New Los Angeles Charter School
Family Handbook
2024-2025

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LETTER FROM THE PRINCIPAL

Dear New LA Families,

I would like to welcome you to the 2024-2025 school year. We are so grateful to have you as a partner in our New LA community! I am excited about the coming school year and the learning we will do together.

What follows is our school's Family Handbook-- an essential resource for all members of our school's community. The policies and practices outlined in this handbook allow us to uphold our school's mission and our commitment to providing students with an outstanding education.

Being a member of a charter school community requires a strong commitment from everyone: staff, students, and families. By staying focused on learning goals, personal and interpersonal growth, and service to our community, we believe that our school will continue to be a special place. Collaboration, cooperation, and open communication between home and school are keys to building a solid foundation for a successful year. We encourage and invite parent and community involvement in an effort to build a positive and successful educational experience for every student.

Just as we are committed to providing an exceptional educational program, we have high expectations for students and families which are outlined in this Handbook. Please pay special attention to the updates in our Conduct and Behavior section as well as updates to our Personal Electronic Devices Policy. At the start of the school year, we ask students and parents to sign the Acceptable Use Policy for the technology used on our campus. We will also be asking that parents sign and commit to our Uniform and Student Phone policies this year as they require parent support in order to function. Parents are also asked to sign the New LA Family Contract. The contract outlines expectations for parents, and reinforces the commitment you are making as a member of our community.

We look forward to welcoming new families and continuing the journey with our returning families. We feel honored that you have put your children in our care and we promise that we will strive to make New LA a wonderful community that represents New LA's mission of Respect for Self and Others, Engagement in the Community and Passion for Learning every day.

With gratitude,

gabrielle brayton

Gabrielle Brayton
Principal

I. School Structure, Operations, & Expectations

MISSION & VISION

New Los Angeles Charter School ("New LA," "Charter School," or "the school") develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

New LA cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them. New LA serves students in grades 6-8. With small classes (26 to 1), a diverse student body, and attentive teachers, New LA is a nurturing standards-based school. New LA has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

Passion for Learning

New LA keyword: Rigor. Middle school is the gateway to future academic success. At New LA, every student receives the academic foundation to be prepared for a college preparatory high school. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students demonstrate mastery of concepts and skills by working together on real-life projects rather than test-taking alone. For example, students learn math skills by creating personal budgets and looking at real life problems of poverty and the economy. Students are then assessed both on the standards and through a project rubric developed by the teacher. New LA implements an effective model of rigorous standards-based instruction, the goal of which is for all students to achieve mastery of California state content standards by the end of each grade level.

Engagement in the Community

New LA keyword: Relevance. At New LA, we believe, as John Dewey did, that "education is the fundamental method of social progress." New LA students are challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students are volunteers and interns, gaining valuable experience in social action and in work. This will lead to a deeply embedded feeling in every student that adolescents have the power to change the world.

Respect for Self and Others

New LA keywords: Respect and Relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA encourages vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The school uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice. New LA students participate in a structured Advisory program in order to develop a deep sense of trust in themselves, the strength and courage to succeed at life's challenges, and the skills necessary to confidently pursue future academic and career aspirations.

Nondiscrimination Statement

New LA 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.

New LA 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").

New LA does not discourage students from enrolling or seeking to enroll in New LA 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. 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 New LA's charter and relevant policies.

New LA does not request nor require student records prior to a student's enrollment.

New LA 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). 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. 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 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. 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 New LA Uniform Complaint Procedures ("UCP") Compliance Officer:

Executive Director
New Los Angeles Charter School
1919 S. Burnside Ave
Los Angeles, CA 90016
Brios@newlosangeles.org
323-939-6400

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

GENERAL OPERATIONS

Daily Schedule

Monday	7:30 Gates Open, 8:00 School Starts – 3:20 pm dismissal
Tuesday:	7:30 Gates Open, 8:00 School Starts – 2:20 pm* dismissal
Wednesday:	7:30 Gates Open, 8:00 School Starts – 3:20 pm dismissal
Thursday:	7:30 Gates Open, 8:00 School Starts– 3:20 pm dismissal
Friday:	7:30 Gates Open, 8:00 School Starts– 3:20 pm dismissal

School gates open at 7:30am every day, with supervision and breakfast until 7:55. At 7:55 students who are on campus will be sent to their Advisory classroom for morning meeting. School starts at 8:00am. Students will be marked tardy for school after 8:00 am. School ends at 3:20 pm every day except Tuesdays. On Tuesdays, faculty meetings are held and school is dismissed at 2:20 pm
*On the first Tuesday of each month, school is dismissed at 12:35 pm.

Hours of Operation

The campus opens each day at 7:30 am and closes at 6:20 pm. The office closes at 4:30 pm. Students may **not** be on campus before 7:30 am or more than fifteen (15) minutes after dismissal. Students who are enrolled in the After School Program are permitted to be on campus after school only under the supervision of After School staff.

