

GHC | GRANADA HILLS CHARTER



GRADES TK-8 PARENT-STUDENT HANDBOOK

Revised June 2026

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GENERAL INFORMATION

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.

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 Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

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.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

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.

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.

Parental Rights

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

- Meet with their student's teacher(s), counselor, and/or administrative director.
- Volunteer, under the supervision of GHC employees, their time and resources for the improvement of school facilities and programs. However, please note that in order to keep all students safe and in consideration of the best interest of the school, GHC requires volunteers to be processed through Human Resources which includes being fingerprinted and providing documentation of current TB clearance. The parent volunteer packet can be downloaded from the school's website or in the TK-8 Office.
- Be notified if their student is absent from school without permission.
- Receive the results of their student's performance on standardized and statewide tests and information on the performance of the school.
- Have a school environment for their student that is safe and supportive of learning.
- 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.
- Monitor student grades on a regular basis.
- Seek immediate assistance if there are concerns regarding student progress. Inquire as to how a student may improve their grade by following up with teacher and counselor in a timely manner.
- Consult the GHC website for upcoming activities and visit the Parent Page to learn of the many resources and support available to parents and their students as well as volunteer opportunities to participate in the GHC experience.
- Participate in the biannual parent information meetings and consider participation in the many parent organizations listed below to learn about the school and provide your important input.
- Participate in the Annual Parent and Stakeholder Surveys to provide input on school progress and plans.
- Support and demonstrate respectful behavior toward all school personnel

Parent Involvement

GHC recognizes that, when schools and parents form strong partnerships, the student's potential for educational success improves significantly. Parents learn the scope of their school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. GHC supports a variety of parent-involvement programs that enable the school to involve parents in a broad range of roles.

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

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

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

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.

Granada Hills Charter Website

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

Parent Email

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

Student Email

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

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

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

Telephonic Communication

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

Media Release

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

CONDUCT EXPECTATIONS & DISCIPLINE

Granada Hills Charter TK-8 Attendance Policy

Board Approved: June 23, 2025

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), 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/their parent/guardian, may have a fine imposed by the court, and risk having his/her/their driver's license held.

Regular attendance helps improve student achievement and ensures the Charter School receives the funds it needs to continue to provide high-quality education programs. As a school of choice with a lottery and lengthy waitlist, fairness dictates that all parents/guardians and students understand and strictly adhere to this policy. Students who fail to comply with this policy may be subject to consequences including, but not limited to, disenrollment from the Charter School, as described below.

Definitions

"Tardy": Granada Hills Charter starts at various times. Please see the bell schedule for each grade level here. Students shall be classified as tardy if the student arrives after that time.

"Unexcused Absence": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

"Excused Absence": A student shall have an excused absence if the student is absent or tardy and provides a valid verification (provided below) for that absence. Please note that excused absences are still counted toward the attendance policy thresholds, and the school may require additional documentation to verify any absence.

"Truant": A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again

absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Director or designee.

“Habitual Truant”: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

“Chronic Truant”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

Change of Address

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

Verification of Absence

Please note that excused absences are still counted toward the attendance policy thresholds, and the school may require additional documentation to verify any absence.

Students are expected to bring a written excuse signed by the parent to the TK-8 Office within one day after returning to school in order to clear the absences. Medical absences of five days or more require a doctor’s note to be excused. All excused absences are still counted as an absence from school and will be subject to the attendance policy.

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

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

1. Personal illness, including an absence for the benefit of the student’s mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic services.

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. For the purpose of attending the funeral services or grieving the death of either a member of the student’s immediate family, or of a person that is determined by the student’s parent or guardian to be in such close association with the student as to be considered the student’s immediate family, so long as the absence is not more than five (5) days per incident. “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.

5. For any of the following reasons, if an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, has died:

1. To access services from a victim services organization or agency.
2. To access grief support services.
3. To participate in safety planning or to take other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.

6. Jury duty.

7. 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.)

8. Illness or medical treatment of a child of whom the student is the custodial parent.

9. 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).

10. Serving as a precinct member for an election pursuant to Election Code section 12302.

11. To permit the student to spend time with an immediate family member who is an active duty member of the 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. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

12. Attendance at the student's naturalization ceremony to become a United States citizen.

13. 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.

14. Due to the student's participation in military entrance processing.

15. Authorized at the discretion of the CEO/Superintendent or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

16. 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.

17. 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.

18. 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.

19. For the purpose of a middle school student engaging in a civic or political event as indicated below, provided that the student 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.

1. A middle school student who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
2. A middle school student who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.

20. 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 Executive Director or designee pursuant to uniform standards:

1. Appearance in court.
2. Observance of a holiday or ceremony of the student's religion.
3. Attendance at religious retreats.
4. Attendance at an employment conference.
5. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

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 a reasonable period of time determined by the school (this excludes finals week). The 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. Please note that excused absences are still counted toward the attendance policy thresholds, and the school may require additional documentation to verify any 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 online) 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.
- Arrange with teacher to pick up missing work.
- Teachers may give alternative assignments as make-up work where it is not feasible to replicate an assignment (e.g., lab work, presentations, group assignments, etc.). Missed classroom instruction does impact a student's performance on subsequent tasks.
- Teachers may recommend that the student attend tutoring to receive additional instruction.

Long-term Absences

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

Absences from Final Exams

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

Process for Addressing Truancy

1. Each of the first two (3) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the CEO/Superintendent or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the CEO/Superintendent or designee. In addition, the student's classroom teacher may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.

3. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **“Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,”** notifying the parent/guardian of the student’s “Habitual Truant” status and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **“Truancy Letter #3 – Referral to SART Meeting”** and the student will be referred to a Student Success Team (SST) and the SART.
5. Upon reaching seven (7) absences (excused or unexcused) in a school year, the parent/guardian will receive a **“Attendance Warning - Referral to SST and SART Meeting”** and the student will be referred to a Student Success Team (SST) and the SART.
6. If the conditions of the SART plan are not met, the student may incur additional administrative action, up to and including involuntary removal from the Charter School, consistent with the Involuntary Removal Process described below. If the student is involuntarily removed after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student’s parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School’s communication attempts, as set forth above, the student will be in violation of this policy and the SART plan, if any, and may be subject to involuntary removal in compliance with the Involuntary Removal Process described below. If the student is involuntarily removed after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.
8. Any documentation received by the Charter School regarding a student’s enrollment and attendance at another public or private school (e.g., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.
9. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update the Charter School with any new contact information.

School Attendance Review Team Process

The School Attendance Review Team panel will be composed of an Administrator, Dean, and Counselor. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
2. The parent/guardian shall be required to sign a plan formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The plan will identify the corrective actions required in the future, and indicate that the SART panel shall have

the authority to order one or more of the following consequences for non-compliance with the terms of the plan:

1. Parent/guardian to attend school with the child for one day
 2. Student retention for grades TK-5
 3. After school detention program
 4. Required school counseling
 5. Loss of field trip privileges
 6. Loss of school store privileges
 7. Loss of school event privileges, such as 5th and 8th grade commencement
 8. Loss of extra-curricular privileges, such as after school theater, sports, elective enrichment.
 9. Mandatory Saturday school
 10. Voluntarily agree to enroll in GHC Independent Study - Loss of in-person seat with priority to enroll in-person in the next grade level if space is available.
 11. Required remediation plan as set by the SART
 12. Notification to the County District Attorney
3. The SART panel may discuss other school placement options.
 4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

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 disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option. Although the school may initiate involuntary removal after five days, the student's in-person seat may be offered to another student on the waitlist. If a seat is still available after disenrollment, the student may be re-enrolled in the school's independent study program.

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.
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 a letter indicating the student's risk of disenrollment and their in person seat filled with another student.
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 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 receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Early Leaves

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

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

TARDY POLICY

1. **Unexcused Tardy:** An unexcused tardy mark is recorded when:
 - a. A student is not in the student's seat when the tardy bell rings.
 - b. A student is outside the classroom without a legitimate school pass when the tardy bell rings.
 - c. A student comes from off campus onto campus and does not make it to class before the tardy bell rings. **A parent excuse is not sufficient to excuse the tardy.**
2. **Excused Tardy:** A tardy will be considered excused if the student obtains a stamped or signed school pass before arriving to class.

