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 and its Department of Communications and Development will collaborate with the broader school community in order to provide opportunities with local businesses and organizations for internships and community service. Direct articulation with community organizations to enhance the Career Technical Education Pathways at the LEA is key when creating and building partnerships within the local community.

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 organized by the Intervention Coordinator, 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:

- Inviting parents to participate in the school mandated Summer Transition Academy for matriculating 9th graders.
- Communicating through all viable means (as stated throughout the document) about school and community programs, meetings and workshops that encourage and support parents in more fully participating in the education of their children.
- Intentionally invite parents to workshops based on identified student needs which will encourage as well as provide skills for parents to help support students at home.
- Continue 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.
- Continued communication around workshops for parents which include but are not limited to: How to Support Your Student's Success at Granada; Social Media Addiction; Tutoring and Reading Strategies

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, by:

- Inviting parents to participate in the school mandated Summer Transition Academy for matriculating 9th graders.
- Communicating through all viable means (as previously stated) about school and community programs, meetings and workshops that encourage and support parents in more fully participating in the education of their children.

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; report cards; the four-year plan monitored by the Counseling Office; and Home Access Center (HAC) where parents can monitor students' academic progress and other communication to the extent practicable.

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.
- California student academic achievement (graduation) standards.
- 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 (such as College Night and Financial Aid Night), and presentations (such as Open House and Back to School Night); PTSA, 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; Home Access Center; TeleParent; PhoneMaster; conferences (such as the California Title I Conference), STA, and other appropriate school venues.

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 Chief Executive Officer/Superintendent 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
Chief Executive Officer/Superintendent
10535 Zelzah Ave. Granada Hills, CA 91344
Phone: (818) 360-2361

The Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent or designee.

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

Notifications

The Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent 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:

California Department of Education
1430 N Street, Sacramento, CA 95814

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent or Board Chair (only if the complaint concerns the Chief Executive Officer/Superintendent) 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 Chief Executive Officer/Superintendent (or designee) shall abide by the following process:

1. The Chief Executive Officer/Superintendent or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent (or designee) finds that a complaint against an employee is valid, the Chief Executive Officer/Superintendent (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of the Charter School, the Chief Executive Officer/Superintendent may take disciplinary action against the employee. As appropriate, the Chief Executive Officer/Superintendent (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 Chief Executive Officer/Superintendent'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 Chief Executive Officer/Superintendent) or the Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent. 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 Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Chief Executive Officer/Superintendent or designee must then inform the parent or eligible student of the amendment in writing. However, the Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent.

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

Revised: June 24, 2024

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. Students may have as many as 14 absence days per semester, which includes days for illness, non-citation related court dates, or other absences. Students enrolling after the second week of school have their allowable absences pro-rated.

Following is an outline of the attendance plan:

- Students who are absent 15 or more times from a class will receive a grade of Fail and be dropped from the class.
- Students will be enrolled in an alternate course for elective credits.
- Tardy lockouts are held every period during the day and students not in their seat when the tardy bell rings will be sent to a study room and receive an unexcused absence.
- The school will make every effort to notify parents of troublesome attendance patterns; however, it is the student's responsibility to maintain satisfactory attendance.
- The fifteen-day absence policy includes **excused/unexcused absences, absences due to suspensions, and tardy marks.**

Attendance Fail Appeal

As with all actions taken by the school, provisions have been made for due process through the Attendance Appeals Committee. Students have the right to appeal the Fail within five days of the 15th absence. However, the provisions of the attendance policy will be strictly followed. Appeals may be filed for extenuating and extraordinary circumstances. Some examples are: hospitalization or extended illness, death of immediate family member, car accident, court subpoena. An approved appeal reduces the absence below the 15th absence limit and results in absence credits for approved dates and the student will remain in the class. If the appeal is denied, the student will be removed from class and placed in alternative classes for elective credits as a non-required elective. Appeal forms are available in the Intervention Room, A-5.

Student must meet the following criteria to qualify for an appeal:

- All absences must be verified with the Attendance Office before submitting the appeal
- Students with truant marks will not be allowed to file an appeal
- Documentation (doctor's notes, court records, etc.) must be submitted with the appeal by the assigned due date

Failure to complete these steps before the appeal due date will result in an automatic denial of the appeal.

Right of Attendance

A change of address must be reported to the school in writing within 30 calendar days. A gas or electric bill and other documentation may be required. Failure to report a change of address, false address, or inaccurate residence information shall be cause for forfeiture of the right to attend GHC. The student may be transferred to the School of Residence immediately. If a student is checked out due to a false address, he/she is not eligible to apply for a permit.

Students who enroll as resident students must have a parent/legal guardian residing in the GHC attendance boundary. Persons providing false information under penalty of perjury also may be civilly liable for fraud and negligent misrepresentation. The School may forward information regarding fraudulent actions to local law enforcement. Please note that random address verifications and visits may occur throughout the year.

Other rules for attendance include:

Returning from an Absence

Students are expected to bring a written excuse signed by the parent to the Attendance Office within one day after returning to school in order to clear his/her absences. Medical absences of five days or more require the student to see the school nurse before being readmitted. Absences due to a hospitalization for mental health require the student to 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 and students may be assigned up to two hours of detention and/or parent conference.

Make-up Work

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within the timeframe described below. Teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

- 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.
- Teachers may recommend that the student attend tutoring to receive additional instruction.

Long-term Absences

Students who need to be absent from in-person instruction for a more extended period (i.e. due to surgery, extended illness, or other reason) can inquire about the possibility of participating in independent study or home hospital instruction through the district of residence.

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

Please Note: All absences, excused and non-excused, are counted toward the GHC Attendance Policy; tardy lock-out, or suspension, is not considered an excused absence. In the case of suspension, students will be afforded the opportunity to make up class work.

A student shall be excused from school when the absence is due to:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic services.
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
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. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal)
9. Serving as a precinct member for an election pursuant to Election Code section 12302.
10. To permit the pupil to spend time with an immediate family member on active duty or uniformed services as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
11. Attendance at the pupil's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
13. Authorized at the discretion of the Chief Executive Officer/Superintendent or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
14. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
15. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
17. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
 - a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
 - b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
18. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Chief Executive Officer/Superintendent or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observance of a holiday or ceremony of the pupil's religion.
 - c. Attendance at religious retreats.
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

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 Counseling Office. All cases are reviewed by a Final Exam Committee. Final Exam Appeal forms are available from the student's counselor. 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 before school or at nutrition to the Attendance Office on the day of the early leave. Students must pick-up their early leave passes in the Attendance Office at nutrition, lunch or before leaving. If the student fails to submit the early leave request note to the Attendance Office by nutrition, the parent/guardian or anyone listed on the emergency card must come into the office to secure release. On Tuesday during Professional Development/ Gap Period, a parent/guardian must come into the Attendance Office to sign the student out of school.

1. Students who leave school without an early leave will be marked as being truant and consequences outlined for truancy may be applied.
2. Reminder: Zero and 7th Period classes are official classes and an early leave must be obtained to be counted as an excused absence.
3. The student must be present for half of the class period plus one minute of the class period in order to receive full credit.
4. No early leaves are permitted after 2:45 p.m.
5. *There are NO early leaves permitted during finals or testing.*
6. Returning from an Early Leave - Student must check-in through the main entrance and report to room A5 with the original pass. The tardy policy will apply for students returning to school during a class period. ONLY documented appointments will be considered an excused tardy.

Tardy Lockouts

Tardy lockouts will be conducted all periods. Tardy students will report to the Intervention Room and will be retained the entire period and receive support for quiet study. This will result in an unexcused absence in that period/class.

Chronic tardiness constitutes defiance. Students who are defiant may face disciplinary action and be required to attend a parent conference at the school. (See Tardy Policy)

TARDY POLICY

1. Tardy: The following circumstances warrant an unexcused absence/tardy and require that students be sent to the Intervention Room:
 - 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.** The student must remain in the Intervention Room unless he/she has written documentation of a doctor’s appointment, dentist appointment, legal appointment, driver’s license appointment, or appearance in court. For a doctor’s or dentist appointment the student must have an appointment card or a note written on the doctor’s/dentist’s stationery stating the date and time of the appointment. Documentation must be shown for all other appointments This paperwork must also indicate the date and time of the appointment.
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 obtain a stamped or signed school 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. Tardies may also be excused through the A5/Intervention Room.
 - c. Teachers will not admit students into class without a legitimate pass or summons.