School Calendar

NEW LOS ANGELES CHARTER SCHOOL

2024-2025 Middle School Calendar of Events

***Dates are subject to change**

August 2024
August 16: 6th Grade Orientation in Person for students and families
August 19: First Day of School
August 21: Coffee with the Principal
August 26-30: iReady Diagnostic 1

September 2024
September 2: Labor Day (No School)
September 3: 12:35 Dismissal
September 4: Back to School Night 6th and 7th Grade ONLY 5:30 pm
September 5: Back to School Night/High School Info Night 8th Grade ONLY 5:30 pm
September 18: Coffee with the Principal
September 18: High School Fair 5:30-7
September 25: More Than Sex Education Caregiver Orientation 5:30-7:00 (Zoom)
September 27: Pupil-Free Day (No School for students)

October 2024
October 1: 12:35 Dismissal
October 2: Bike/Walk/Skate to School Day
October 3: Panorama Picture Day
October 4: Mid-Tri Progress Reports Sent Home
October 23: Coffee with the Principal
October 28-November 1: Book Fair

November 2024
November 5: 12:35 Dismissal
November 11: Veterans' Day (No School)
November 13: Passion for Reading Night 5:30 pm
November 15: End of Trimester 1
November 20: Coffee with the Principal
November 21-22: Student Led Conferences
November 25-29: Thanksgiving Break (No School)
November 25-27: Thanksgiving Break Camp 7 AM-4 PM

December 2024
December 3-4: iReady Diagnostic 2
December 3: 12:35 Dismissal
December 13: 12:35 Dismissal
December 16-January 3: Winter Break (No School)
December 16-20: Winter Break Camp 7 AM-4 PM

January 2025
January 6: School Recommences
January 7: 12:35 Dismissal
January 14-17: Prevention Solutions Student Lessons (Drug, Alcohol, Nicotine Addiction Prevention)
January 15: Coffee with the Principals/ELAC/PAC Meeting
January 20: Dr. Martin Luther King, Jr. Holiday (No School)
January 31: Mid-Tri Progress Reports Sent Home

February 2025
February 4: 12:35 Dismissal
February 5: ELPAC Testing for English Learners Begins
February 7: Pupil Free Day (No School for Students)
February 13: Outdoor Education Parent Meeting Zoom at 5:30
February 17: Presidents' Day (No School)
February 19: Coffee with the Principals
February 26: Passion for Math Night 5:30 pm

March 2025
March 4: 12:35 Dismissal
March 4: Career Day
March 14: End of Trimester 2
March 20-21: Student Led Conferences (No School)
March 31: Cesar Chavez (No School)

April 2025
April 1: 12:35 Dismissal
April 7-8: i-Ready Diagnostic #3
April 14-18: Spring Break (No School)
April 14-18: Spring Break Camp 7 AM-4 PM
April 23: Coffee with the Principals/ELAC/PAC Meeting
April 23: Passion for Science Night 5:30 pm
April 25: Pupil Free Day (No School for Students)

May 2025
May 2: Mid-Tri Progress Reports Sent Home
May 5-6: State Testing CAST Science (8th only)
May 6: 12:35 Dismissal
May 12-15: State Testing CAASPP ELA and Math 12:35 Dismissal Each Day
May 16: Field Day
May 26: Memorial Day (No School)
May 30: Passion for Justice Night at 5:30

June 2025
June 2-June 10: Culmination Exhibitions
June 3: 12:35 Dismissal
June 4: Coffee with the Principals/ELAC/PAC Meeting
June 10: Culmination Event
June 11: Last Day of School
June 11: End of Trimester 3
June 11: 12:35 Dismissal

FAMILY INVOLVEMENT: IT'S ALL ABOUT RESPECT

New LA strives to create an environment that not only fosters volunteer efforts on behalf of the school, but also helps to foster the spirit of volunteerism in our students by promoting community engagement projects. We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. Parents and guardians should have high expectations of the school and of their children. In turn, the school has high expectations that parents will contribute to the team-effort needed to fulfill the school's mission. While family participation is an essential element to the success of the educational process, it is important to make the distinction that New LA is not a *parent-run* school. Operational, personnel, discipline, and educational decisions are the responsibility of the staff. Parents are encouraged to participate as a support team and in self-improvement programs and events that can enhance their children's home learning environment. However, while encouraged, parent volunteerism and participation are not a requirement for enrollment in or continued attendance at New LA. Parent volunteer and participation opportunities will be regularly included in school communication and you can contact the main office for more information.

Visitors and Volunteers

The purpose of both the New LA Visitor Policy and the New LA Volunteer Policy is to ensure the safe and legal participation of parents on campus. The policy outlines procedures and expectations for parents when volunteering, chaperoning or visiting the campus. The full policy is available in the main office.

Supervision at Evening Events

New LA does not provide supervision for students at evening events for parents. Parents who chose to bring students to parent-only events should prepare to monitor their children throughout the duration of the event.

Parent and Family Engagement Policy

New LA aims to provide all students in our school a 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"). New LA 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 New LA's complete Policy is available upon request in the main office.

New LA Parent Groups

New LA Parent Advisory Committee (PAC): The New LA PAC is open to all parents and meetings in the spring to provide feedback on the school's LCAP. Additionally, the English Learner Parent Advisory Committee (EL-PAC) provides feedback specifically on issues pertaining to English Learners.

English Learner Advisory Committee (ELAC): The ELAC is an elected committee which meets 3 times a year to discuss supports and programs for English Learners at New LA. Meetings are open to all parents and elections are held in the fall.

New LA Family Engagement Committee: The Family Engagement Committee plans and supports fundraising efforts, school spirit events and fosters parents and community engagement.

Expectations of Parents/Guardians/Family Members

At New LA, we believe that a collaborative partnership means that staff is responsive to the concerns of parents. In turn, parents have a responsibility to respect the professional experience and expertise of the staff. Your primary role as a parent is to assist and enhance the ability of the educational staff to conduct the school's educational activities. Parents and guardians are expected to treat each member of the New LA community with the greatest respect at all times, even in disagreement.

All parent volunteers on campus are required to have a current TB test on file.

Home/School Partnership

At New LA we value caregivers (parents, guardians and family members) as important partners to support the education of all students. This document outlines the various ways that you as a caregiver can partner with New LA. It is always our goal to provide as much support as possible, if some of these commitments will be difficult for you we look forward to working together to find solutions and maximize our partnership.