A student must have a pass from school personnel (authorized school personnel: teacher, administrator, office staff) if the student is detained for school related business only. The pass must indicate the student's name, date, time of departure, location of departure, destination points, and signature.

 - a. Teachers will not admit students into class without a legitimate pass or summons.

Tardy Consequences TK-5:

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

Tardy Consequences Middle School:

1 st tardy	Warning
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2 nd tardy	Warning sent from automated Minga system
3 rd tardy	tardy 30 minutes of redirection to be served within 6 weeks or it doubles (parent notification of redirection)
4 th tardy	Parent contacted by school personnel
5 th tardy	Administrative intervention
	Redirection will be given at every 3 rd tardy unless otherwise notified by school personnel

Unexcused Tardy:

1. A student is not in his/her seat when the tardy bell rings.
2. A student is outside the classroom without a legitimate school pass when the tardy bell rings.
3. A student comes from off campus onto campus and does not make it to class before the tardy bell rings.
4. Students must be prepared for class including, placing their belongings in the provided space for their class prior to the tardy bell.

Excused Tardy:

1. A student must have a pass from school personnel (authorized school personnel: teacher, administrator, office staff) if the student is detained for school related business only. The pass must indicate the student's name, date, time of departure, location of departure, destination points, and signature.
2. Teachers will not admit students into class without a legitimate pass or summons.

Attendance Impact on Academic Performance: Middle School

Granada Hills Charter recognizes the critical connection between consistent school attendance and academic success. Regular attendance is essential for full participation, learning continuity, and student achievement. While we acknowledge that absences may be excused for legitimate reasons, excessive absences—regardless of reason—disrupt instructional progress.

If a student accumulates 15 absences or more in a single semester in any course—whether excused or unexcused—the final course grade will be no higher than a C. If a student accumulates 20 or more absences in a course during the same semester, the final grade for that course will be recorded as an F. Absences are calculated per course, not across the entire schedule.

- The grade drop will be applied only to courses in which the student has exceeded the excused or unexcused absence threshold.
- Parents/guardians and students will receive formal notification upon the 7th absence in a course as a warning and reminder of this policy.
- Appeals may be submitted to the school administration and will be reviewed based on documentation and extenuating circumstances.

Please note that excused absences are still counted toward the attendance policy thresholds, and the school may require additional documentation to verify any absence.

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 the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian 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 student
2. An explanation of the student'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. 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 a parent's or guardian's 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 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 reoccur.

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 plan 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 CEO/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.

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	Tier 2: Selected, More Intensive Supports and Strategies	Tier 3: Targeted/Intensive 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:	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:	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:
Communication with Families Classroom Incentives Seating, assignment, behavioral accommodations Verbal correction and redirection Reminders, Role-Play, daily progress sheet Loss of Classroom Privileges Written and/or verbal reflection	Behavioral Contract Support Groups School-Home Communication Adult or Peer Mentorship CICO Referral to SSPT Parent Shadow Extended school day Alternative Assignment/Service	All Tier 1 and Tier 2 Interventions Teaching Replacement Behavior Home and Community Supports in cooperation with school Social Worker Self- Management Program Restricted Access In/Out school reassignment and/or suspension

	Redirection	
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Redirection Instructions

All students at GHC are expected to behave appropriately and follow school policies. A Parent/Guardian will receive a Notice of Redirection if their child was involved in an infraction that requires a Redirection. Parents can additionally monitor their student's Redirection status in HAC. Conferences will be scheduled as needed on an individual basis at the discretion of the counselor/administrator.

Redirection for Tardiness or Truancy

Tardiness and truancy to school seriously affect students' work habits and cooperation. 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 redirection.

Consequences for Not Serving Redirections

Redirections must be served in a timely manner through the activities designated by the school. Students who do not clear all redirections [or other school obligations such as cafeteria or textbook debts] are not eligible for various activities. Participation in activities such as special events, competitions, grade level activities is not permitted to students who have not cleared obligations. Students in Grade 8 must clear all obligations one week prior to Grad Nite and Culmination.

All Redirections **MUST** be completed by the end of the grade marking period during which they were issued.

Redirection time obligations will be reviewed at the end of each grading period (every 10 weeks) to determine if students are eligible to participate in the activities scheduled during the next grading period.

Possible consequences for not serving redirection may include but are not limited to:

- 1) Thirty minutes added per marking period if there is a redirection balance at the end of the marking period
- 2) Ineligibility to participate in student activities, school clubs, dances, and culmination.
- 3) Conference with parents, dean, and administrative director-in-charge

Please review the following steps to better understand how to serve Redirections:

STEP 1 A Notice of Redirection must be signed by a parent/guardian and returned to the counseling office the next day. • Confiscated cell phones must be picked up from the office • Washed Dress Code clothing should be returned to the office the next day • Students who do not return a signed Redirection Notice may incur additional time.
STEP 2 You may serve your Redirection in one of the following ways: • After school in the Intervention, Counseling Office: Students will complete schoolwork or read. Students may not sleep or put his/her head down on the desk. Redirection will be available on a designated day each week for 30 minutes after school. No cell phones or electronic devices are permitted. Use of these devices will result in disciplinary action including but not limited to dismissal from the redirection session and no credit earned. Students must be on time and arrive no later than 3:20pm. Students may also schedule another time as available with a member of the student support team.

- **Campus Beautification:** There will be a limited number of slots available daily and students will be assigned on a first come, first served basis. Students will meet a Campus Supervisor in the covered lunch area 10 minutes after lunch begins to allow students time to eat. Students will receive a “redirection completed” slip once they have completed their service.
- **Other:** Some students may be assigned a specific task by the counselor/administrator based upon the infraction. This will be communicated to the student and parent at the time of the incident.

STEP 3

Return “Redirection Completed” slip to C336 - Counseling Office

Food/Drink Policy

Students may not bring glass bottles or glass food containers onto the campus due to safety concerns. Candy, gum and soda are not allowed.

Student Sales/Fundraising

Students may not sell, advertise, or distribute items on campus without prior approval from the school. Approved fundraising activities must be conducted through recognized school organizations and in accordance with school guidelines.

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.

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

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.

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

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

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
▪ 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	• 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	• 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
• 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	• Behavioral 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	• Behavioral 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
• 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	• 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	• 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 and Expulsion Offenses. Students may be suspended and/or 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 (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 and Expulsion 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

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.

Cell Phone & Electronic Devices

Private electronic devices ("PEDs"), including but not limited to, cell phones, smartphones, smartwatches, iPod, MP3 players, laptops, tablets, Google Glass, airpods, earbuds, cameras, etc. are permitted to be brought to school; however, **PEDs MAY NOT BE DISPLAYED OR USED ON CAMPUS DURING SCHOOL HOURS. ALL PEDs MUST BE TURNED OFF DURING SCHOOL HOURS.** If PEDs are used, displayed, turned on, earbuds/earphones visible in violation of this policy, whether it be around the neck or hanging from the ears, the PED will be confiscated and a parent or person authorized on contact list will be required to pick the phone up Monday - Friday from 7:15 a.m. - 4:30 p.m.

SMARTWATCH POLICY: If a smartwatch is being used other than to know the time, the watch will be confiscated and a parent or person authorized on contact list will be required to pick the phone up Monday – Friday between 7:15 a.m. and 4:30 p.m.

Notwithstanding the above, a pupil may not be prohibited from using a cell phone or other private electronic device:

- 1) in case of an emergency or in response to a perceived threat or danger,
- (2) when a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use the device, subject to any reasonable limitation imposed by that teacher or administrator,
- (3) when a licensed physician and surgeon determines that the possession or use of the device is necessary for the health or well-being of the pupil,
- (4) when the possession or use of the device is required in a pupil's individualized education program. All exceptions must be approved in writing by the Principal.

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

Student Dress Code

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

1. Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity.
2. Create a hazard to the safety of himself/herself or others.
3. Create a health hazard.
 1. 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. No tube tops/dresses/rompers, halter tops/dresses/rompers, off the shoulder tops/dresses/rompers or spaghetti strap tops/dresses/rompers can be worn not even with an over shirt. No see-through blouses.
2. No visible midriffs, cleavage or underwear including but not limited to bralettes.
3. No shorts, skirts and/or dresses shorter than fingertip plus one inch.
4. Any type of stretch pants including but not limited to: tights, leggings, yoga pants, etc. must be accompanied by a top and/or bottom (shorts/skirts) that is at minimum thumb length.
5. Holes and tears in jeans and pants must be lower than dress code length.
6. No shirts with slits on the side that expose the chest.
7. Pants must be fitted as not to sag.
8. Shoes must be worn at all times. Heelys, Croc-type shoes, backless shoes, sandals and slippers are not allowed.