Consequences Assigned by the Attendance Dean:

1-2 tardies	Warning
3rd tardy	Call or letter sent home
4th tardy	Warning
5th tardy	One hour of detention assigned
6th tardy	Parent/Student Intervention Conference
7th tardy	Warning
8th tardy	One hour detention assigned
9th tardy	Redirection, followed by a Parent/Student Conference
10th tardy	Warning
11th tardy	One hour of detention assigned
12th tardy	Reassignment, followed by a Parent/Student Conference

*This pattern continues for every set of three tardy marks

PERMITS AND STUDENT TRANSFERS

For information on available permits, please contact the Attendance Office.

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 Deans’ Office.

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 proposed disenrollment date. 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:

1. The charges against the pupil

2. An explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action.
3. The CDE Enrollment Complaint Notice and Form

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. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student 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.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Chief Executive Officer/Superintendent, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be inactivated as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School. Students' class schedules will be dropped if they fail to report to school on the first day of any given semester.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive an email or letter indicating the student's risk of inactivation.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the email or letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will be inactivated. GHC will use CALPADS to verify enrollment in another school.
5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

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.
2. Are living in emergency or transitional shelters; or are abandoned in hospitals.
3. 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.
4. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and
5. 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 Chief Executive Officer/Superintendent 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 Sandy Mejia

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 Main 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:

Zelzah Campus

1. Parents/Guardians/Emergency Contacts should report to the **REQUEST GATE** near the flagpole in the Zelzah parking lot.
2. Line up at the appropriate alpha sign according to your student's last name.
3. Complete an Emergency Leave Form as provided by GHC staff.
4. Have identification available for verification by GHC staff.
5. Following identification verification, take the yellow and pink copies of the Emergency Leave Form to the REUNION GATE at the south end of the Zelzah parking lot near the football field.
6. Present the Emergency Leave Form you received at the REQUEST GATE.
7. Have identification available again for verification by GHC staff.
8. GHC staff will locate your student and bring him/her to the REUNION GATE.
9. Sign the Emergency Leave Form to verify that you have received your student.

Devonshire Campus

1. Parents/Guardians/Emergency Contacts should report to the front gate on Devonshire Street.
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 Main Entrance or Main 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 Chief Executive Officer/Superintendent 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 will be given 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 Chief Executive Officer/Superintendent 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, counselor, dean 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 Chief Executive Officer/Superintendent 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 Main Office for pick up. Contracted or reduced fee testing locations, and reimbursement options are provided in the packet.

ASBESTOS MANAGEMENT PLAN

An Asbestos Management Plan, also known as the "AHERA Report", which identifies where asbestos containing building materials are located at the school and the conditions of those areas. The AHERA report is updated every six months, and is available for review upon request at the Main Office.

DAILY FLUSHING REQUIREMENTS FOR DRINKING FOUNTAINS AND FAUCETS

As required, all fixtures and fountains supplying potable water or used for food preparation shall be flushed for a minimum of 30 seconds prior to the first use of the day. A log is maintained in the Plant Manager's Office and is available for review upon request at the Plant Manager's Office. Fixtures and faucets that have been labeled "Hand Wash Only – Do not drink from faucet" are not flushed on a daily basis and should not be used as a drinking water or food preparation source.

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 – a copy of the IPM is available for inspection in the Main Office. 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 Main 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 Main 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 Plan or Student Safety Plan
- Support Groups- Empowerment Group, Social Skills Group, Stress Management, Drug Prevention
- School-home Communication

- Adult or Peer Mentorship
- Utilize Check-in and Check-out System
- Detention (lunch, after school, Saturday, etc.)
- Refer Student to SST
- 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 with the support of the 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

SCHOOL DETENTION POLICY

The Student Services Committee comprised of teachers, students, parents and an administrative director met to create a Detention Policy. The following narrative describes the Detention Policy:

Detention for Tardiness or Truancy

Tardiness and truancy to school seriously affect students' work habits and cooperation. In order to improve attendance and punctuality, the Student Services Committee adopted a policy of assigning detention as a consequence for truancy and tardiness. Students who are out of class without a proper pass, and/or students referred by teachers for excessive tardiness to class or behavior problems are subject to detention.

Detention Completion Requirements

All detentions **MUST** be completed by the end of the marking period that they were assigned in, or if issued in the last few days of the marking period, detentions must be completed by the end of the following marking period. Check for deadline dates in the Deans' Office.

1. Parents will be notified of detention progress at **the end of each marking period** via email, so it is encouraged to have the most current email on file with the school.
2. Conferences will be scheduled as needed on an individual basis at the discretion of a dean or administrative director -in-charge.

Consequences for Not Serving Detention

Detentions must be served in a timely manner through the activities designated by the school, normally in a study-hall before and after school. Students who do not clear all detentions [or other school obligations such as library, cafeteria, student store or textbook debts] are not eligible for various activities (see detention policy above). Participation in activities such as graduation or prom is not permitted to students who have not cleared obligations. Prior to the end

of the school year, detentions must be cleared. Detention hours will be reviewed each grading period to determine if students are meeting set “detention-served” goals as follows:

Group No.	Range of Detention Hours	Goals (Hours served per grading period)
1	100 +	25
2	70 - 99	21
3	40 - 69	19
4	20 - 39	17
5	1 - 19	15

Additional intervention may be implemented by a discipline dean for students not meeting their goals.

Possible consequences to not serving detentions may include but are not limited to:

1. Two additional hours added per marking period if goals are not met
2. Ineligibility to participate in student activities such as sports, band, chorus, leadership roles, after school clubs, field trips, dances, prom, and graduation.
3. Suspension from school before or at the end of the semester, if there is a balance, at the discretion of the dean or administrative director in-charge.
4. Conference with parents, dean, and administrative director-in-charge.

Serving Detention

There are many options for serving detentions. The following is a list of when and how detention may be served. In special circumstances other options may be approved by a dean or administrative director **prior** to serving the detention. Campus cleanup/campus beautification includes school site maintenance and improvement under the supervision of a dean and/or custodial staff.

Detentions may be served:

1. After school in the Intervention Room, A5.
 - a. Student will complete schoolwork or read. Student may not sleep or put his/her head down on the desk.
 - b. On Monday and Thursday, detention will be available for two hours after school. Students must be on time. Students may serve one or two hours.
 - c. On Tuesday and Wednesday, detention will be available for one hour after school. Students must be on time. Students may serve one hour.
 - d. One hour of detention credit for one hour served.
2. Before school in A4 but may be moved to the Intervention Room if more seating is needed.
 - a. Student will complete schoolwork. Student may not sleep or put his/her head down on the desk.
 - b. On Tuesday and Thursday, detention will be available starting at 6:45 am. Students must be on time.
 - c. One hour of detention credit for one hour served.
3. Before or after school assigned to custodial staff to assist in campus clean up when needed.
 - a. Students must sign-up in the Deans’ Office after school for work that day.
 - b. Limited spaces available. A raffle will be held using student ID cards if more students request to assist than spots available.
4. Saturday Detention in the Intervention Room or campus clean up as needed.
 - a. Dates to be determined. Check with Deans’ office for available dates.
 - b. Student will do schoolwork or read. Student may not sleep or put his/her head down on desk.
 - c. Hours are from 8:00 a.m.-11:00 a.m. Students must report no later than 7:55 a.m.
 - d. Pick up the parent/guardian permission form in the Deans’ Office starting Monday the week of the session. If the form is returned by Friday at lunch, and 3 full hours of detention are served on Saturday, student will receive up to 10 hours credit.
 - e. No student will be allowed on a Saturday without permission slip signed by the parent/guardian.

- f. No cell phones or electronic devices are permitted. Use of these devices will result in disciplinary action including but not limited to dismissal from detention session and no credit earned.
 - g. Students do not need a minimum number of hours to serve on Saturday, and they will not be given positive credit for future detention.
5. During Tuesday gap period tutoring.

FOOD/DRINK DROP-OFF

Due to safety and sanitation concerns, food and/or drinks may not be dropped off for students or teachers. Students may bring their own breakfast or lunch to school daily. Students may not bring glass bottles on to the campus due to safety concerns. If a student forgets to bring a meal to school, the student may see the cafeteria manager to arrange for a School-provided meal, including a meal that meets the restrictions of a student's specific disability or allergy.