Here are the ways you can partner with New LA this year:

- Support my student to come to school and class prepared to learn (has materials, completes assignments, well rested, etc.)
- Be responsive to school and teacher contacts (answer/return phone calls and emails, complete forms, be available to meet or schedule a call as needed)
- Read all communication from the school (Friday email, flyers, etc.)
- Ensure my student attends school a minimum of 96% of the school days (7 or fewer absences)
- Ensure my student arrives to school on time each day (10 or fewer tardies)
- Complete 10 hours of service (volunteer during or after school, donate food/materials for school events, prepare materials for classrooms/office)
- Attend conferences with my child's teacher twice a year (November and March)
- Attend Coffee with the Principal and other parent meetings to stay informed and have your voice heard
- Attend community events (back to school night, literacy night, math night, passion for learning nights, festivals, fun run, etc.)
- Comply with school policies and discuss with your child as well (uniform, electronic devices/cell phones, parking and carpool, volunteer requirements, school safety, discipline, etc.)
- Reinforce the mission of New LA at home and in the community (diversity, community, excellence)

Please note: Charter 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. While parent involvement is a critical key to student success, no student would ever be punished or lose their place at a school based on a parent's volunteer hours.

New LA Diversity, Equity, Inclusion, and Justice Commitment

At New LA Charter Schools, We strive for educational freedom for all students, especially students of color as

we acknowledge historical inequality in accessibility to purposeful, meaningful, education for marginalized students. We acknowledge that education can be a tool for oppression or liberation, and work to make sure education at New LA is liberatory. We believe that it is our priority to provide a space where students, staff, and families can safely show up as their full selves and where all pieces of their identity are valued, meaning they don't have to lose or deny any element of their identity or culture to achieve success. We believe that it is our responsibility to be critically conscious, acknowledge systems of inequity at work, and respond to disrupt those systems.

We commit to…

- Building a school that is built on justice, love, joy and anti-racist systems where all staff are allies
- Challenging white supremacy and patriarchy at all levels of our organization, individually and systemically
- Affirming and representing the identities of all people in our school community (students, staff, families) and ensuring a space where students can authentically be themselves by examining our policies to allow for individual self expression
- Using restorative practices to address harm and ensure all members of our community feel safe
- Creating an environment that continuously works to support students who identify as LGBTQ+
- Using a protocol to consistently respond to hate speech and hate crimes expressed by students in a restorative way that ensures all students and their communities feel safe and valued
- Building community and relationships with student and caregivers
- Using the knowledge and expertise of families and caregivers to develop and maintain equity practices in our schools
- Creating a warm, inviting, and welcoming spaces for caregivers and family members of all identities
- Ensuring that all staff engage in their own self work to identify bias within themselves in order to be anti racist and anti biased in our classrooms
- Celebrate, honor, and value diversity in race, culture, and gender
- Supporting students in developing their own identities and learning about the identities of those around them
- Showing students how they can use their identities to better engage in their own communities and engage in social justice work
- Implement collaborative and culturally responsive academic spaces
- Engage students in anti bias and anti racism work through purposeful curriculum using the social justice standards (identity, diversity, justice, and action)
- Center full truth, all history, affirming narratives, and communities and individuals of color in curriculum
- Develop critical thinkers and consider this a primary goal of education

II. Instructional Program Information

Parents' Right to Know

The Every Student Succeeds Act ("ESSA") requires that, upon request, parents be notified of the professional qualifications of their child's teacher including:

i. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
ii. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
iii. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
iv. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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

For questions about this document or to make a request, please contact the main office at 323-939-6400 or xlira@newlosangeles.org.

Animal Dissections

Students at New LA 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.

LAUSD School for Advanced Studies Applications for High School

The principal will sign off on all applications for Schools for Advanced Studies. A signature will only be granted if the student has met one of the following criteria:

1. Designated as gifted or highly gifted by LAUSD; OR
2. Student received total national percentile scores of 85 or above on a District-approved standardized achievement test for the relevant school year OR
3. Student demonstrates the ability to meet ALL FOUR of the critical thinking and problem-solving skills (in primary language) below. Only students who scored grades of 80% or above in all classes during the eighth grade year will be deemed to have met the required skills:
    a. Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
    b. Formulate new ideas or solutions and elaborate on the information.
    c. Use alternative methods in approaching new or unfamiliar mathematical problems.
    d. Use extensive vocabulary easily and accurately to express creative ideas.

Independent Study

In the event of illness or other qualifying long-term absence, independent study arrangements should be approved and coordinated through the front office.

PASSION FOR LEARNING: ACADEMIC EXPECTATIONS

Students at New LA are college and career-bound scholars. Their primary purpose during school hours is to embrace their academic experience and develop a passion for learning.

Progress Reporting and Grading Scale

New LA follows a standards based grading approach to student progress. New LA reports student progress on a trimester system. The reports are aligned to the Common Core State Standards, and reflect student progress in meeting the standards set by the State of California. The goal is that all students are meeting standards in each academic course by the end of the school year. Standards for each course are communicated on the progress report and indicated by the following letters:

E—Exceeding standards (101% proficiency and above)
M—Meeting standards (80-100% proficiency)
A—Approaching standards (60-79% proficiency)
D—Does not meet standards (40%-59% proficiency)

Students will earn a letter grade (EMAD) in each core class, Advisory, PE and Art, which reflects the mastery of knowledge and skills learned during that grading period. In order to prepare students for the demands of high school academics, the New LA grade scale is reflective of that used by LAUSD high schools. Students who consistently earn D's, are considered failing, and could result in a referral for Student Success and Progress Team Meeting or probation.