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

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. Headwear worn for purposes of religious observance is permitted.

Skateboard/Skates/Rollerblades, Scooter and Bicycle Policy

Anyone in possession of a skateboard, bicycle, electric bicycle, or other similar modes of transportation on campus after the bell rings will have it confiscated. All skateboards and similar items must be carried and bicycles and electric bicycles walked-- not ridden-- to or from the designated rack area. Students are not allowed to carry these items from class to class or to store them in offices or classrooms. Students must supply their own locks. Charging of electric bikes or other battery-powered transportation items is not permitted on campus.

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

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.

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 Instructional Resource Policy](#) for additional information regarding late fees and replacement costs associated with instructional resources.

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.

Student Use of Technology

GHC 1:1 Chromebook Overview

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

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

This program is aligned to our Expected Schoolwide Learning Results:

Every student who graduates from GHC will be:

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

Chromebook

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

Google Accounts and Google Apps for Education

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

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

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

Distribution of Chromebooks

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

GHC Responsibilities for the use of the Chromebook

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

Parent and Student Responsibilities

As with any GHC-owned property (for example, textbooks), parents and students will be responsible for returning the Chromebook to GHC in good working condition. The student and his or her parent or guardian will be

responsible for replacing a lost Chromebook or making repairs that were the result of inappropriate use or neglect of the device. An optional Chromebook protection plan is offered at an annual cost of \$20.

Internet Access

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

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

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

Monitoring and Scanning

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

Guidelines for Appropriate Use

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

Students will

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

Students will NOT

- Remove, damage, or deface any identifying stickers or labels placed in or on the device by GHC.
- Allow other people to use their assigned device.
- View, use or copy passwords, data, or networks to which they are not authorized.
- Reveal personal information (telephone numbers, addresses, passwords, etc.) about themselves or others.
- Leave computers unsupervised or while logged in to any GHC managed system.
- Harass, bully or threaten anyone.
- Use offensive or inflammatory language of any kind.
- Misrepresent themselves or others.

- Destroy or damage data, programs, networks or any other system or component of a system owned or managed by GHC.
- Attempt to override, bypass or otherwise change the internet filtering software, Google Management, or other network configurations.
- Reset or “wipe” their device without explicit, advance permission from GHC administration.

Damaged Chromebooks

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

General Care of the Chromebook

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

Chromebook Discipline Policy

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

Category	Infraction	Solution	Possible Outcomes
Preparation	Lack of preparation such as not bringing Chromebook to class, not charging battery, etc.	Check out daily loaner	Warning
Care	Intentional damage or loss	Check out daily loaner and student responsible for repair or replacement cost	Referral to Admin
	Preventable damage - not covering Chromebook, food or drink spilled, etc.	Check out daily loaner and student responsible for repair or replacement cost if insurance not purchased	Referral to Admin
	Accidental damage	Check out daily loaner and student responsible for repair or replacement cost if insurance not purchased	
Network	Network Infractions including, but not limited to: accessing or attempting to access inappropriate material, bypassing GHC network, cyberbullying, inappropriate	Account restrictions, such as limiting online access to on campus and/or during certain hours	Referral to Admin

	behavior, or other violations of the Acceptable Use Policy		
Account	Accessing or attempting to access another student's account	Account restrictions	Referral to Admin
	Sharing passwords/accounts	Account restrictions	Referral to Admin
	Forgotten password	Password Reset	Warning
Academic Integrity	Cheating, sharing documents without teacher permission, plagiarism, or any other violation of the GHC Academic Integrity Policy	See GHC Academic Integrity Policy	

GHC Internet Acceptable Use Policy

As part of our ongoing commitment to a safe and productive digital learning environment, Granada Hills Charter ("GHC") provides computer network and internet access for its students and employees. This policy reflects current technologies, digital trends, and federal and state legal requirements, including the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA), and other data privacy mandates.

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>

This AUP applies to all GHC students, employees, contractors, and any individual using GHC-owned or GHC-connected technology resources. It covers use on campus and remotely, including but not limited to laptops, desktops, tablets, smartphones, audio/visual equipment, cloud services (e.g., Google Workspace, Microsoft 365), video conferencing (e.g., Zoom, Meet), artificial intelligence (AI) platforms, and emerging technologies.

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.

Prohibited Uses

Any uses of the GHC computer network that violate any state or federal law, municipal ordinance, or GHC Policy are unacceptable. Unacceptable uses include, but are not limited to:

1. Selling or purchasing any illegal substance;
2. Accessing, producing, or sharing obscene, sexually explicit, violent, or illegal content. Transmitting or downloading confidential information or copyrighted materials.
3. Accessing, transmitting or downloading inappropriate materials on the internet, as determined by the GHC Governing Board or any related authority.
4. Obtaining and/or using anonymous email sites.
5. Circumventing the GHC network, filtering and/or firewall.
6. Causing harm to others or damage to their property are unacceptable.
7. Using generative AI tools (e.g., ChatGPT, DALL•E, Bard) to produce academic work without permission or proper attribution.
8. Recording, photographing, or streaming individuals without their explicit consent.
9. Unauthorized access to, or tampering with, systems, data, accounts, or devices.
10. Using the network for commercial activities, political lobbying, or unauthorized fundraising.
11. Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
12. Deleting, copying, modifying, or forging other User's emails, files, or data.
13. Installing or using encryption software on any GHC device or the GHC network.
14. Accessing another User's account for any purpose, even with consent.
15. Damaging computer equipment, files, data or the network.
16. Using profane, abusive, or impolite language.
17. Disguising one's identity, impersonating other Users, or sending anonymous messages.
18. Threatening, harassing, or making defamatory or false statements about others.
19. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
20. 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."
21. Accessing, transmitting, or downloading large files, including "chain letters" or any type of "pyramid schemes."
22. 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.
23. 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.
24. 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).

1. 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.
25. Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:
 - e. Selling or buying anything over the internet for non-GHC related personal or financial gain.
 - f. Using the internet for non-GHC related advertising, promotion, or financial gain.
 - g. 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.
 - h. Sending any email that is deceptive, misleading, or violates any state or federal statute or regulation, or any state email or deceptive practice statute.

PLAGIARISM POLICY

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

COPYRIGHT POLICY

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

INTERNET SAFETY

1. In compliance with the Children's Internet Protection Act ("CIPA"), GHC implements firewall filtering/blocking software and hardware to restrict access to internet sites containing child pornography, obscene depictions or other materials harmful to minors under 18 years of age. Although GHC takes every precaution to ensure that such materials are not accessed through the computer network, there is still a risk an internet User may be exposed to a site containing such materials. A User who connects to such a site must immediately disconnect from the site and notify a teacher or administrative director. If a User sees another User accessing inappropriate sites, he or she should notify a teacher or administrative director immediately.
2. In compliance with CIPA, GHC and its representatives monitor all minors' online activities while on the GHC network or GHC devices, including website browsing, email use, video and text chat, instant messaging, social media, blog participation and other forms of electronic communication. Such monitoring may lead to a discovery that a User has violated or may be violating this Policy, the appropriate disciplinary policy or the law. Monitoring is aimed to protect minors from accessing inappropriate material, as well as to help enforce this Policy as determined necessary by the GHC Governing Board or other related authority. GHC also monitors other Users' (e.g. employees, students 18 years or older) online activities while on the GHC network or GHC devices and may access, review, copy, store or delete any electronic communication or files and disclose them to others as it deems necessary.
3. If a student under the age of 18 accesses his/her GHC Account or the internet outside of school, a parent or legal guardian must supervise the student's use of the Account or internet at all times and is completely responsible for monitoring the student's use thereof. Filtering and/or blocking software will be employed to monitor home access to the internet. Parents and legal guardians should inquire at GHC if they desire more detailed information about the software.
4. Student information shall not be posted online unless it is necessary to receive information for instructional purposes and only if the student's teacher and parent or guardian has granted permission in advance.