OTHER DROP-OFFS

GHC limits drop-offs to items that are an absolute necessity. In the interest of safety, all drop-offs at the front desk are subject to search and may be placed in a clear plastic bag that will be provided by GHC.

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 dean, counselor, 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 the intentional 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
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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 Web site 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

Revised: June 24, 2024]

The GHC Discipline Policy as established in Element 10 of the charter petition in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policies and Procedures are also available on request at the Chief Executive Officer/Superintendent's office. This Policy and its Procedures will be posted on our website and distributed electronically as part of the Parent Student Handbook. Hard copies of the Parent Student Handbook also are available and can be requested. This Policy and its Procedures will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action in accordance with E.C. 47605(J):

- (J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
 - (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
 - (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - I. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - II. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at 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.
 - III. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

For suspensions of 5 days or more and all other expulsions for disciplinary reasons, parents will be advised of both of the following:

- GHC shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
- GHC shall provide a hearing adjudicated by a neutral officer within a reasonable number of days at 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 GHC Discipline Policy is approved by the Governing Board. All discipline policy updates and data are discussed and formulated first in the Student Services standing committee. That committee contains representatives from all stakeholder groups. Proposals typically are discussed for one to three months at either the standing committee or the Governing Board to allow ample opportunity for stakeholder involvement and input before action is taken.

Granada Hills Charter has committed itself to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Support, or MTSS, is able to utilize Positive Behavior Intervention and Support, known as PBIS, strategies to support the behavioral and academic needs of all students.

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

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies

With the goal of maintaining a positive school environment, students are all taught appropriate behavioral expectations during Summer Transition Academy, workshops and groups hosted by the counseling dept., 3 R's assembly, Rachel's challenge, and "Sober Grad".

Alternatives to Suspension

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 as defined by the School's code of conduct. 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 to GHC students so that they 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:

Grades Tk-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> ▪ Break, moving position in class ▪ Call parent or note home ▪ Card Flip ▪ Clear, consistent, and predictable consequences ▪ Acknowledging positive behavior ▪ Assign a buddy or partner ▪ Assign a classroom job ▪ Deep breathing ▪ Draw a picture or write in a journal ▪ Encourage contact with positive peer ▪ Give choices ▪ Have student repeat directions back ▪ Headphones to avoid distractions ▪ Teach conflict resolution skills, coping strategies, organization, positive relationships ▪ Teach relaxation techniques ▪ Teach social skills 	<ul style="list-style-type: none"> • Seat student near teacher • Seat near positive role model • Avoid distracting stimuli (high traffic areas, windows, etc.) • Simplify directions or assignments • Provide learning/studying strategies, • Provide visual aides • Teaching through multi-sensory modes • Use verbal and nonverbal cues • Extra awards privileges/loss of awards privileges 	<ul style="list-style-type: none"> • Proactive Classroom Management • Regular/Preemptive communication with families • Classroom Incentives • Seating accommodations • Conferencing with Student(s) and Parents • Verbal correction and redirection • 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:

Grades Tk-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Daily Behavior Form • Individual & Visual Schedules • Mentoring • Non-Verbal Cues & Signals • Organizational Tools • Peer Tutoring • Reward System • Sensory Tools • Social Stories • Teach Conflict Resolution Skills • Teach Coping Skills • Teach Relationship Skills • Teach Relaxation Techniques • Teach Social Skills 	<ul style="list-style-type: none"> • Behavioral Plan/Safety Plan • Support Groups- Empowerment Group, Social Skills Group, Stress Management, Drug Prevention • School-home Communication • Adult or Peer Mentorship • Utilize Check-in and Check-out System • Detention (lunch, after school, Saturday, etc.) • Refer Student to Student Success Team • Loss of Privileges • Alternative Classroom Setting • Research paper/presentation • Parent Shadow 	<ul style="list-style-type: none"> • Behavioral /Plan/Safety Plan • Support Groups- Empowerment Group, Social Skills Group, Stress Management, Drug Prevention • School-home Communication • Adult or Peer Mentorship • Utilize Check-in and Check-out System • Detention (lunch, after school, Saturday, etc.) • Refer Student to Student Success Team • Loss of Privileges • Alternative Classroom Setting • 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:

Grades Tk-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Behavior Intervention Plan (BIP) • Behavior Meetings • Structured Breaks • Check In Check Out (CICO) • Collaboration With Student's Physician And/Or Mental Health Provider • Counselor Referral • Daily Behavior Form • Request for alternate educational setting 	<ul style="list-style-type: none"> • All Tier 1 and Tier 2 Interventions • FBA Based Behavior Intervention Plans • Teaching Replacement Behavior • Home and Community Supports with the support of the Charter 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 	<ul style="list-style-type: none"> • All Tier 1 and Tier 2 Interventions • FBA Based Behavior Intervention Plans • Teaching Replacement Behavior • Home and Community Supports with the support of the Charter 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

Granada Hills Charter offers a wide variety of school clubs and an after school program of intervention and enrichment classes and support. Policies and practices are communicated at various parent meetings, in print, and at the Governing Board and Standing Committee meetings. In addition to our ad hoc committee for PBIS, all staff are included Professional Development in restorative practices, alternatives to suspension, trauma informed teaching strategies, and positive behavior supports. Granada Hills Charter is committed to a positive and safe campus and will continue with staff trainings and data collection.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self- defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or

students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, 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:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this clause, “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.

3) Notwithstanding subparagraphs (1) and (2) 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.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object or not reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessing, selling, or furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/Superintendent or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault as defined in in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self- defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, 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:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means 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 subparagraphs (i) to (iv), inclusive, of paragraph (1). 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) For purposes of this clause, "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.
- 3) Notwithstanding subparagraphs (1) and (2) 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.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/Superintendent or designee's concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessing, selling, or furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer/Superintendent or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault as defined in in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Administrative Panel and, on appeal, the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in Element 10 of this charter petition.

Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

Should an in-school suspension be an appropriate means of correction, and it is determined that the student does not pose an immediate danger or will be disruptive to the school environment, as assessed by the Administrative Director or Discipline Deans, it shall not exceed five (5) consecutive days for any occurrence or twenty (20) total school days in one academic school year. Students with disabilities shall not be suspended for more than ten (10) school days in any one academic school year.

Students who are under an in-school suspension will be presented with a plan to access their educational materials during suspension, including but not limited to, textbooks, Chromebooks, and other classroom materials. Suspended students will be supervised on-site by a credentialed teacher and will be able to access their classroom teachers for any questions or clarification of assignments.

Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Chief Executive Officer/Superintendent or the Chief Executive Officer/Superintendent's designee (Administrative Director) with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Chief Executive Officer/Superintendent or designee.

The conference may be omitted if the Chief Executive Officer/Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). Students who are unable to represent themselves, will be able to have a parent represent them. The process for investigating behavioral incidences and collecting evidence will be fair and thorough and will be conducted by impartial school personnel. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Administrative Director, or designee (Dean of Discipline), shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall; request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension and a total of 20 days in the school year for general education students and 10 days in the school year for Special Education Students.

. Upon a recommendation of expulsion by the Chief Executive Officer/Superintendent or Chief Executive Officer/Superintendent's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, for 30 school days unless a continuance of the expulsion hearing is agreed to by the parties, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Chief Executive Officer/Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his/her suspension. Suspended students will be able to communicate with his/her designated teachers and/or administrator(s) for any questions and for evaluation of work completed. He/she shall receive homework and modified instruction from classroom teachers during the suspension and will be provided the opportunity to make up any missed examinations.

If a parent would like to appeal a suspension, the parent must submit an appeal in writing to the Administrative Director of Student Services. The decision of the Administrative Director will be final.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel, to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Executive Officer/Superintendent or designee determines that the pupil has committed an expellable offense.

The hearing before the Administrative Panel shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. An opportunity to request reasonable language support and/or accommodations.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel Chairperson presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to expel. A decision to expel a pupil shall be based on the finding of one or both of the following (Code section 48915(b)):

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

A decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Chief Executive Officer/Superintendent or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) procedures to appeal the decision to the GHC Governing Board.