Portfolios and Culminating Exhibitions

New LA Students maintain a portfolio of work during their time at our school. The portfolio is used for reflection during Student-Led Conferences. Students are required to use work from 6–8th grades to provide evidence of their growth during their Culminating Exhibition. The Culminating Exhibition is a celebration of learning that happens at the end of a student's Eighth Grade year. Students prepare a presentation with the help of his or her advisor explaining why they are prepared to move on to high school. Students are required to reflect on the school's mission, and they must use evidence from their portfolio to reflect on their growth.

Culmination Rights

The culmination rubric will be used to determine that students have earned the privilege to walk at New LA's Culmination Ceremony. At the start of the school year, the advisor will review the culmination rubric with every 8th grade student. Students will set initial goals, and the document will be stored with their student portfolio. Students will self-assess throughout the year, and goals and progress will be reviewed at student-led conferences. Final decisions about culmination will be made during Trimester 3. The right to walk during the Culmination Ceremony and attend any culmination events is earned based on meeting most if not all of the standards below:

- Successful completion of the portfolio and exhibition process;
- Scoring 70% or above on the Culmination Rubric;

- Passing all required coursework;
- Consistently demonstrating our mission pillars
- Consistently attending school
- Reflecting on reminders and making positive changes in behavior

Student Retention

It is the school's intent to meet the academic needs of all students throughout the school year with on-going intervention support. Social/emotional needs will be met through advisory, counseling services, and the Share and Care Program. The decision to retain a student will involve a series of collaborative meetings with the grade-level team, the assistant principal and principal, and the student's family. The decision will be up to the family. Factors impacting this decision will include: grades, test scores, teacher narrative feedback, student retention history, age, emotional maturity, physical maturity, RSP, and supports provided during the year.

Retention Process

Trimester 1: At the end of Trimester 1, a team consisting of the principal and teacher leaders will use data to determine if there are students who might be in danger of failing, including previous year's benchmark or standardized test scores, progress report grades and skill assessments, and teacher feedback.

The lead teacher will submit an SSPT referral for all at-risk students. After the child's conference, the principal will meet with the family to express concern and schedule the SSPT meeting. During the SSPT process, the family, teachers, and administrator will create a support plan. This plan will include classroom accommodations and intervention supports.

Trimester 2: At the end of Trimester 2, the principal will meet with teacher leaders to review progress for at-risk students. The principal will then review the child's case and consider all retention factors. If the child would benefit from retention the teachers and principal will hold a meeting with the family to discuss a plan for Trimester 3. The possibility of retention will be addressed at the meeting, and the decision will be entirely up to the family. If not already implemented the student will be entered into the Tier 2 intervention program at this point.

Trimester 3: Within 4 weeks of the end of the school year the principal and teachers will review the student progress. If they feel the child will benefit from retention, they will meet with the family to conduct the retention referral process, a final determination will be made by the family and recorded at this meeting.

Student Support and Progress Team (SSPT) Process

New LA has an established Student Success and Progress Team (SSPT) that meets with the parents of students with academic, behavioral or social emotional concerns that are not resolved by initial interventions in the classroom. This team, composed of the referring classroom teacher, an administrator, other relevant staff, and the parent(s), explores the concerns and develops and implements an action plan to target the specific needs of the student. A follow-up meeting will be scheduled to assess whether interventions proposed by the team have been successful and to determine next steps. Parents who have concerns about their child's academics, behavior or social emotional well-being should address those concerns to the child's teacher or advisor.

Throughout each trimester, a team consisting of an administrator and grade level coordinators will use data to determine if there are students who might be in danger of failing, including previous year's standardized test scores, progress report percentage grades and skill assessments, and teacher feedback.

After discussion with Administration, a teacher will submit an SSPT referral for all at-risk students. The SSPT Coordinator will reach out to the family to express concern and schedule the SSPT meeting. During the SSPT process, the family, teachers, resource specialist, assistant principal and principal will create a support plan with actions and goals for improvement. This plan will include classroom accommodations and intervention supports. A follow up meeting will be set to check progress.

At the end of six weeks, the SSPT team including the family will hold a follow up meeting to review the goals and any progress achieved. The SSPT team will review the child's case and consider all factors to determine if (1) the child can be dismissed from the process, (2) updated goals are necessary or (3) referral for additional assessment is appropriate.

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.

Sexual Health Education

New LA provides students with comprehensive sexual health education at least once in either seventh and/or eighth grade. 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. New LA 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 New LA.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When New LA 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 student's health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. 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 New LA.

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 New LA 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.

III. Student Health & Safety

Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ["DACA"] status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at:
http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

New LA shall not discriminate against a student who does not have health care coverage or use any information relating to a student's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the student or the student's family.

Panorama Stakeholder Engagement Survey

New LA will administer the Panorama Stakeholder Engagement Survey to students in grades six through eight at least once a year. The Panorama Survey Is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables New LA to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Mental Health Services

New LA 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 New LA 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:

At New LA we believe in teaching students with a holistic approach. This requires looking at the whole child and may include addressing mental health concerns as a means to understanding behavior or academic needs. We

want all students to feel supported socially and emotionally during the wonderfully challenging adolescent years.

In an effort to support students in their academic and social-emotional development, all students are eligible to participate in the school counseling program. The school counseling program is designed to help all students improve and develop social/emotional skills, so they can be successful academically, personally and relationally.