5. **Safety and Identify Theft:** Users shall not reveal on the internet personal information about themselves or about other persons. For example, Users should not reveal their full name, home address, telephone number, school address, social security number, credit card number, photograph, parents/guardians' name or any other information that could identify them to anyone except GHC staff. It is illegal to post other employees' personal information online without their prior consent.
6. GHC has the authority to suspend or expel students for bullying fellow students over the internet, in text-messaging or image by means of an electronic device including but not limited to a telephone, wireless telephone or other wireless communication device, computer or pager.
7. Users are advised not meet in person anyone they have met on the internet in a secluded place or a private setting. Users who are under the age of 18 are advised not meet in person anyone they have met on the internet without his/her parents/guardians' permission.
8. Users will abide by all GHC security policies and by CIPA.

PRIVACY POLICY

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

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

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

PENALTIES FOR IMPROPER USE OF THE INTERNET

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

STUDENT AND EMPLOYEE OWNED DEVICES

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

DISCLAIMER

- GHC makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs or other obligations arising from the unauthorized use of the Accounts. GHC also denies any responsibility for the accuracy or quality of the information obtained through the Account. An internet search may automatically produce search results that reference or link to third party sites throughout the internet. GHC has no control over these sites or the content within them. GHC cannot guarantee, represent or warrant the content of any third party site is accurate, legal and/or inoffensive.

GHC does not endorse the content of any third party site, nor do we warrant that the site will not contain viruses or otherwise impact an internal or external computer.

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

By agreeing to this AUP, students, parents and employees help to ensure a safe learning environment for everyone. For additional information about this Policy, contact the Chief Business Officer or the Information Technology Manager.

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.

USE OF GOOGLE WORKSPACE FOR EDUCATION

Granada Hills Charter (GHC) utilizes Google Workspace for Education, a suite of secure, cloud-based productivity tools—including Gmail, Calendar, Docs, and Classroom—designed specifically for educational use. These tools are used by tens of millions of students and educators worldwide and are integral to instruction and operations at GHC.

GHC provides and manages Google Workspace for Education accounts for students to:

- Complete class assignments and collaborate with peers,
- Communicate with teachers and access feedback,
- Sign into school-managed Chromebooks and other devices, and
- Build essential 21st-century digital citizenship and productivity skills.

By acknowledging the Parent-Student Handbook agreement, parents/guardians grant permission for GHC to provide and manage a Google Workspace for Education account for their child. This consent affirms understanding of the following:

- Educational Use Only: Student accounts and associated tools are to be used exclusively for educational purposes under the direction and supervision of GHC teachers and staff.
- Student Privacy: GHC is committed to maintaining the confidentiality and security of all student information. GHC complies with applicable privacy laws, including the Children's Online Privacy Protection Act (COPPA) and the Family Educational Rights and Privacy Act (FERPA). Although Google provides the infrastructure, GHC maintains administrative control over student accounts. Authorized school personnel may access student data when necessary for instructional or administrative purposes. For more information, parents and guardians may review the Google Workspace for Education Privacy Policy.
- Acceptable Use: Students are required to use Google Workspace tools in accordance with the GHC Internet Acceptable Use Policy. Misuse of these tools may result in consequences aligned with school disciplinary procedures.

Academic Integrity Policy

Academic Integrity Policy

Granada Hills Charter (GHC) believes that the goal of a good education is not just academic learning but also the development of a strong and admirable character. In line with this motto, and in line with the mission of the IB Learner Profile (GHC is an IB World School) to develop principled students, GHC teaches students the understanding of academic integrity, ethical research strategies, and professional communication of ideas. 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.

This Academic Integrity Policy applies to all assignments and assessments on any GHC site, including in-person and virtual locations where academic and athletic teams may be participating. The Policy also applies to local and state testing, Advanced Placement testing, International Baccalaureate testing, and International Baccalaureate community service work. GHC uses Turnitin, Google, and other electronic resources to assist teachers and school officials with the identification and verification of academic misconduct. GHC may also use available digital tools, platform logs, and administrative processes to support the identification and verification of academic misconduct.

Important notes:

- Attempted misconduct counts as misconduct.
- Both parties may be responsible in sharing-based violations (for example: giving and receiving unauthorized help, or sharing protected assessment content).
- The minimum consequence language below describes a baseline response; administrators may elevate responses for severity, scale, safety concerns, or repeated violations. Because teachers cannot see all prior violations in eSchool, counselors and deans will verify prior-offense history when escalation decisions are being made.

Examples of Tier 1 Misconduct

Form of Misconduct	Description of Misconduct	Examples of Misconduct	Minimum Consequence
Cheating	Cheating includes the unauthorized use of technology, study materials, notes, or answers that are not your own. This includes allowing your work to be copied. Unauthorized possession or use of a personal device (including but not limited to phones, smartwatches, AI glasses, or wireless earbuds) during a quiz, test, or exam constitutes cheating under this policy, regardless of whether the device was actively used to access unauthorized content. This violation can occur at any stage of the assignment, whether or not the unauthorized material	● Using any unauthorized aid on quizzes, tests, or exams. ● Unauthorized possession of a phone, smart watch, AI glasses or other wearable device during an assessment window. ● Copying or allowing to be copied any assignment by any method. ● Using unauthorized resources during an assignment or assessment.	● Parent/guardian and counselor notification. ● academic consequence on the assignment (minimum expected: fail on the assignment, consistent with the teacher's grading system, unless teacher specifies an allowed redo process). ● re-teach expectations and require student reflection.

	appears in the final submitted work.		
Plagiarism	Plagiarism includes taking someone else's ideas or work and submitting them as your own. This includes published or unpublished words, data, audio, video, graphs, and images. This can also include resubmitting your own work previously submitted for grading in another class or school (self-plagiarism).	● Not using the required citation method. ● Presenting the same work for different classes (self-plagiarism). ● Failing to cite words, maps, photographs, illustrations, data, graphs, email messages, text messages, websites, works of art, music, films, conversations, speeches, lectures, and class discussions.	● Parent/guardian and counselor notification. ● academic consequence on the assignment (minimum expected: fail on the assignment, consistent with the teacher's grading system, unless teacher specifies an allowed redo process). ● re-teach documentation and citation rules. ● require student reflection.
Unauthorized Collaboration	Unauthorized collaboration occurs when you collaborate in person or online in a way that provides you or others with an unfair advantage.	● Giving or receiving help on a test. ● Dividing an assignment and sharing answers when independent work is required. ● Sharing work or answers online (including social media) when not permitted.	● Parent/guardian and counselor notification. ● academic consequence on the assignment (minimum expected: fail on the assignment, consistent with the teacher's grading system, unless teacher specifies an allowed redo process). ● re-teach collaboration expectations.
AI misuse	AI misuse occurs when a student uses AI tools (including chatbots, writing assistants, code generators, or image tools) without the teacher's explicit permission for that specific assignment, or in any way that replaces the student's required thinking, analysis,	● Submitting AI-generated answers, writing, code, or analysis as original work. ● Using AI during an assessment or performance task when not authorized.	● Parent/guardian and counselor notification. ● academic consequence on the assignment (minimum expected: fail on the assignment, consistent with the

	or work production. When AI use is permitted, any meaningful use must be disclosed as directed by the teacher.	• Using AI without the teacher's explicit permission for that specific assignment. • Using AI to replace reasoning, conclusions, or other thinking the student is expected to do independently. • Using AI without required disclosure when AI use has been permitted.	teacher's grading system, unless teacher specifies an allowed redo process). Referral to deans when warranted by severity, pattern, refusal to comply with instructions, or any assessment-security breach.
Collusion	Collusion occurs when you support malpractice by another person (e.g., allowing your work to be copied) or work together on an assignment or assessment intended to be completed individually. It results in submission of work that misrepresents student contributions.	• Copying or allowing to be copied any assignment by any method. • Working together on assessments intended for individual completion.	• Parent/guardian and counselor notification. • academic consequence on the assignment (minimum expected: fail on the assignment, consistent with the teacher's grading system). • referral to deans when warranted by severity or pattern.
Resubmission	Resubmission occurs when a student resubmits work, online or in person, without teacher permission. This includes switching a hardcopy after submission or using platform resubmission options when not explicitly allowed. Resubmissions are only allowable if the teacher expressly states that resubmission is allowed in assignment directions.	• Submitting a hardcopy of an assignment, then switching that copy for an updated copy before grading. • Utilizing platform resubmission options without explicit approval by the teacher.	• Parent/guardian and counselor notification. • academic consequence consistent with assignment policy. • re-teach submission expectations.