The Chief Executive Officer/Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer, Los Angeles Unified School District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Appeals

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Governing Board that will make the final determination. Appeals must be submitted in writing within five (5) school days of the Administrative Panel's written decision. The Governing Board shall hear the appeal at the next regularly scheduled Board meeting. Student and parent(s)/guardian(s) may but are not required to appear during the Governing Board's appeal meeting.

The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. The Governing Board's decision shall be final.

Expelled Students/Alternative Education

Granada Hills Charter shall be responsible for the appropriate interim placement of students during and pending the completion of GHC's student expulsion process, and has entered into a memorandum of understanding with the District for this purpose. GHC will facilitate placement options including, but not limited to, programs within the County or their school district of residence.

Readmission/Reinstatement

The decision to readmit a pupil previously expelled from GHC shall be at the discretion of the Governing Board following a meeting with the Chief Executive Officer/Superintendent 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 Chief Executive Officer/Superintendent 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.

Rehabilitation Plans

Pupils who are expelled from GHC shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to GHC for readmission.

GHC shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Governing Board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Officer/Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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 the school site. Campus Aides also monitor the campus.

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.

STUDENT FREEDOM OF EXPRESSION

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 leave the school campus or the classroom without permission 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, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Revised: June 24, 2024

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Granada Hills Charter School ("GHC" or the "Charter School") 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 the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. 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 who 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 whom GHC does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. GHC will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GHC complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

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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 work or 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 characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by GHC.

GHC is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; 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 themselves 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.
 - 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 or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or 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 work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or 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.

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 or group of students that may constitute 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:

5. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
6. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
7. Causing a reasonable student to experience a substantial interference with the student's academic performance.
8. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by GHC.

* “Reasonable student” is defined as a pupil, including, but not limited to, an exceptional needs student, 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, video 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:

5. A message, text, sound, video, or image.
6. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
7. 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 student to another student 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.
8. 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in GHC’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that GHC investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in GHC’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

GHC has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

GHC advises students:

1. To never share passwords, personal data, or private photos online.
2. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
3. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
4. To consider how it would feel receiving such comments before making comments about others online.

GHC informs Charter School employees, students, and parents/guardians of GHC's policies regarding the use of technology in and out of the classroom. GHC encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

GHC employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. GHC advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at GHC and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

GHC's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

GHC informs GHC employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

GHC annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other GHC employees who have regular interaction with students.

GHC informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends

- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by GHC, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

GHC encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for GHC’s students.

Grievance Procedures

1. Scope of Grievance Procedures

GHC will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the GHC UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, GHC will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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 when 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.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. GHC will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

GHC acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

GHC prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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 staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to GHC's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or GHC's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. GHC will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of GHC to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GHC, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that GHC prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
 - GHC may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with GHC's policies.
 - GHC may remove a respondent from GHC's education program or activity on an emergency basis, in accordance with GHC's policies, provided that GHC undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
 - If a formal complaint of sexual harassment is filed, GHC may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If GHC offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - GHC will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
 - Investigation Process
 - The decision-maker will not be the same person(s) as the Coordinator or the investigator. GHC shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - Prior to completion of the investigative report, GHC will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
 - Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in GHC's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GHC policy.
 - GHC may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at GHC; or
 - The specific circumstances prevent GHC from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GHC will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
 - Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
 - GHC will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

- The allegations in the formal complaint of sexual harassment;
- All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions about the application of GHC's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from GHC or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by GHC in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find GHC's resolution unsatisfactory for complaints within the scope of this Policy, other than formal sexual harassment, the reporting individual may, within five (5) business days of notice of GHC's decision or resolution, submit a written appeal to the President of the GHC Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GHC will implement appeal procedures equally for both parties.
- Within five (5) business days of GHC's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from GHC's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- GHC will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

GHC will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

STUDENT SERVICES AND RESPONSIBILITIES

PARKING PERMITS

Information is available in the Student Store. Most parking areas are designated for Staff only.

MTA INFORMATION

The K-12 TAP Card Program allows students in grades K-12 to qualify for reduced fares on TAP-participating transit agencies. Call 866.TAPTOGO or visit www.taptogo.net for additional information

ID CARDS

Students must have a school ID card with the current grade level in their possession whenever they are on campus. Student ID cards are issued at registration during the summer. There is a make-up ID card day in September for students who did not receive an ID card in the summer. After that date, students who lose or misplace their card need to go the Attendance Office to obtain an application for a new ID, take it home to guardian/parent for signature, and return it to the Attendance Office with \$5.00 for a picture and a new ID. A \$10.00 charge will be assessed for further ID replacements. Detention will be assigned if a school employee asks to see a student's ID and he/she does not comply. Students who need a new ID card because of a grade change will be given one complimentary ID card at the time of the grade change. Broken ID cards will be replaced at no charge; broken ID card must be brought to the Attendance office.

Students must have a hall pass any time they leave a classroom. Students are not allowed out of class during the first or last ten minutes of every period. Students may not use vending machines during class time. Students without a valid hall pass will be retained in the Intervention Room, A5 and detention may be assigned.

CELL PHONE & ELECTRONIC DEVICES

Private electronic devices ("PEDs"), including but not limited to, cell phones, smartphones, smartwatches, iPod, MP3 players, non-GHC issued laptops, tablets, Google Glass, airpods, earbuds, headphones, cameras, etc. are permitted to be brought to school and certain devices may be used to access campus using the School's Digital ID system; however, **PEDs MAY NOT BE DISPLAYED OR USED ON CAMPUS DURING SCHOOL HOURS, INCLUDING DURING BEFORE AND AFTER SCHOOL PROGRAMS (such as AHA programs, tutoring, etc). THIS APPLIES TO ALL STUDENTS REGARDLESS OF CLASS SCHEDULE. ALL PEDs MUST BE TURNED OFF DURING SCHOOL HOURS.** If PEDs are used, displayed, turned on, earbuds/earphones visible whether it be around the neck or hanging from the ears, the PED will be confiscated, two (2) hours detention will be assigned and a parent or person authorized on contact list will be required to pick the phone up Monday - Friday from 6:45 a.m. - 4:15 p.m on the High School campus.

Smartwatch Policy: If a smartwatch is being used other than to know the time, the smartwatch will be confiscated, two (2) hours of detention will be assigned and a parent or person authorized on contact list will be required to pick the phone up Monday – Friday between 6:45 a.m. and 4:15 p.m.

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 police or deans 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 from Periods 0-6, beginning at 7:25 a.m. and ending at 3:20 p.m. 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. Confiscated electronic devices may be picked-up by students as follows: If confiscated on Monday-Wednesday, pick up on Friday after school by 4:00 p.m. If confiscated on Thursday-Friday, pick up the following Friday after school by 4:00 p.m. Parent presence is not required for pick-up of confiscated devices; however, if an electronic device is picked up by a parent or person authorized on contact list prior to the designated pick up day,

one hour of detention will be issued. 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.

RECORDING/PHOTOGRAPHY

Students cannot record (voice or video) or photograph anyone at any time without permission. Recording (voice or video) and taking photos without permission can lead to misdemeanor charges and school disciplinary action.

P.E. AREA

Food is not allowed in the PE area. Students who bring food into this area will receive detention.

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:

- a. Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity.
- b. Create a hazard to the safety of himself/herself or others.
- c. 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.

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 length plus one inch when arms are relaxed at the sides. 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.
4. Holes and tears in jeans and pants must not be above the fingertips when arms are relaxed at the sides. No shirts with slits on the side that expose the chest.
5. Pants must be fitted as not to sag so low that underwear is showing.
6. Shoes must be worn at all times.
7. 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.
8. No inappropriate accessories such as pocket chains or spikes, and only official Granada hats allowed on campus.
9. Granada hats may not be worn in classrooms or offices, nor may they be worn backwards. Hoods may not be worn.
10. Students are not to wear hair rollers, bandanas or wave caps. For additional information, see the heading "Hats" in this section.
11. 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. If they are in the student's possession for after-school wear, they should be kept in a backpack and not visible. GHC hats may not be worn in classrooms or offices nor may they be worn backwards. Hoods may not be worn. Students are not to wear hair rollers or bandanas. Confiscated hats will be kept until the end of the semester or returned to a parent for a 1-hour detention. In cold weather, the same rules apply. Official GHC hat or beanies may also be worn for purposes of sun protection. Students may purchase an official GHC hat or beanie in the Student Store.