Provisions of School Counseling Program Services

- Parent/guardian written permission is required for counseling that extends beyond one session in a school year or that is planned on a regular basis (this may exclude skill building small groups).
- Services can include confidential, short term, solution focused, school based counseling (6-8 weeks) in the form of individual and/or group counseling.
- Exceptions to confidentiality include legal mandates to report any abuse, neglect or situations in which a child may present a physical danger to self or others.
- These services are not intended as a substitute for psychological counseling, diagnosis, or medication, which are not the responsibility of the school counselor.
- These services may take place during your child's class time or PE time. By signing this form, you are permitting your student to be excused during these times per their teacher's discretion.
- Counseling sessions may take place with the school counselor or with a supervised school counseling intern.

Additional Services Available on Campus:

- School-based counseling services – At New LA we offer art-based, group counseling services through the Cedars Sinai Hospital program, Share and Care. These services can be requested any time by a parent and students can also be referred at any time by an adult at school. Parental consent is required for students to participate in the program. This program works to support students' academic and behavior goals with a focus on collaborative and cooperative learning in the classroom. New LA also has a partnership with Open Paths Counseling. Open Paths therapists see students once a week in one-on-one sessions. New LA also has on site counseling services for individuals and groups provided by our school counselor. Families who are interested in Share and Care, Open Paths or meeting with the school counselor are encouraged to contact the Assistant Principal by calling the office at 323-939-6400. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Director of Special Education at 323-939-6400 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 mediation to your child, please contact the main office at 323-939-6400.

Available in the Community:

- Didi Hirsch, 888-807-7250
- The Maple Counseling Center, 310-247-4900
- Children's Institute Inc., 213-385-5100

- Southern California Counseling Center, 323-937-1344
- Amanecer Community Counseling Center, 213-481-7464
- Ness Counseling Center, 310-360-8512
- Los Angeles Unified School Mental Health, 323-730-1920 x5005

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.

Oral Health Assessment

Students enrolled in 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 have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All students are to have completed a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in New LA may file annually with the Principal of the school in which the child is enrolled 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.

Illness

Although our staff are trained in first aid and CPR, there is no school nurse at New LA. Since New LA does not have a sick bay or adequate staff to care for sick students, any student not well enough to participate in the classroom or who exhibits symptoms of illness will be sent home. This is not only in the best interest of the student, but serves as protection for the other students as well. Before returning to school, your child should be fever free for at least 24 hours (including low-grade). Your child may be contagious when running a fever.

New LA will adhere to all safety protocols contained in state and local department of health guidance regarding management of infectious disease, including but not limited to COVID-19.

Immunizations

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry. Any student who does not have a complete vaccination record or whose vaccines are overdue will be excluded from attendance resulting in unexcused absences which will count toward truancies. For more information on the required immunizations and recommended schedules go to https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx.

Unconditional Admission

Any pupil whose parent or guardian has provided documentation of any of the following for each immunization required for the pupil's age or grade as defined in the table above:

- Receipt of immunization
- A permanent medical exemption
    - Please note: personal beliefs exemptions are only valid if filed in CA prior to 2016. Such an exemption would then only remain valid until enrollment in the next grade span, or in a new school/LEA.

Conditional Admissions

Any pupil who lacks documentation for unconditional admission will be given conditional admission if the pupil has:

- Commenced receiving doses of all the vaccines required for the pupil's grade and is not currently due for any doses at the time of admission OR
- A temporary medical exemption from some or all required immunizations (In accordance with 17 CCR sections 6050-6051 and Health and Safety Code sections 120370-120372)

Continued attendance after conditional admission is contingent upon documentation of receipt of the remaining required immunizations. CLIC will:

- Review records of any pupil admitted conditionally at least every 30 days from the date of admission,
- Inform the parent or guardian of the remaining required vaccine doses until all required immunizations are received or an exemption is filed, and
- Update the immunization information in the pupil's record.

Injuries

If your child sustains any type of major injury (e.g., a broken bone), a note from your doctor is required before your child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Call the office for details. Children with casts and splints are not allowed to participate in physical education activities, but alternative activities are arranged until the cast or splint is removed.

No Tobacco and No Controlled Substances

The goal of the New LA Tobacco/Controlled Substances Policy is to ensure that our school is drug and alcohol free. New LA is a tobacco, alcohol, and drug free campus. Possession, use, purchase or sale of tobacco or any controlled substance on campus or at a school-sponsored activity is not allowed.

- Students must turn in all prescriptions and medications to the front office for proper administration.
- Student belongings are subject to search by school officials under the LAUSD Random Search Policy.
- Students in violation of the No Tobacco and No Controlled Substances Policy will be subject to consequences including suspension and expulsion, and will be advised to participate in counseling.
- Students under the influence of any controlled substance while on campus or at a school-sponsored event will be subject to consequences including suspension and expulsion.

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 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 Principal 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, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must submit a “REQUEST FOR MEDICATION TO BE TAKEN DURING SCHOOL HOURS” form completed by the physician and bring the medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised.

If your child takes medication regularly during non-school hours, you should leave a short-term supply in the office in the event that your child needs to take it in an emergency. Please fill out the Medication Request Form and label it in red "For Emergency Use Only."

Transportation Safety

All students who are transported in a school bus 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

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

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) 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 medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, 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. You can opt out by submitting your intention in writing to the principal or an opt-out form can be made available in the front 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.

Pregnant and Parenting Students

New LA 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. New LA 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 re enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in New LA if it is necessary in order for the student to be able to complete any graduation requirements, unless New LA 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 New LA. The complaint may be filed in writing with the compliance officer:

Dr. Brooke Rios, CEO
New Los Angeles Charter School
1919 S. Burnside Ave
Los Angeles, CA 90016
brios@newlosangeles.org
323-939-6400

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 CEO.