Examples of Tier 2 Misconduct

Form of Misconduct	Description of Misconduct	Examples of Misconduct	Minimum Consequence
Fabrication	Fabrication occurs when a person manufactures data, quotes, or other evidence	• Forging school documents.	• Referral to deans and administration.

	in submitted work, or falsifies records/journals/signatures for projects.	• Making up data for an assignment or assessment.	• academic consequences as determined. • parent/guardian notification.
Digital Manipulation	Digital manipulation occurs when a person uses AI or other digital tools to manipulate image, audio, or video files (including deepfake technologies) for academic deception, harassment, or misrepresentation.	• Deepfake content that falsely shows a student completing a presentation. • Editing images to create false evidence of participation. • Creating harmful AI-generated images of others.	• Referral to deans and administration. • investigation. • consequences may elevate depending on harm, intent, and safety concerns (including potential suspension and application of applicable discipline policies).
Disclosure	Disclosure occurs when a person shares or receives information about the content of an examination before they take it, or after an exam when one or more involved persons have not yet taken it.	• Possessing/viewing a copy of a test beforehand. • Recording/photographing assessments. • Telling others who have not yet taken the assessment what questions are on it (before or after). • Receiving protected exam content from any source (including students or parents/guardians).	• Referral to deans. • academic consequence on the assessment as determined. • applies to both the person disclosing and the person receiving/using the content.
Intellectual Property	Intellectual property violations occur when students reproduce or distribute protected work, or use protected materials in prohibited ways for academic gain.	• Unauthorized reproduction/distribution of protected materials; posting protected content online to gain advantage.	• Referral to deans and administration. • academic consequences. • parent/guardian notification.
Sabotage	Sabotage occurs when you act in a way that limits the academic success of others by interfering with their ability to complete work or assessments.	• Deleting another student's work. • Destroying or hiding necessary materials. • Interfering with equipment or workspace.	• Referral to deans and administration. • academic and behavioral

		Deliberately disrupting a testing environment to prevent others from performing.	consequences as determined.
Pressuring/Bullying	Pressuring/bullying occurs when a student coerces or intimidates another student or staff member to violate this policy, undermining integrity and safety.	- Pressuring others to share answers or do work. - Pressuring teachers or staff to change grades or bend policy, including pressure by students or parents/guardians.	- Referral to deans and administration. - consequences as determined.
Falsifying Academic Records	Falsifying academic records occurs when a person falsifies official records, logs, or data to gain advantage or avoid consequences.	- Submitting activities that did not occur for requirements. - Hacking or using technology to change grades or student data.	- Referral to deans and administration. - consequences may elevate depending on severity.
External Assessments (AP, IB, PSAT, CA testing, NWEA, etc.)	Violations of external assessment rules are subject to the testing program and school consequences.	- Impersonation. - Unauthorized calculators/recording. - Disrupting examination. - Posting exam questions/materials online.	- Referral to deans and administration. - reporting and consequences consistent with program rules and school policy.

Strategies to Avoid Misconduct

- 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.
- Notify your teacher or counselor after witnessing misconduct.

Consequences of Academic Misconduct

Acts of academic integrity violations are subject to consequences determined by the teacher, discipline dean, and/or administrator where appropriate. Note that a single serious infraction may be immediately referred to the administrative team, and a single violation of a serious nature may result in immediate suspension and/or expulsion. This information may be shared with prospective colleges when posed as a question to the school.

- Notification of parents/guardians: Teachers should notify parents/guardians of a confirmed violation within three school days of determining the infraction, absent extenuating circumstances.

- Notification of counselor.
- Referral to the deans.
- Detention (where appropriate).
- Reduced or failing grade (on the assignment and/or in the course, depending on the nature of the infraction).
- Parent/guardian conference.
- Exclusion from school activities such as participation in dances, sporting events, field trips, banquets, team participation, etc.
- Exclusion from student leadership roles such as ASB, club leadership, academic team leadership, etc.
- School staff may decline to write letters of recommendation when academic integrity has been violated, consistent with school practice.
- Notification of colleges/universities (when applicable and appropriate).
- Referral to an administrator.
- Suspension from school.
- Expulsion.
- When applicable, academic/program coordinators and administration may review whether a violation affects eligibility for certain academic honors or program pathways (for example: AP, AP Capstone, or IB-related statuses), consistent with school policy and applicable program requirements.

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 Appeals Committee to hear appeals when deemed appropriate by an administrative director. Because teachers cannot see all prior violations in eSchool, prior-offense verification for consequence level and escalation is handled by the counselor and/or dean.

Tier 1 Violations - Cheating, Plagiarism, Unauthorized Collaboration, AI Misuse, Collusion, Resubmission

Teacher	Counselor, Dean, Administrator
1st offense: Once the teacher has determined the student has made a Tier 1 violation, he or she will: • Collect and document evidence of the misconduct, including platform revision history, similarity indicators, identical outputs, and mismatches between drafts and final submissions. When reviewing digital tools or platform logs, timestamps should be considered in relation to the full sequence of activity, including submission time. A search conducted after verified submission of an assessment may not constitute a violation and should be evaluated carefully before a determination is made. Evidence should also include any prohibited-resource access during the assessment or a student's inability to explain submitted work.	• The receiving Out of Classroom staff will verify whether this is indeed the student's first violation of the academic integrity policy, since teachers cannot see all prior violations in eSchool. If the student has prior violations, the Out of Classroom staff will communicate that to the teacher, student, and guardians and proceed to the appropriate consequence level. • Dean receives a report from the teacher, records evidence of a violation of academic integrity guidelines in the student file, and may choose to also consult with the student. • Dean may meet with the administrator to determine if an elevation of consequences is warranted. • Deans' Office enters notice in the student file and eSchool notes. • When a referred case involves AI misuse, and in other cases where appropriate, the dean will provide a brief follow-up summary to the referring teacher regarding outcome and next steps (within confidentiality limits).

● Because teachers cannot see all prior violations in eSchool, ask the student's counselor and/or dean to verify whether the student has any prior instances of violating the academic integrity policy. If the student has prior violations, proceed to the appropriate consequence level. ● Meet with the student (in person is preferred when feasible) to review evidence and allow the student to respond. ● Notify the guardians. ● Refer the student to the counselor, and to the Dean when warranted by severity, pattern, refusal to comply, or any assessment-security breach. ● Determine and communicate class consequence - typically a fail on the assignment, unless an allowed redo or alternative assignment is expressly provided under course policy and teacher directions. ● Re-teach the rules of plagiarism, the academic integrity guidelines, options for documentation, and/or clarify expectations for class work/group work.	
2nd offense: Once the teacher has determined the student has made a second Tier 1 violation, he or she will: ● Collect and document evidence of the misconduct. ● Meet with the student. ● Notify and meet with the guardians. ● Refer the student to the Dean. ● Assign a Fail on the assignment, consistent with the teacher's grading system (specific consequences in addition to a fail may be noted in the teacher's classroom guidelines).	● The Dean will verify whether this is the student's second violation of the academic integrity policy. If the student has prior violations, the Out of Classroom staff will communicate that to the teacher, student, and guardians and proceed to the appropriate consequence level. ● The Dean and counselor maintain a record of student violation. ● Dean may meet with the administrator to determine if an elevation of consequences is warranted. ● The Dean assigns detention or suspension depending on the nature of the infraction and the student's discipline record. ● The Dean will formally warn the student and parent that another infraction will affect letters of recommendation and graduation honors, including valedictorian status. ● Dean's Office enters notice in the student file and eSchool notes. ● When a referred case involves AI misuse, and in other cases where appropriate, the dean will provide a brief follow-up summary to the referring teacher regarding outcome and next steps (within confidentiality limits).