SKATEBOARD, SCOOTER, AND BICYCLE POLICY

Anyone in possession of a skateboard, scooter, or bicycle on campus after the bell rings will have it confiscated. All skateboards and scooters must be carried and bicycles walked-- not ridden-- to or from the skateboard racks which are located in the bike rack area. 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 AND ROLLERBLADES

Students may not bring skates or rollerblades to school. Skates and rollerblades represent a safety hazard to others and will be confiscated. Detention will be assigned, and a parent will be required to pick the item up. (See skateboard policy in this section)

LOCKERS

Hall lockers are for storage of books. Students are advised not to leave money, valuables, clothing, or other personal belongings in their locker. Chromebooks and other school issued technology should not be stored in lockers. The school is not responsible for losses. Lockers are randomly searched as part of our school safety plan. Refer problems with lockers to the Attendance Office.

Students in grades 9-11 will be issued a locker during summer registrations with the understanding that the student agrees to the conditions for locker assignments. Students in grade 12 may request a locker by visiting the Attendance Office. Students will be assigned lockers according to their class schedules for convenience and proximity. Exceptions and adjustments may be made depending on number of students in each grade from year to year.

Conditions for Assignments of Student Lockers

- Student will be held responsible for his/her assigned locker.
- Items stored in the locker must be kept in a clean and orderly condition.
- A school administrative director or designee may inspect the contents of the locker during random locker searches.
- Items prohibited by GHC policy may not be kept in lockers, i.e., weapons, drugs, dangerous objects, and hats. If any such prohibited item is found in a locker, the student may be subject to disciplinary action. Please do not store valuables in lockers.
- If things that are prohibited by law or by board policy are found in the locker, the administrative director may remove them for safekeeping or investigation.
- Things belonging to others not assigned to the locker must not be kept in the locker.

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 [the School's Instructional Resources 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

GRADUATION REQUIREMENTS

Students are eligible for a GHC Diploma upon the successful completion of 230 credits of required coursework to earn a Diploma. Students must also successfully complete (with a grade of D or higher) the Summer Transition Academy. Students who do not meet the diploma requirements must complete the diploma requirements within the timeframe established by California Education Code. Students may take classes during summer school, intersession, adult school or other institutions. Students with disabilities who are eligible for an IEP under IDEA should contact their case carrier for information about diploma opportunities. For more information about graduation requirements, see the GHC Course Catalogue and the section in this handbook referring to Foster and Mobile Youth.

Seniors may not participate in the graduation exercises if they fail to:

- Meet academic requirements with credits and required courses
- Clear all detentions and pay all debts
- Successfully complete (with a grade of D or higher) the Summer Transition Academy (Class of 2011 and above)
- Meet citizenship standards and/or follow school rules at any GHC activity
- Attend BOTH graduation rehearsals
- Attend the Senior Clearance
- Attend mandatory Sober Grad and other Senior Assemblies
- Fulfill obligations of the Senior Contract

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.

CAL GRANT PROGRAM NOTICE

GHC is required by state law to submit the GPA of all high school seniors by Oct. 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent, if the Student is under 18) has opted out by or before August 30.

REPORT CARDS

Report cards are issued and mailed home at the 20-week periods and at the end of summer school. Parents may view the interim progress report grades at the 6-week and 12-week periods as well as the 20-week report cards in Home Access Center.

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.

When grades are earned for any course of instruction taught at Granada Hills Charter, the grade earned by each pupil shall be the grade determined by the teacher of the 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 from the counselor, 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 the Department Chair.

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 CLASS CREDIT

Class 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 California law or California Education Code. For information about GPA calculation, see the GHC Course Catalog. Currently enrolled students who take classes at intuitions another than Granada Hills Charter must have approval from their counselor to earn high 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>. For a complete prospectus of GHC class offerings please consult the course catalog available on the School's website.

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.

SUMMER SCHOOL

A variety of GHC Summer School classes are available to students entering grades 10-12 who are currently enrolled at GHC and/or who are registered to enroll at GHC in the Fall of each year. **GHC STUDENTS WHO TAKE SUMMER CLASSES AT OTHER INSTITUTIONS** are required to obtain **prior approval** from their counselor before taking the class if they wish to apply the credits earned towards high school graduation. Students without prior authorization from their current school counselor will not earn high school credit. For more information, see your counselor.

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 Main Office

If the teacher does not call/write back, contact your student's counselor

- If the situation continues after speaking with counselor, contact the Administrative Director overseeing the teacher

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

GHC GUIDANCE AND SUPPORT SERVICES

GHC is accredited by the Western Association of Schools and College (WASC) and offers a comprehensive program that emphasizes academic, career and personal development. The Counseling Office is open from 7:15 am to 4:30 pm. Our counselors meet with students at various times during the school year to review progress towards graduation and post-secondary goals. Each counselor has an alphabetical group of students to monitor and support. Please check with your child's counselor for his or her specific office hours. Counselors are generally available during nutrition, lunch, and after school to address the immediate needs of our students. Counselors are also available most Wednesday evenings until 6:30 pm on a rotating basis. Email your counselor if you have any questions regarding Concurrent Enrollment Forms, Credit Recovery, Program Changes, or any other issues. A list of the counselors and their email addresses can be found on the School's website.

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. See Instructional Resource/Textbook Policy and Contract for information about late fees.

CORE AND SUPPLEMENTAL READING SELECTIONS (ENGLISH)

The School will provide parents with a list of the core and supplemental reading selections chosen for the English Department at the beginning of each school year. 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.

SEX 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 9 to 12, inclusive, at least once.

In compliance with the CHYA, GHC will ensure that all pupils in grades 9 to 12, 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.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in grades 9 to 12, inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. GHC shall not require active parental consent ("opt-in") for these tests, questionnaires, or surveys in grades 9 to 12, inclusive. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to GHC.

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 to 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.

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

Distribution of the Chromebooks will take place during registration. Incoming grade nine students will receive their Chromebook during Summer Transition Academy. Students enrolling after registration will receive their Chromebook when enrolling. 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. Earbuds or headphones will not be provided by GHC.

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.
- 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 Student Technology and Textbook Center.
- 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 in the library and other print centers on campus.

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 take them to the Student Technology and Textbook Center 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).
- Do not store the device in student lockers overnight.
- 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	Detention

Care	Intentional damage or loss	Check out daily loaner and student responsible for repair or replacement cost	Referral to Dean
	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 Dean
Care	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 Dean
Account	Accessing or attempting to access another student's account	Account restrictions	Detention
	Sharing passwords/accounts	Account restrictions	Detention
	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

See 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. 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.
7. 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. The Operations Committee determines the assessments dates and bell schedule.

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 such as school dances, .

All students must participate fully in GHC assessments in their 9th, 10th and 11th grade year to be eligible to participate in optional activities such as senior activities, school extracurricular activities and school athletics. Students who clearly disregard an assessment as determined by the testing coordinator or test proctor will be regarded as having refused to comply with the testing requirement and may be subject to loss of senior activities, school extracurricular activities and school athletics. For example: If the student does not complete the English writing assessment in the 9th grade, he/she may be ineligible for student activities during his/her 10th grade year. Eligibility will be reinstated for the 11th grade year if the student sits for all assessments in his/her 10th grade year. For information about this policy, contact the Administrative Director in charge of Student Assessment.

The California Alternate Assessments (CAAs) are part of the California Assessment of Student Performance and Progress (CAASPP) state testing program. The CAAs are designed for students with the most significant cognitive disabilities. Students are eligible for the CAA only if an alternate assessment is indicated in their active individualized education program (IEP) as determined by an IEP team.

As part of the CAASPP state testing program, the California Alternate Assessments (CAAs) for English language arts and mathematics are to be administered to students when designated in their IEP in grades three through eight and grade eleven. The CAA for Science is administered in grades 5, 8 and once in high school. More information about the CAA and their administration can be found here: <https://www.cde.ca.gov/ta/tg/ca/documents/Gaapgtu.pdf>.

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 grade 11 Smarter Balanced Assessments in ELA and Mathematics, CAASPP interim assessments, and the grade 10 Life Science test. Students not participating in the CAASPP program are expected to be in attendance at school during the testing periods each day, and will be required to participate in alternative school activities during these periods.