IV. Behavioral Expectations & Student Discipline

RESPECT FOR SELF AND OTHERS: EXPECTATIONS FOR FAMILIES AND STUDENTS

The goal of the New LA mission of Respect for Self and Others is to facilitate a learning community that is safe, positive, and respectful. The school aims to meet these objectives by:

- Providing students and families with education and support;
- Stating clear standards for student behavior;
- Implementing positive reinforcement strategies and natural consequences for students who make choices that are not aligned with the school's mission.

CONDUCT AND BEHAVIOR

Academic Integrity

The goal of the New LA Academic Integrity Code is to ensure that all students have the opportunity to discover their passion for learning and uphold ethical academic standards. New LA expects all students to abide by ethical academic standards. The Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.

- Plagiarism is presenting somebody else's ideas, words or work as one's own.
- Cheating includes copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers or other unauthorized technology, during an exam or project.

The following are possible consequences for Academic Integrity poor choices:

- Parent notification
- Loss of privileges
- Record of behavior in Dean's List and in student's cumulative file

New LA Expectations for Students

These are the behavior expectations all New LA students are expected to follow in order to reflect our three mission pillars.

Expectations	Hallways	Restrooms	Cafe/Triangle	Classrooms	All Settings
Passion for Learning	I will walk directly and quietly to class I will not disturb the learning environment I will hold materials and supplies correctly	I will return to class promptly I will record my restroom usage in my planner I will limit my restroom usage during class periods	I will participate in group activities to the best of my ability I will practice healthy eating and movement	I will come to class with my materials I will have a growth mindset to stay engaged during class I silently raise my hand before contributing to class discussions	I keep a growth mindset I will keep my personal technology away and in my backpack I will engage my family and community in my learning I will manage my time to be at school at the start of the day and remain until the end
Respect for Self and Others	I will keep hands and feet to myself and stay to the right I will use appropriate language I will be mindful of my personal space and the personal space of others	I will keep the bathroom clean for my health and the health of others I will report any issues or concerns that I see to an adult I will keep all of my personal belongings outside of the restroom (backpack & phone)	I will use my language and body appropriately I will play safely be a team player I will respect staff when being redirected	I will use appropriate language I will give my attention to the speaker I will encourage my classmates	I will take care of myself by sleeping, eating and doing activities I enjoy I will use my language and body appropriately I will respect others by following the directions given

Engagement in the community	If I see something I will do or say something I will have my hall pass visible when traveling through campus	If I see something I will say something I will ensure that my hall pass is visible when going to the restroom	I will clean up after myself I will help maintain a clean environment I will ensure that everyone is included and no one feels left out	I will report any issues or concerns to an adult I will use school materials and technology appropriately	I will be helpful and will use my time to better my communities I will keep my environment clean I will follow dress code with my hood off and uniform on

Responses to Behavior and Consequences

These are the behavior matrixes that staff will use to determine responses to student behavior. They include most, but not all, undesired behaviors and their possible consequences.

Classrooms

Level I: Off-task Behaviors These misbehaviors require minimal teacher response or interventions ● Student is calling out answers ● Student is talking with their peers during instruction or independent work ● Student is wandering the classroom without permission ● Student is distracting peers ● Student is not following instructions and class norms ● Technology is visible	**Corrective Responses**: Teacher's response to Level I misbehaviors ● Teacher issues a warning ● Teacher respectfully provides redirection ● Teacher acknowledges and compliments students who are following expectations ● Proximity control ● Teacher moves student's seat
Level II: Disruptive Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Student is continuing to display Level I misbehaviors ● Student uses offensive language ● Student makes obscene gestures ● Student argues and is disrespectful to adults ● Student continues to not follow directions	**Corrective Responses:** Teacher's responses and consequences to Level II misbehaviors ● Student loses privileges ● Student accompanies teacher to contact parent/guardian ● Conflict resolution involving students ● Student moves to a different location in the

after redirection from teacher ● Student is teasing other students ● Student is using personal technology during class	classroom to reset (calm corner) ● Teacher reports behavior on Dean's List ● Teacher acknowledges and compliments students who are following expectations
Level III: Persistent Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Student vandalizes school property ● Student is bullying ● Student is consistently defiant and hostile towards peers and adults ● Student is showing aggressive and threatening behavior ● Students continue to use their personal technology despite repeated reminders from teachers	**Corrective Responses:** Adult's responses and consequences to Level III misbehaviors ● Administration contacts parents/guardians ● Student cleans up and repairs any damages ● Student reflection meeting with teacher and counselor ● Implementation of behavior plan ● Referral in Dean's List⟶ warrants meeting with admin, teachers, parents, and students with discussion of which privileges are revoked
Level IV: Severe and Dangerous Behaviors These misbehaviors need the most intense interventions that require students to be removed from the classroom or school setting. ● Student is carrying any weapons or firearms ● Student is physically assaulting other students or adults ● Student is in possession of drugs or alcohol or controlled substance (i.e. medication-medications must be administered in the office by staff) ● Student is participating in any form of sexual assault or harassment	**Corrective Responses:** Adult's responses, consequences, and interventions to level IV misbehaviors ● Administrator will be contacted immediately Consequences can include and are not limited to: ● Loss of privileges (outdoor education) ● Meeting with student, parent, teacher, and administration ● Suspension (In or out of school) ● Implementation of safety plan before returning to the school ● Expulsion