3rd offense: Once the teacher has determined the student has made a third Tier 1 violation, he or she will: ● Collect and document evidence of the misconduct. ● Meet with the student. ● Notify and meet with the guardians. ● Refer the student to the Dean. ● Assign a Fail on the assignment, consistent with the teacher's grading system. ● Teachers will not recommend the student to honors, AP, or IB classes nor write letters of recommendation to colleges with regard to the student's academic integrity.	● The Dean will verify whether this is the student's third violation of the academic integrity policy. If the student has prior violations, the Out of Classroom staff will communicate that to the teacher, student, and guardians and proceed to the appropriate consequence level. ● The 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: Suspension, Student Contract, Exclusion from graduation ceremonies, Denial of recommendation for honors placement or department/school awards, Rescission of recommendations already made to college/university. ● Dean may meet with the administrator to determine if an elevation of consequences is warranted. ● Counselor will exclude the student from the list of valedictorian or other academic honors awarded to seniors. ● Counselor will not program the student into honors, AP, or IB classes nor write letters of recommendation to colleges with regard to the student's academic integrity. ● Any transgression serious enough to warrant dismissal will immediately be referred to the appropriate administrator. ● When a referred case involves AI misuse, and in other cases where appropriate, the dean will provide a brief follow-up summary to the referring teacher regarding outcome and next steps (within confidentiality limits).
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Tier 2 Violations - [automatic elevation of consequences]

Teacher	Dean
1st offense - Once the teacher or staff member has determined the student has made a Tier 2 violation, he or she will: ● Meet with the student to explain the violation. ● Document the violation and notify the dean, counselor and parent/guardian (for every infraction). ● Make a record of the problem/assign a fail for the assignment, consistent with the teacher's grading system. ● Re-teach the academic integrity rules associated with the violation.	● Dean receives a report from the teacher, records evidence of a violation of academic integrity guidelines in the student file. ● Dean will meet with the administrator to determine if an elevation of consequences is warranted and, for AI-related cases where appropriate, briefly follow up with the referring teacher regarding outcome and next steps (within confidentiality limits). ● Dean will meet with student and guardians. ● Deans' Office enters notice in the student file. ● Student will be warned that another infraction will affect letters of recommendation and

	graduation honors, including valedictorian status.
2nd offense - Once the teacher or staff member has determined the student has made a Tier 2 violation, he or she will: • Meet with the student to explain the violation. • Document the violation and notify the dean, counselor and parent/guardian (for every infraction). • Make a record of the problem/assign a fail for the assignment, consistent with the teacher's grading system. • Re-teach the academic integrity rules associated with the violation.	• The Dean and counselor maintain a record of student violation. • The Dean assigns detention or suspension depending on the nature of the infraction and the student's discipline record. • Student will be notified that this violation will affect letters of recommendation and graduation honors, including valedictorian status. • When applicable, program coordinators and administration will review whether this violation affects a student's standing, eligibility, or next steps within AP, IB, AP Capstone, or other special programs, consistent with program requirements and school policy.

Academic Integrity Appeals Committee: Academic Integrity Appeals Committee

A student who believes that the accusation and/or consequence is unjustified may request, through his/her counselor, an appeal of the matter. An administrative director will review requests for appeals and, if appropriate and necessary, convene the appeals committee to consider the decision of the dean, counselor and teacher.

Teacher, Student, and Parent Responsibilities

Granada Hills Charter (GHC) Teachers will:

- Teach students academic honesty, including how to use citation systems, in-text citations, make bibliographies, and keep research records.
- Support students with lessons that match their growing skills over time.
- Inform students of penalties for breaking rules through syllabi and discussions, including when AI is prohibited or expressly permitted for a specific assignment.
- Keep records of infractions and communicate with staff and parents as needed.
- Regularly use Turnitin for assignment submission, peer reviews, and ensuring academic integrity.
- Verify assignment authenticity before grading by reviewing Turnitin reports or using other tools.
- Make the GHC Academic Integrity policy and philosophy known to all students.
- Include reference to the GHC Academic Integrity policy in course handouts and assignments, requiring students to acknowledge understanding.
- Consistently enforce the Academic Integrity policy.
- Create a learning environment that supports academic integrity by setting specific expectations for tests, papers, homework, classwork, and any permitted or prohibited AI use.
- Provide process guidelines and incremental feedback prior to final assessment deadlines.
- Provide fair warning and study suggestions for upcoming assessments.
- Actively supervise students during tests, in-class essays, and quizzes.
- Minimize student passes outside the classroom during assessments.
- Plan activities for early finishers to keep all students constructively engaged.

Granada Hills Charter (GHC) Students will:

- Complete all digital academic work on their GHC issued Chromebook and school account.

- Complete all work in the manner, format, and platform required in the teacher’s directions, including any assignment-specific directions about AI use and disclosure.
- Recognize that academic honesty is essential for their education and lifelong learning.
- Act with honesty and integrity by refusing to engage in any form of academic misconduct.
- Practice skills like citations, bibliographies, and keeping research records as needed.
- Accept the consequences of their actions if they break the rules.
- Make sure they know and understand the GHC Academic Integrity policy and ask for clarification when necessary.
- Comply with the GHC Academic Integrity policy during all academic activities.
- During assessments, ensure that their work is not visible to others, keep their eyes on their own paper, avoid unauthorized communication, and refrain from using unauthorized materials.
- Use assigned citation format for documenting research, including citations and works cited or bibliography pages as appropriate.
- Document their own thinking and provide evidence of preparation when questioned about the authenticity of their work. This evidence may include outlines, research notes, drafts, photocopies of sources, and work logs. When AI use is permitted, students must also disclose that use as directed and be able to explain how it supported—rather than replaced—their thinking.
- In fairness to all, make teachers aware of academic dishonesty, including types of cheating and methods used.

Granada Hills Charter (GHC) Parents/Guardians will:

- Support their students' coursework.
- Expect their students' work to reflect their own efforts.
- Encourage students to discuss assignments and how they use proper attribution.
- Communicate concerns and questions with staff as needed.
- Reduce pressure for "success at any cost" and support their child even if the best effort does not earn an "A."
- Be aware of homework, help protect study time, and provide a good study environment.
- Be sensitive to their child's study time frame and support their need to focus on academic tasks. Understand that lack of time is a common reason students resort to cheating.

Our Approach to AI

Artificial intelligence is a powerful tool for learning when used with integrity. At GHC, AI may support learning, but it may not replace a student’s required thinking, analysis, or original work production. AI use is not allowed unless the teacher has expressly permitted it for that specific assignment. When AI use is permitted, students must follow the teacher’s directions and disclose that use when required. When in doubt about whether a particular use is permitted, students must ask the teacher before using AI.

The following tables outline the key forms of academic misconduct with a wide range of examples, though they are not exhaustive. With rapidly changing technology, including wearables, many forms of misconduct are, at this time, unknown. Table 1 covers Tier 1 misconduct, and Table 2 covers Tier 2 misconduct. The difference between these tiers of misconduct involves the minimum consequence for the first infraction.

Unacceptable and Sometimes Acceptable Uses of AI

The goal of this policy is to encourage ethical use of AI technologies to supplement learning while upholding the highest standards of academic honesty. AI may support learning, but it may not replace student thinking, analysis, or original work production. Unless a teacher has explicitly permitted AI for a specific assignment, AI use is not allowed. When AI use is permitted, students must follow the teacher’s directions and disclose that use as required.

Discipline	Always Unacceptable Uses (Even if Instructor Permits) 1	Sometimes Acceptable Uses (With Explicit Instructor Permission) 2
Science	● Fabricating experimental results ● generating data without conducting labs ● generating any part of a lab report intended to be original student work ● submitting AI-generated answers as original work ● using AI to perform calculations or generate “show work” ● generating statistical analysis answers or interpretations meant to be student work.	● Data analysis and visualization assistance when permitted ● modeling scientific phenomena ● generating hypotheses or proposing experimental designs ● background research/literature discovery ● simulations for concept learning ● organizing notes/study guides ● generating practice questions ● translation for comprehension ● checking solutions to understand steps for practice work when explicitly allowed
English Language Arts	● Generating literary analysis, discussion responses, essays, poems, stories, or other graded writing as original work.	● Grammar checking ● editing suggestions ● outlines and project planning ● brainstorming and concept mapping ● summaries for comprehension ● research support (source discovery) when permitted ● writing feedback/review when permitted ● translation for comprehension ● practice questions
World Languages	● Submitting AI-generated translation or writing as original work when the task is intended to measure student language production.	● Translation for comprehension ● vocabulary support ● practice dialogues ● grammar practice when teacher allows ● study guides
Mathematics	● Solving homework or assessment work (including quizzes/tests/performance tasks) as a substitute for student work ● submitting AI-generated solutions as original work.	● Checking solutions to understand steps ● exploring concepts ● generating practice problems ● creating study guides ● real-world applications—only as permitted
Physical Education / Athletics	● Falsifying fitness/activity logs ● submitting AI-generated responses as original work ● using AI to replace required planning/skill-building tasks when	● Brainstorming goals ● researching sports strategies ● creating study guides ● tracking progress—only as permitted. (Workout

	the course standard requires the student to design independently.	routines/training plans are not permitted when the standard requires student-created planning.)
Visual and Performing Arts	● Generating required creative work intended to be student-created ● misrepresenting AI-generated content as original student work.	● Brainstorming ● technique practice prompts ● study guides ● feedback support—only as permitted
Computer Science	● Submitting AI-generated code without understanding ● using AI to cheat on coding assignments.	● Debugging assistance ● concept explanations ● practice challenges ● study guides—only as permitted ● disclosure may be required
Career Tech Education	● Using AI to complete required work products, documents, or assessments as original student work.	● Research support ● outlining ● editing support ● study guides ● concept explanations—only as permitted
Social Studies	● Generating analysis, arguments, or written work intended to reflect student thinking ● submitting AI-generated work as original.	● Research support (source discovery) when permitted ● outlines ● study guides ● comprehension summaries ● practice questions—only as permitted and disclosed when required