STOP WEEK

A week before and during final exams, all culminating events or activities scheduled by external organizations such as CIF, must be submitted and pre-approved by the Activities Office.

FINAL EXAMS

All teachers must 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 Counseling 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 Counseling 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.

For more information about final exams, please consult the course catalog available on the School's website.

ADVANCED PLACEMENT TESTING

For Advanced Placement Testing information and fees contact the Office of Instruction.

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, share, 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.

YOU ARE CHEATING IF you use *Artificial Intelligence (AI) such as ChatGPT or other AI tools to complete assignments of any kind, including consulting at any step in the process, without the explicit permission and supervision of the teacher.*

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, awards ceremonies, dances, sporting events, , 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 from the teacher, your guidance counselor, the after-school tutors, the department chair or an administrator.
- 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.”

Procedures for Violations of Academic Integrity Guidelines

The following procedure establishes a clear, fair and consistent process for handling infractions of the guidelines and authorizes an Academic Integrity Committee to hear appeals when deemed appropriate by an administrative director.

Teacher	Dean
<p>1st offense, cheating as defined in academic integrity policy. Once the teacher has determined the student cheated he or she will:</p> <ul style="list-style-type: none"> • Meet with the student to explain the error • Document the cheating and notify the dean, counselor and parent (for every infraction) • Make a record of the problem/assign a fail for the assignment • Re-teach the rules of plagiarism, the academic integrity guidelines, options for documentation, and/or clarify expectations for class work/group work 	<ul style="list-style-type: none"> • Dean receives report from teacher, records evidence of a violation of academic integrity guidelines in student file, and may choose to also consult with the student. • Deans’ Office enters notice in student file.
<p>2nd offense, cheating as defined in academic integrity policy:</p> <ul style="list-style-type: none"> • The teacher will document the cheating and notifies the dean, counselor and parent • Student receives a fail on the assignment (specific consequences in addition to a fail may be noted on the teacher’s classroom guidelines) • Student receives U in work habits for the next grading period • Student will be warned that another infraction will affect letters of recommendation and graduation honors, including valedictorian status 	<ul style="list-style-type: none"> • Dean and counselor maintain record of student violation. • Dean assigns detention or reassignment depending on the nature of the infraction and the student’s discipline record.
<p>3rd offense, cheating as defined in academic integrity policy:</p> <ul style="list-style-type: none"> • The teacher will document the cheating and notifies the dean, counselor and parent • Student receives a fail on the assignment • Teachers and counselors will not recommend the student to honors classes nor write letters of recommendation to colleges with regard to the student’s academic integrity • Counselors will exclude the student from the list of valedictorian or other academic honors awarded seniors • In response to a request from the dean and counselor, teacher will provide input concerning the behavior and performance in his or her class. This information will remain confidential and included in the dean and counselor records. 	<ul style="list-style-type: none"> • Dean and counselor receive the name of a student three times for violating guidelines (three times total, not just from one teacher); the counselor will request input from the student’s teachers in preparation for a conference to determine the appropriate consequence. • The dean, counselor and teacher will recommend the appropriate consequence: <ul style="list-style-type: none"> ○ Suspension ○ Student Contract ○ Exclusion from graduation ceremonies ○ Denial of recommendation for honor’s placement or department/school awards ○ Rescission of recommendations already made to college/university • Any transgression serious enough to warrant dismissal will immediately be referred to the appropriate administrator.

<p>Referral to Academic Integrity Appeals Committee:</p> <p>A student who believes that the accusation and/or consequence is unjustified, may request, through his/her counselor an appeal of the matter.</p>	<p>Academic Integrity Appeals Committee Actions:</p> <p>An administrative director will review requests for appeals and, if appropriate and necessary, convene the appeals committee to consider decision of the dean, counselor and teacher.</p>
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The Academic Integrity Appeals Committee will be organized and monitored by an administrative director of instruction and an administrative director of student services. The committee will consist of (but is not limited to) a counselor, teacher (preferably retired or out of classroom), administrator, parent (preferably of a graduate), classified staff member and a dean and be modeled on the Attendance Appeals Committee.

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 operates using the *Learning Center/Collaboration/Inclusion Model*. At GHC, the 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 and includes the following:

- Resource Program/Learning Center Model
 - Students take general education courses with support in addition to one or two periods of Resources Skills Support Classes each day
- Special Day Class Program
 - Students take two or more core classes in the Co-Taught Special Day Class Program
 - Co-Taught classes are taught by a highly qualified general education and special education teacher
 - Course offerings include English 9-12, Biology and Physics, World History, U.S. History, Government and Economics, Algebra 1 Algebra 2 and Geometry
- Deaf and Hard of Hearing
 - Students are fully mainstreamed with support (sign language interpreter or aide)
 - Students may take one period/day of DHH support in communication skills
- Severe/Moderate/Mild ID Program
 - Students in this program require the highest level of support. This is an academic and life skills based program, where students participate in APAC testing and typically earn GHC Certificate of Completion. The students in this program are given opportunities for campus participation and take electives with their general education peers.

Access to each of the above 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.

Additional classes exist to support students who struggle with reading, math and social/emotional issues. Students in all programs have access to highly qualified Special Educators who work with the Counselors and Mental Health Professionals to provide social and emotional support for all of students with disabilities. The GHC Transition Counselor coordinates and facilitates transition activities for all students with disabilities to ensure a successful transition to a post high school educational experience in a college, junior college, or vocational institution.

If you believe your child needs Special Education services, contact your student's counselor or the Special Programs 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 student's counselor and/or the 504 coordinator.

MEDICAL AND HEALTH SECTION

HEALTH OFFICE INFORMATION

The Health Office is open during classroom hours. It is staffed by two Registered Nurses, a School Social Worker, and a Clerk. 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

Students enrolling for the first time in secondary schools are encouraged to provide the school with a report of a recent physical examination. Forms for this purpose may be obtained from the school nurse and the GHC website under Athletics.

Each student in grades 9-12 planning to try out for or participate in interscholastic athletics must pass a yearly physical examination by a licensed physician to comply with school policy and California Interscholastic Federation (CIF). Athletes will receive instruction for meeting the requirements from the coach and/or Athletic Director. Athletes are strongly urged to have this examination by their private physician. The completed form, signed, dated and stamped by a licensed physician, is to be returned to the school nurse for review at least 48 hours before tryouts. Approval by the school nurse is required before a student may participate in tryouts, practice and/or competition. A physical must be completed yearly for continued participation in athletics.

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 (if applicable for epi-pens or asthma medication) as applicable, that student can self-administer.
- 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.

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. The standards addressed in grades nine and ten are aligned to those addressed on the California Physical Fitness Gram. Other options for Physical Education include Marching Dynamics and sport team classes.

All students at GHC must take two years (four semesters) of Physical Education unless exempt under Education Code 51242 which reads as follows: "The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours." (*Stats. 1976, CH, 1010*). GHC adopted this policy June 2017. Students who qualify for this exemption must complete the PE exemption form which can be obtained from the student's counselor. **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.

All students in grade nine, regardless of the above exemption under Education code 51242, must take two semesters of Physical Education in grade nine and take the California Physical Fitness Exam. GHC does not offer permanent exemptions for Physical Education. However, GHC does offer a modified Physical Education class for students with temporary disabilities and Adaptive Physical Education for students with severe physical disabilities who qualify under an IEP or 504 plan.

Parents may write excuses for up to three (3) days per semester for minor problems. Parents should email the health office directly at healthoffice@ghctk12.com. If the student needs to be excused from physical education, students must notify the Health Office before school starts for that day. For any physical education excuse for over three (3) days, refer to the GHC Course Catalogue.

SUICIDE PREVENTION

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 Chief Executive Officer/Superintendent 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. To 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.

Blood donation drives in cooperation with the Red Cross or other agency may be held on senior high school campuses. Efforts will be made to notify parents/guardians of planned blood donor drives; however, the written consent of the parent/guardian is no longer required for participation of students 17 years or older.

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian per C.E.C. Section 46010.1.

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. GHC will file a written report on the immunization status of all new entrants to GHC 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 Attendance Office.

The Chief Executive Officer/Superintendent, 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.

Condom Availability Program

GHC will make condoms available in the Health Office at no cost to students who request them unless the parent/guardian withdraws permission by submitting a written letter to the Health Office. This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available GHC assumes no liability.

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 Business Office for details.