Hallways

Level I: Off-task Behaviors These misbehaviors require minimal teacher response or interventions ● Student is screaming ● Student is talking with their peers instead of walking to class ● Student is wandering around the hallways or using non-permitted areas (i.e back stairwell or office hallway) ● Student is distracting peers in other classrooms or deterring them from entering class ● Student is not following instructions and hallway norms ● Student is throwing objects ● Personal technology is visible	**Corrective Responses**: Teacher's response to Level I misbehaviors ● Staff issues a warning ● Staff respectfully provides redirection ● Staff acknowledges and compliments students who are following expectations ● Proximity control
Level II: Disruptive Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Student is continuing to display Level I misbehaviors ● Student uses offensive language ● Student makes obscene gestures ● Student argues and is disrespectful to adults ● Student continues to not follow directions after redirection from staff ● Student is teasing other students ● Student is continuously on personal technology in hallway	**Corrective Responses:** Teacher's responses and consequences to Level II misbehaviors ● Student loses privileges ● Student accompanies teacher to contact parent/guardian ● Conflict resolution involving students ● Staff reports behavior on Dean's List ● Staff acknowledges and compliments students who are following expectations
Level III: Persistent Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Student vandalizes school property ● Student is bullying ● Student is consistently defiant and hostile towards peers and adults ● Student is showing aggressive and threatening behavior ● Students continue to use their personal technology despite repeated reminders from staff	**Corrective Responses:** Adult's responses and consequences to Level III misbehaviors ● Administration contacts parents/guardians ● Student cleans up and repairs any damages ● Student reflection meeting with teacher and counselor ● Implementation of behavior plan
Level IV: Severe and Dangerous Behaviors	**Corrective Responses:**

These misbehaviors need the most intense interventions that require students to be removed from the classroom or school setting. ● Student is engaging in unsafe behavior ● Student is carrying any weapons or firearms ● Student is physically assaulting other students or adults ● Student is in possession of drugs or alcohol ● Student is participating in any form of sexual assault or harassment	Adult's responses, consequences, and interventions to level IV misbehaviors ● Administrator will be contacted immediately Consequences can include and are not limited to: ● Loss of privileges (outdoor education) ● Meeting with student, parent, teacher, and administration ● In-school suspension ● Implementation of safety plan before returning to the school

Restrooms

Level I: Off-task Behaviors These misbehaviors require minimal teacher response or interventions ● Going to the restroom in between passing periods ● Not having a hallway pass ● Student leaves without having planner signed ● Not reporting an issue or concern to an adult	**Corrective Responses**: Teacher's response to Level I misbehaviors ● Teacher issues a warning ● Teacher respectfully provides redirection ● Teacher acknowledges and compliments students who are following expectations ● Proximity control
Level II: Disruptive Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Continuing to represent Level I behaviors ● Loitering in the bathrooms instead of heading class ● Being loud and not using the restroom ● Using your cellphone in the bathroom ● Not reporting an unsafe and serious issue to an adult	**Corrective Responses:** Teacher's responses and consequences to Level II misbehaviors ● Student loses privileges ● Student accompanies teacher to contact parent/guardian ● Conflict resolution involving students ● Student moves to a different location in the classroom to reset (calm corner) ● Teacher reports behavior on Dean's List ● Teacher acknowledges and compliments students who are following expectations

Level III: Persistent Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Not following any instruction an adult gives you ● Asking every period to go to the restroom ● Continues to display Level II behaviors	**Corrective Responses:** Adult's responses and consequences to Level III misbehaviors ● Administration contacts parents/guardians ● Student cleans up and repairs any damages ● Student reflection meeting with teacher and counselor ● Implementation of behavior plan
Level IV: Severe and Dangerous Behaviors These misbehaviors need the most intense interventions that require students to be removed from the classroom or school setting. ● Vandalizing the bathroom ● Student is carrying any weapons or firearms ● Student is physically assaulting other students or adults ● Student is in possession of drugs or alcohol or controlled substance (i.e. medication-medications must be administered in the office by staff) ● Student is participating in any form of sexual assault or harassment	**Corrective Responses:** Adult's responses, consequences, and interventions to level IV misbehaviors ● Administrator will be contacted immediately ● Consequences can include and are not limited to: ● Loss of privileges (outdoor education) ● Meeting with student, parent, teacher, and administration ● Potentially needs an escort to the bathroom ● In-school suspension ● Implementation of safety plan before returning to the school

Cafe/Triangle

Level I: Off-task Behaviors These misbehaviors require minimal teacher response or interventions ● Student is using personal technology ● Student is not following directions given ● Not cleaning the area ● Student is misusing school equipment (i.e. kicking a ball on the roof) ● Loitering in the cafe bathrooms instead of heading class ● Not reporting an unsafe and serious issue to an adult ● Entering restricted areas ● Student uses offensive language	**Corrective Responses**: Teacher's response to Level I misbehaviors ● Staff issues a warning ● Staff respectfully provides redirection ● Staff acknowledges and compliments students who are following expectations ● Proximity control