2 Sometimes Acceptable Uses (With Explicit Instructor Permission): These uses can enhance learning when used appropriately. Students may use AI in these ways only when the instructor has explicitly permitted AI for that specific assignment. Even then, AI may support learning but may not replace the student’s thinking, analysis, or original work. Disclose use as directed by the instructor.

1 Always Unacceptable Uses: Activities that violate academic integrity, such as plagiarism, cheating, or misrepresentation of original work, are strictly prohibited in all circumstances.

STUDENT AND FAMILY RIGHTS AND COMPLAINT PROCEDURES

Student 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.

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 voluntarily 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.

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.

Student Records, including Records Challenges, Directory Information, and CCGI Notice

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:

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

A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"²) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"³) and will:

² CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

³ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

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.

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. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
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 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, LCAP, or noncompliance with Education Code section 2243 or 244 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 the respective applicable laws.

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.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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.

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. This includes complaints related to decisions regarding International Baccalaureate or Advanced Placement programming.

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.

Title IX Policy Prohibiting Discrimination On The Basis Of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of Granada Hills Charter (“Charter School”) to address sex discrimination, including but not limited to sexual harassment, occurring within Charter School’s education program or activity.

Charter School does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.⁴

This Policy applies to conduct occurring in Charter School’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Charter School does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the Charter School Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Charter School.

Prohibited Sexual Harassment

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Charter School conditioning the provision of an aid, benefit, or service of Charter School 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 Charter School’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).

Under California Education Code section 212.5, 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

⁴ Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Charter School.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, 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.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- 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 above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

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

Party means a complainant or respondent.

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

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of Charter School ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

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

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

In the event the above-named individual(s) becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Joy Kasper
Chief of Staff
10535 Zelzah Ave.
Granada Hills, CA 91344
818-360-2361
jkasper@ghcTK12.com

The Coordinator is responsible for coordinating Charter School's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Charter School, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within Charter School's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, 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.

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. Charter School will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints 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 but is not limited to keeping the identity of the reporter and other personally identifiable

information 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 designee on a case-by-case basis.

Retaliation

Charter School 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.

Response to Sexual Harassment

Charter School will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Charter School's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Charter School's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, 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, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Charter School's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Charter School has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Charter School's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Charter School requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by Charter School to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Charter School will treat complainants and respondents equitably. Charter School presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Charter School may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Charter School allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Charter School, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Charter School will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁵ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Charter School must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Charter School's education program or activity; or
- Did not occur against a person in the United States.

Charter School may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by Charter School;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Charter School from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Charter School policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Charter School's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that Charter School prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

⁵ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

Charter School may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Charter School's policies.

Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person 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 must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Charter School's Title IX grievance procedures, Charter School may offer an informal resolution process to the parties. Charter School will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Charter School will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Charter School has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Charter School obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

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 from gathering and presenting 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.

Before the investigator completes the investigative report, Charter School 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 to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes 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.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within twenty (20) business days after Charter School sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the 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 regarding the application of Charter School's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for 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.

The determination regarding responsibility becomes final either on the date that Charter School provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Charter School's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chief Executive Officer/Superintendent, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Charter School's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of 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; or
- The Coordinator, investigator(s), or decisionmaker(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.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

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 Charter School or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Charter School.

Training

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 Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Charter School 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 complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, 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") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, 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 associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those 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.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom GHC does business, and all acts of GHC's Board of Directors ("Board") in enacting policies and procedures that govern GHC.

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.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

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 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 student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. 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.

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:

1. A message, text, sound, video, or image.
2. 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.
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 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 **the** 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.

Bullying and Cyberbullying Prevention Procedures

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

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 its 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.

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.

GHC 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.

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

GHC also informs certificated employees about the groups of students determined by GHC and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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.

Complaint Procedures

Scope of the Complaint 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 they have 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.

GHC will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of GHC’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of GHC’s Title IX Policy and UCP is available on the GHC website.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Chief Executive Officer) (or the Secretary of the Board if the complaint is against the Chief Executive Officer) as soon as possible after the incidents giving rise to the report or complaint.

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, and GHC will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. 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 and 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, 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 and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by GHC 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.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Chief Executive Officer/Superintendent or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Chief Executive Officer/Superintendent or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Chief Executive Officer/Superintendent or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at GHC will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from GHC or termination of employment.

Right of Appeal

Should a complainant find GHC's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of GHC's decision or resolution, submit a written appeal to the Chair of the GHC Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

CURRICULUM AND INSTRUCTION

Grades and Report Cards

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

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

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

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

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

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

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

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

Awarding Course Credit (Grades 6-8)

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

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

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

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

TRANSFER CREDITS

Subject marks and credits are accepted and recorded on the GHC transcript at face from a school accredited by the Western Association of School and Colleges (WASC) or other regional accrediting association. Credit from non-accredited schools will be recorded with grades of pass or fail and a generic subject description. Credits for non-accredited school outside of the United States require certified translations. Evaluations of the transcript and the

granting of credits is specific to each student. Students who have completed the equivalent of high school in their country shall enroll in a post-secondary institution.

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

Parent/Teacher Conference

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

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

First Day Of Each Semester

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

Homework

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

Purpose:

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

Textbook And Instructional Resource Policy

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

Core And Supplemental Reading Selections (English)

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

Instruction on Controversial Topics Policy

Granada Hills Charter (the "Charter School") recognizes that the Charter School's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop each student's critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

The Charter School expects administrators and teachers to exercise professional judgment when deciding whether a particular issue is suitable for study or discussion. They shall consult with the Chief Executive Officer/Superintendent or designee, as necessary, to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable for the age and maturity of the students;
2. Instruction shall be presented in a balanced, neutral manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view;
3. The teacher may express a personal opinion, provided that the teacher identifies it as a personal opinion and clarifies that the teacher is not speaking on behalf of the Charter School. The teacher shall not express an opinion for the purpose of persuading students to the teacher's point of view;
4. No student's viewpoint shall be suppressed or rejected, provided such expression is not malicious or abusive toward others. Students shall be assured of their right to form and express an opinion without jeopardizing their relationship with the teacher or Charter School;
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others;
6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions;
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, immigration status, or any other basis prohibited by law; and
8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the Charter School requires that the Chief Executive Officer/Superintendent or designee be timely notified of this presentation and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law or otherwise deemed appropriate by the teacher or Chief Executive Officer/Superintendent or designee, parent(s)/guardian(s) shall be notified prior to instruction related to any controversial issue.

A student or parent/guardian with concerns regarding instruction about controversial issues shall address those issues in writing to the Chief Executive Officer/Superintendent or designee. The Chief Executive Officer/Superintendent or designee will consider the parent/guardian concern on a case-by-case basis. In the case where the Chief Executive Officer/Superintendent or designee determines that the instruction would substantially interfere with the parent/guardian's religious development of their child(ren), the student may be offered the option to participate in an alternative instructional activity.