COMMUNITY RESOURCE GUIDE

Emergency Medical and Mental Health Services

Text/Chat/Call988
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 AND STUDENT STORE

FOOD AND NUTRITION SERVICES PROCEDURES

GHC has introduced a cutting-edge biometric technology, which will allow our students to purchase food from the school by providing a scan of their finger at the register. The equipment scans each student's finger, links that student's lunch account with their finger scan, and allows them to purchase food without having to remember a card or worry about losing the card or money. Please be advised that upon participation in this program, your child's finger scan and associated personal information needed for lunch purchases will be part of his/her educational records. These records will be kept confidential to the extent required by applicable law. All GHC students participate in the finger scan food purchasing system. Students will not be able to purchase food through the use of cash or other means of payment. You may opt out of this program by written request. There is one line inside the cafeteria where your student's ID card can be utilized.

Summary of FERPA Rights Regarding Personally Identifiable Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. The right to provide written consent before GHC discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Pursuant to §99.3, PII includes among other things, personal identifiers, such as the student's social security number, student number, or biometric record (which includes fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting).

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in 34 CFR §99.31 of the FERPA regulations. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.

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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STUDENT MEAL ACCOUNTS

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, such as breakfast, lunch, and a la carte items including, but not limited to, bottled water, sports drinks, cookies, pizza, frozen yogurt, chips, and other items. However, under the National School Lunch Program: Universal Free Meals, all students will receive nutrition and lunch free of charge. Money deposited into student's accounts can be used for additional meals. Cash in hand will be required in all vending machines on campus, which are only available at times when class is not in session.

Parents must deposit money into their student's account on a regular basis in order to maintain a positive balance for purchases. Go to www.ghctk12.com/cafeteria/ to access linqconnect.com and deposit money in your student's account.

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.

National School Lunch Program: Universal Free Meals

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12). Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. Families that do not have access to the internet may complete a paper application available in the Cafeteria and Main Office. Families needing assistance or have questions about their application may contact the cafeteria at (818)363-7303 or cafeteria@ghctk12.com.

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. 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 visit www.ghctk12.com/cafeteria and submit form CNP-925 Medical Statement to request a substitution. 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.

STUDENT STORE

The Student Store is located near the center of the campus and is open Monday-Friday 7:45 a.m. to 4:15 p.m. including nutrition and lunch. Parents can call from 7:45 a.m. to 4:15 p.m. at (818)360-2361, extension 383.

The Student Store provides a variety of services. Students may purchase and or obtain information regarding the following:

- School supplies which include book covers, flash drives, compass/protractor, highlighter, index cards, index dividers, markers, notebooks, paper, pencil tip, eraser, pencils (mechanical and #2), pens, poster board, report cover and tissue packs.
- Clothing which includes gym clothes (shirts and shorts, sweatshirts and sweatpants), Athletic apparel (jackets, jerseys, polo shirts and t-shirts), GHC attire (sweatshirts, hats, visors), lanyards.
- Spirit items including mugs, water bottles, key chains, tote bags, seat cushions, blankets, scarves and beanies.
- Healthy snacks and drinks.
- ASB Student Activity Sticker which provides admission to all home league events (does not include play-off or championship games), most football games (home and away), and discounts on many spirit items and some dances.
- Tickets to Athletic and Social Events.
- Parking permits: If offered, student parking permits will be determined by lottery at the beginning of each semester. A small fee, proof of vehicle registration, insurance, driver's license and parent signature are required.
- School activity pictures and school ID pictures.
- Club fundraisers.
- Yearbook sales.
- Web store sales: www.shop.ghcTK12.com. Parents, students, alumni and staff can use this site to purchase spirit wear, pay for student activities and clear debts securely. Accounts may be established quickly and

parents can link to their children's account to see past payments in the Student Store (not the café) and amounts due.

- Students must keep their account current by clearing any debt including but not limited to textbooks, sports equipment and cafeteria accounts.

The Student Store uses a computerized payment system for snacks and drinks. (Currently, this system is not available for clothing purchases or ticket sales.) It is the School's preference that parents or students deposit money into a personal account established for each student. The account number is displayed as a bar-code on the current year ID card that each student carries. Money in accounts can only be accessed by scanning the ID card. Each student has one account that can be used in the cafeteria as well as the Student Store. For further information about adding money to your student's account, please see the Cafeteria section above.

Granada Hills Charter complies with the Healthy, Hunger-Free Kids Act. All meals and snacks meet the calorie, fat and salt requirements.

The Student Store accepts Visa, MasterCard, and Discover cards in payment of most purchases and restitution of monies. Checks should be made payable to GHC. Students may also use their ID card to purchase food items; the amount of purchase will be deducted from their prepaid cafeteria account.

COMMUNICATION

COMPUTER COMMUNICATION

Canvas

High school students are required to use Canvas as the official Learning Management System for all classes. Teachers will post daily agendas and course expectations, deliver course content, manage assignments, and communicate announcements through this platform. Parents are strongly encouraged to create a Canvas Observer account to view their student's course expectations, assignments, and grades. Guidance for parent account setup can be found on the school's website or by contacting the student's counselor.

Home Access Center (HAC) and Student Access Center

Through *eSchoolPLUS*, GHC will offer Home Access Center (HAC). Home Access Center is a secure software application which enables parents to access pertinent information about their student's attendance, grades, course history, transcripts and much more. Once school starts, parents/guardians may go to www.GhcTK12.com and follow the instructions below to register for Home Access Center (HAC):

1. Click on **Home Access Center** found under "Quicklinks" on www.GhcTK12.com
(Or go directly to www.GhcTK12.com/hac)
2. Click on "Click Here to Register for HAC"

,Registered parents will receive their username and password. Login to your HAC account to start viewing the student's grades, daily attendance, and course schedule.

- For further information download the HAC parent handbook at www.GhcTK12.com under Home Access Center.
- Email notifications are not automatic and must be selected under personal settings.
- To view grades, parent/guardian should click on the "Classwork" tab and click on all runs.
- Home Access Center is a tool and using the Home Access Center information is not a replacement for checking your student's planner and/or talking with your child about assignments and grades. Assignments are graded and recorded in a reasonable amount of time.
- **Parents should NOT share their HAC username and password with their student(s). After school begins, students will receive their own username and password to the Student Access Center.**

For new students who enroll after school starts, registration for (HAC) takes place in the Counseling Office after completion of enrollment. For more information, please contact extension 306.

Students will receive their Student Access Center username and password after school starts. Students will use the same username and password for their school email account, network login and other onsite/offsite technology resources.

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 newsletter during the school year provides details on the meetings, activities, sports games, and important announcements scheduled for the week. It also includes bell schedules, tutoring availability, and detention clearance options for ease of reference. Emails to parents also include press releases from our Chief Executive Officer/Superintendent, important notices from the Health Office, community and PTSA meeting details, as well as flyer information for many college 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. **Individual email and school account usernames and passwords are distributed during registration or enrollment.** 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 many teachers, coaches and sponsors of clubs, activities and athletics. Students are expected to check their account every day. Teachers can be reached by sending to: first initial of first name and last name @GhcTK12.com.

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.

For additional information about Student email or school technology use, contact the Office of Instruction.

SCOIR College and Career Planning Website

GHC uses SCOIR to assist students as they explore and plan for their post-secondary transition. Students log into SCOIR by accessing the Granada Family Connection link through the Granada website, on the College Office page. Students use their Granada email username and password to log in, thus student accounts are already configured and no registration codes or setup are required. Parents may use their student's log-in information to access their student's assessments and college applications. In addition, parents have the option to create their own Parent Family Connection accounts in Naviance. Students and parents can expect to receive email notification about College and career planning opportunities, unless they choose to opt out.

TELEPHONIC COMMUNICATION

The School may send messages via telephone 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. . 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 Attendance Office as soon as possible. To add an additional number to receive messages, please contact the Counseling Office at extension 306. For those not wanting to receive messages, notify the Counseling Office or call extension 306.

SOCIAL MEDIA COMMUNICATION

Parents, students, and community members are encouraged to follow GHC's official social media pages. Important information such as upcoming event details, student and staff accomplishments, breaking news, pictures, and videos are posted regularly. The GHC Facebook page is "/GranadaHillsCharter," X (Formerly Twitter) is "@GHC_UPDATES," and Instagram is "@GHC." If you have a school-related event or picture, parents can submit a request to these accounts to be featured on the appropriate school social media channel.