Final Exams (Grades 6-8)

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

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

Grades 6-8 Mathematics Course Placement Policy

Granada Hills Charter places students in math courses based on skill level through a transparent process that supports long-term success. The Math Pathway allows for multiple entry points and acceleration based on readiness, ensuring deep understanding and preparation for advanced study. This flexible structure supports personalized pacing and advancement, helping students build strong foundations and succeed in higher-level math throughout high school, college, and beyond. The Grades 6-8 Mathematics Placement Policy and course sequences have been designed to:

1. Address the CA Common Core State Standards within the International Baccalaureate Middle Years Programme educational framework
2. Provide all students the opportunity to reach Advanced Placement (AP) and/or International Baccalaureate (IB) courses, regardless of initial math placement
3. Employ multiple measures that ensure students are adequately prepared for subsequent mathematics courses, college, and careers

Grades 6-8 Mathematics Course Sequences

	Grade 6	Grade 7	Grade 8
IB Standard Math Pathway	Math 6	Math 7	Math 8
IB Extended Math Pathway		Extended Math 7/8	Algebra 1
IB Extended Math HL Pathway		Algebra 1	Geometry

Grades 6-8 Mathematics Course Placement

At the end of Grade 6, a student may be considered for placement on the **IB Extended Math Pathway** if they meet 2 out of 3 of the following criteria:

- a. Grade of “A” or “B” in Math 6.
- b. Exceed standards on the Smarter Balanced Summative Assessment
- c. Meet or exceed the established benchmark on a School-approved mathematics assessment.

At the end of Grade 6, a student may be considered for placement in Algebra if they meet ALL of the following criteria:

- a. Grade of “A” in Math 6.
- b. Exceed standards on the Smarter Balanced Summative Assessment
- c. Meet or exceed the established benchmark on a School-approved mathematics assessment.

At the end of Grade 7, a student in Math 7 may be considered for placement in Algebra if they meet ALL of the following criteria:

- a. Grade of “A” in Standard Math 7.
- b. Exceed standards on the Smarter Balanced Summative Assessment

- c. Meet or exceed the established benchmark on a School-approved mathematics assessment.

At the end of Extended Math Grade 7, a student may be considered for placement in Algebra 1 if they meet 2 out of 3 of the following criteria:

- a. Grade of “A” or “B” in Extended Math 7.
- b. Exceed standards on the Smarter Balanced Summative Assessment
- c. Meet or exceed the established benchmark on a School-approved mathematics assessment.

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.

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.

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.

College Preparatory Course Offerings

Please review the GHC Course Catalog to review the International Baccalaureate and dual enrollment courses offered for students enrolled in grades 7-12.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 5-8. 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 6-8. 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.

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.

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 to obtain this information.

HEALTH, SAFETY, & WELLNESS

Health Office Information

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

Required Readmits

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

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

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

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.

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

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

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

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

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.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, GHC created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

To ensure the SPCT reflects the student body's perspective, GHC will designate volunteer student representatives to provide consultative insights. These students will be selected at the start of the school year and contact information will be shared,

GHC designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Christopher Lee, Administrative Director, Counseling,
 - christopherlee@ghctk12.com; 818-360-2361
- Secondary Liaison: Julia Howelman, Administrative Director
 - jhowelman@ghctk12.com; 818-360-2361

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;

- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

Where Do I Seek Help?

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

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

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

Miscellaneous Health Information

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Students must be fever free for 24 hours without the use of fever reducing medicines before returning to school. The student must check in at the Health Office upon returning to school. A student with suspected conjunctivitis (pink eye) will be excluded from school and must return with a doctor's note.

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

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

Health Insurance

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

Community Resource Guide

EMERGENCY MEDICAL AND MENTAL HEALTH SERVICES

24 Hour Emergency Center.....(818)885-5396
 Northridge Hospital Medical Center - 18300 Roscoe Blvd., Northridge(818)885-8500
 Olive View/UCLA Hospital – 14445 Olive Dr., Sylmar(818)364-1555
 Providence Holy Cross Medical Center – 15031 Rinaldi St., Mission Hills(818)365-8051
 Psychiatric Emergency(818)364-4340

Valley Coordinated Children's Services (818)708-4500
Child & Adolescent Mental Health Crisis (M-F 8 a.m.- 5:00 p.m.)

HELPLINES

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

Visitors On School Campus

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

It is the general policy of the school not to allow any individual or organization to enter the school site if the educational setting would be disrupted by that visit. Public school officials in California have found that the presence of federal immigration officers (i.e., Immigration and Customs Enforcement, or "ICE") and other government officers/officials may cause a disruption of the educational setting. Therefore, any request by a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) will be directed to the 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 must be given at the time requested if at all possible or within a reasonable period of time following the request. Photography or filming on campus is prohibited without prior administrative approval. Students who are not enrolled at the school are not to be on the campus unless prior approval of the 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 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 TK-8 Office for pick up. Contracted or reduced fee testing locations, and reimbursement options are provided in the packet.

Covid-19, MRSA, And Preventing Disease Transmission

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

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

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

Integrated Pest Management Program

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

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

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

1. By following the guidelines, regulations and notification procedures of the Healthy Schools Act.

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

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

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

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

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

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.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type1diabetes.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. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

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

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 and TB Screening

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. All new students enrolling in TK-12 in a Los Angeles County school district must complete the [LA County Pediatric Tuberculosis Risk Assessment](#). If risk factors are identified, additional medical evaluation is required to confirm the student does not have infectious TB. Students transferring from another California school are generally exempt from submitting a new TB form if documentation already exists in their school records. The Charter School may choose to conduct additional TB risk assessments based on local patterns of TB risk among the school population.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	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 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.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose 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 7 th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.
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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. 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 School Health Office.

Available Nationally:

- 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.

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.cifstate.org/sports-medicine/CDC-Patient-Opioid-Factsheet-a.pdf>

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

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 and Asbestos Management Plan

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

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office.

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

TK-8 Campus

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

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.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf>

Location of All Automated External Defibrillator(s) on Campus

AEDs are located in the Multi-Purpose Room, Main Office, classroom hallways on each floor, and in the breezeway between the buildings.

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.

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.

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.

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. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

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.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

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 otherwise would prevent the child from eating the regular school meals.

Instructions For Completing Online Meal Applications

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

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

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.

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. 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, jkasper@ghctk12.com.

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.

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 California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to 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 to 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.⁶
- 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.
- *“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 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.
- *“Newcomer pupil”* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth,

⁶ 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.

consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil 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" or "ERH."

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.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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.

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):

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

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

1. 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
2. Homeless students enroll in and have a full and equal opportunity to succeed at the 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, the Charter School's 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 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.
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 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.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student 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 students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student'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.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student 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). The Charter School will also immediately enroll any homeless student 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).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian⁷ in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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.

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 on the GHC website.

Availability of Complete Policy: 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.

⁷ "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

EXTRA-CURRICULAR ACTIVITIES

Campus Clubs

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

Student Activities

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

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

COMPLAINT FORMS

Title IX Sex Discrimination And Harassment Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from Charter School.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ eMail: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|---|---|
| ☐ Adult Education Programs | ☐ Every Student Succeeds Act | ☐ School Plans for School Achievement |
| ☐ Career Technical and Technical Education and Training | ☐ Local Control Funding Formula/ Local Control and Accountability Plan | ☐ State Preschool Programs |
| ☐ Child Care and Development Programs | ☐ Migrant Child Education Programs | ☐ Pupil Fees |
| ☐ Consolidated Categorical Aid Programs | ☐ Regional Occupational Centers and Programs | ☐ Pregnant, Parenting, or Lactating Students |
| ☐ Education or graduation 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 | | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| ☐ Age | ☐ Genetic Information | ☐ Sex (Actual or Perceived) |
| ☐ Ancestry | ☐ Immigration Status/Citizenship | ☐ Sexual Orientation (Actual or Perceived) |
| ☐ Color | ☐ Marital Status | ☐ Based on association with a person or group with one or more of these actual or perceived characteristics |
| ☐ Disability (Mental or Physical) | ☐ Medical Condition | |
| ☐ Ethnic Group Identification | ☐ Nationality / National Origin | |
| ☐ Gender / Gender Expression / Gender Identity | ☐ Race or Ethnicity | |
| | ☐ Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Brian Bauer

Chief Executive Officer/Superintendent

10535 Zelzah Ave.

Granada Hills, CA 91344

Phone: (818) 360-2361

General Complaint Form

Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable):

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (*e.g.* specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, *etc.*) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination

Signature of Complainant

Print Name

To be completed by Charter School:

Received by:

Print Name

Date