MEDIA RELEASE

Occasionally, members of the news media may visit schools to cover activities such as sport competitions, 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

SPORTS INFORMATION

The following is a list of sports for the Fall, Winter, and Spring seasons. Students interested in participating in any sport should speak with his/her counselor, check the Tryout Information web-page, listen to the daily Public Announcements or ask the Athletic Director, Coach, or a Physical Education teacher for tryout information. Any student wishing to try out for any sport must have a current Physical Report on file in the Health Office. Forms are available on the GHC website on the Athletics web-page.

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Cross Country (Boys/Girls) Frosh/Soph, JV, Varsity	Basketball (Boys/Girls) Frosh/Soph, JV, Varsity	Track & Field (Boys/Girls) Frosh/Soph, Varsity
Volleyball (Girls) Frosh/Soph, JV, Varsity	Soccer (Boys and Girls) JV, Varsity	Volleyball (Boys) JV, Varsity
Golf (Girls)	Wrestling (Boys/Girls)	Golf (Boys)
Water Polo Team (Boys)	Water Polo Team (Girls)	Swim & Dive (Boys/Girls) Frosh/Soph, Varsity
Tennis (Girls)	Cheer Pep Squad	Tennis (Boys)
Football JV, Varsity Tennis (Girls)		Baseball (Boys) Frosh/Soph, JV, Varsity
Cheer Pep Squad		Softball (Girls) JV, Varsity
		Cheer Competition

Sports Eligibility

Students who participate in sports must meet all of the eligibility requirements established by the City Section of the California Interscholastic Federation (CIF). Students must be currently enrolled at GHC, meet the academic requirement of 2.0 grade point average at the 12-week and Final Semester grading periods and have no detentions. Students must pass a physical and show proof of insurance because of physically rigorous competitions. Students must also follow the [State and GHC Assessment Policy](#). Other eligibility requirements may be required by CIF; please contact the Athletic Director for further information. Students missing classes because of participation in athletics are responsible for contacting their teachers for make-up work.

Concussion/Head Injury

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because GHC has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest

Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Granada Hills Charter must review the information sheet on sudden cardiac arrest included in the athletic packet. Information may also be found via this link: <https://www.cdc.gov/dhds/docs/cardiac-arrest-infographic.pdf>

CAMPUS CLUBS

Campus Clubs are groups that do not compete and often change from year to year depending on student interests. GHC currently offers more than sixty clubs. Clubs are formed and/or renewed at the beginning of each school year by the Associated Student Body (ASB) class. Club application packets are available in the Activities Office. We encourage students to form clubs that bring students of like interests together for positive interactions. All clubs must be approved by ASB and meet the requirement as outlined in the ASB handbook. 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 12-week and Final Semester grading periods and have no detentions. Students must also follow the [State and GHC Testing/Assessment Policy](#).

Parents and students can obtain a complete list of clubs with all pertinent information in the Activities Office or the GHC website on the Clubs web-page. This list of clubs is subject to change each year.

STOP WEEK

A week before and during final exams, all culminating events or activities scheduled by external organizations such as CIF, must be submitted and pre-approved by the Activities Office.

DANCES, PROM, AND OTHER SELECTED ACTIVITIES

GHC offers several dances and other like activities for students throughout the year. These 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. If guests are permitted, all guests must complete a guest permit form and a behavioral contract. Guests must be 16-20 years of age. GHC has the right to deny a guest attendance for reasons to be determined by the Office of Attendance and Discipline. In addition, students may not purchase tickets if they have outstanding detentions and/or debts. For information on how to clear detentions, please contact the Deans' Office.

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 Chief Executive Officer/Superintendent 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.

ANNUAL NOTICES

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH"), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs

have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
 1. A child who has been removed from their home pursuant to Section **309** of the Welfare and Institutions Code.
 2. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 300 or 602 (whether or not the child has been removed from the child’s home by juvenile court).
 3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.²
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or

² The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Foster and Mobile Youth Liaison: The Chief Executive Officer/Superintendent or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Sandy Mejia
sandymejia@ghctk12.com
105353 Zelzah Ave
Granada Hills, CA 91344
818-360-2361 ext. 362

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian/educational rights holder. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School

shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Consult with the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Chief Executive Officer/Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the educational rights holder regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

- 1) Within the first 30 calendar days of the **following** academic year, Charter School shall reevaluate eligibility;
- 2) Provide written notice to the pupil, the educational rights holder, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

- 3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
 - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
 - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the educational rights holder shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

6. 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;
7. 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;
8. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
9. 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 Charter School Liaison.

School Liaison: The Chief Executive Officer/Superintendent or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Sandy Mejia
sandymejia@ghctk12.com
105353 Zelzah Ave
Granada Hills, CA 91344
818-360-2361 ext. 362

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

19. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
20. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

21. 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.
22. 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.
23. 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.
24. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
25. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
26. Charter School personnel providing services receive professional development and other support.
27. The Charter 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.
28. 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 Charter 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.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code

section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student’s educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School’s additional graduation requirements and the student’s educational rights holder of how any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School’s additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student’s request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student’s exemption from the Charter School’s additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student’s parent/guardian or educational rights holder, or a student’s social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School’s additional graduation requirements.

If a student who is exempted from the Charter School’s additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student’s fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student’s fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student’s option to remain at the Charter School for a fifth year to complete the Charter School’s graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School’s graduation requirements will affect the student’s ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School’s graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require

the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

National School Lunch Program: Universal Free Meals

The Charter School participates in the National School Lunch Program. Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office..

A copy of the complete Policy is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance 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 Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<p>Diphtheria, Tetanus and Pertussis (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) – Two (2) doses</p> <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. 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. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7 th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses</p> <p>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 the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

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 student and an explanation of the student'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. 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. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student 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.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at [INSERT PHONE NUMBER]. **Our Charter School counselors** support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Special Programs Office to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Health Office.

Available in the Community/State:

- See the Community Resource Guide in this handbook.

Available Nationally:

- Emergency Text/Chat/Call - 988
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Brian Bauer
Chief Executive Officer/Superintendent
10535 Zelzah Ave.

Granada Hills, CA 91344
Phone: (818) 360-2361

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Chief Executive Officer/Superintendent a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt 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, the child 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.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Brian Bauer
Chief Executive Officer/Superintendent
10535 Zelzah Ave.
Granada Hills, CA 91344

Phone: (818) 360-2361

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Chief Executive Officer/Superintendent.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a schoolbus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Chief Executive Officer/Superintendent. A copy of the Charter School's Section 504 policies and procedures is available upon request at the main office.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 9-12. A parent or guardian of a student 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. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - The date of the instruction
 - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student 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 student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

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 Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the [SELPA/AUTHORIZER]. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter

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.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Joy Kasper, Administrative Director, Special Education.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Chief Executive Officer/Superintendent or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Chief Executive Officer/Superintendent or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Chief Executive Officer/Superintendent must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School 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 Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; 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 Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. 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. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. 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;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. 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;
9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. 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 student'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 the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, 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 social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Chief Executive Officer/Superintendent at: [INSERT CONTACT INFORMATION]. A copy of the complete Policy is available upon request at the main office.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: <https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Chief Executive Officer/Superintendent at [INSERT PHONE/EMAIL] to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Chief Executive Officer/Superintendent or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Uniform Complaint Procedure (“UCP”)

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, 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.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education;
 - Career Technical and Technical Education;
 - Career Technical and Technical Training;
 - Child Care and Development Programs;
 - Consolidated Categorical Aid;
 - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Every Student Succeeds Act;
 - Migrant Education Programs;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or
 - State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - 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.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Chief Executive Officer/Superintendent or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4),

215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The Charter School is operating the following preschool programs as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations: [INSERT APPLICABLE PROGRAMS]. The Charter School is operating the following preschool programs pursuant to Title 22 licensing requirements: [INSERT APPLICABLE PROGRAMS].

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Brian Bauer
Chief Executive Officer/Superintendent
10535 Zelzah Ave.
Granada Hills, CA 91344
Phone: (818) 360-2361

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School’s Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from the Charter School’s receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School’s Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School’s Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School’s Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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) calendar 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 the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Chief Executive Officer/Superintendent.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Chief Executive Officer/Superintendent.

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