● Student makes obscene gestures ● Student argues and is disrespectful to adults	
Level II: Disruptive Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Continuing to represent Level I behaviors ● Continues to not follow staff directions after reminder	**Corrective Responses:** Teacher's responses and consequences to Level II misbehaviors ● Student loses privileges ● Student accompanies staff to contact parent/guardian ● Conflict resolution involving students ● Staff reports behavior on Dean's List ● Staff acknowledges and compliments students who are following expectations
Level III: Persistent Behaviors These misbehaviors interfere with instruction and require a more directive response from teacher ● Continuing to represent Level I behaviors even after corrective responses ● Continues to not follow staff directions after reminder ● Student vandalizes school property ● Student is bullying ● Student is consistently defiant and hostile towards peers and adults ● Student is showing aggressive and threatening behavior ● Students continue to use their personal technology despite repeated reminders from staff	**Corrective Responses:** Adult's responses and consequences to Level III misbehaviors ● Administration contacts parents/guardians ● Student cleans up and repairs any damages ● Student reflection meeting with staff and counselor ● Implementation of behavior plan ● Referral in Dean's List→ warrants meeting with admin, staff, parents, and students with discussion of which privileges are revoked
Level IV: Severe and Dangerous Behaviors These misbehaviors need the most intense interventions that require students to be removed from the classroom or school setting. ● Student is engaging in unsafe behavior ● Students leaves the school property ● Student is carrying any weapons or firearms ● Student is physically assaulting other students or adults ● Student is in possession of drugs or alcohol or controlled substance (i.e. medication-medications must be administered in the office by staff)	**Corrective Responses:** Adult's responses, consequences, and interventions to level IV misbehaviors ● Administrator will be contacted immediately Consequences can include and are not limited to: ● Loss of privileges (outdoor education) ● Meeting with student, parent, teacher, and administration ● In-school suspension ● Implementation of safety plan before

• Student is participating in any form of sexual assault or harassment	returning to the school

Support for Students

Students receive the following support to help them make good choices and understand the expectations at New LA Charter:

- Advisory Program
  - *Respect for Self and Others Agreement* is discussed in-depth during advisory
  - Students participate in discussions and activities to clarify expectations throughout the year
  - Students will participate in community-building activities including restorative and practices
- Sex Education by More Than Sex Ed
- Bullying and Harassment Education
- Drug and Alcohol Education
- Online Safety and Digital Citizenship workshops
- Mental Health and Suicide Prevention

The school also provides parent education sessions with specialists on adolescent health and development. For more information, please contact the main office.

Safe Campus/Zero Tolerance

The goal of the New LA Safe Campus Code is to ensure that our campus stays safe. There will be no tolerance for students who willfully endanger the safety of our community by:

- Possession, sale or otherwise furnishing a firearm, explosive or other destructive device
- Brandishing a knife
- Selling controlled substances
- Committing or attempting to commit sexual assault or battery

Students who violate the Safe Schools Code will be automatically suspended for five days and may be recommended for expulsion.

New LA is committed to using restorative practices such as discussion circles and conflict mediation as ways to help students learn from poor choices. These practices are intended to complement our progressive discipline policies and will be implemented whenever possible.

Hate Speech and Hate Crime Policy

New LA believes that it is our responsibility as an organization to create a safe space for all students. When a member of our school community experiences acts of hate, racism, and discrimination, having a thoughtful, meaningful, and timely response is our collective responsibility. This protocol is a detailed plan for response to any incident regarding hate, racism, and discrimination coming from a student.

When acts of hate and/or discrimination occur, New LA Schools staff will:

1. Stop the harmful behavior

2. Ensure the physical and psychological safety of those impacted by the act/incident
    - Provide a safe physical place for each individual by separating students, and if appropriate everyone involved
    - Maintain privacy and confidentiality.
    - The emergency response team (principal and assistant principal of each site) will be activated immediately when warranted
    - Let all individuals involved know they are cared for; wisdom, firmness, and understanding should be utilized, centering on the victim's comfort first
    - Address the offending individual with a calm firmness that sets the foundation for restorative practices

3. Denounce the act clearly, directly, and as immediately as possible
    - A clear and direct message should be given to all people involved as soon as possible. This will include the following language and main points:
        - Name the behavior and state that it is unacceptable
        - Explain why the behavior is unacceptable by discussing why acts of hate, racism, and discrimination are wrong. Emphasize: "Our school stands for the safety and inclusion of all students."
        - Explain there will be follow up and an investigation of what happened
        - Communicate that staff and administrators will work together and create a plan to make all feel safe and begin repairing the school community
        - Empower the bystanders with appreciation if they were supportive to the student who was harmed or with information about how to act in the future

4. Report the incident to an administrator if they were not immediately activated
    - At New LA Schools, hate speech is always a referral to administration
    - The timeliness of reporting an incident is of the utmost importance to not only the investigation of the incident, but to address the needs of those harmed
    - When you become aware of an incident:
        - If a student's response to the incident requires immediate separation, call for administration to resort to where the incident took place
        - If it makes more sense, separate the student that was harmed, and report the incident to administration at the end of that period

5. Investigate the incident
    - All investigations may include interviewing involved parties, obtaining and reviewing evidence and gathering written statements
    - Administrators will meet with all individuals involved that have witnessed or responded to the incident to determine the impact and use a restorative practice framework as part of the investigation process
    - Both the offender(s), victim(s) and their families will be invited to and prepared for participation in restorative circles when appropriate

- Building administrator(s) are responsible for determining the outcomes of the investigation, whether or not they are confirmed or unfounded

6. Create an action plan that supports all affected individuals
   - Plans will be implemented for individual and group support for a restorative intervention as needed. The goal of this plan is to teach and build empathy to prevent future incidents as well ensure the safety of the targeted individual. When willing, the targeted individual and family will give input about what they need to feel safe. The action plan will be communicated with staff members involved.
   - Seek to repair harm and promote healing. Staff and administrators will develop a plan for the offending individual to address and begin to repair any harm done. They will choose or be assigned an action to work on repairing harm from the Hate Speech Restorative Action Menu.
   - Use resources from Restorative School Communities, including, but not limited to
     - Restorative practices guidelines and protocols (most importantly, with the students involved in the incident.)
     - Individual contracts for behavior
   - W plan for the student that was harmed will also be put in place and might include:
     - Physical separation
     - Counseling
     - Participation in restorative conversations
     - Option to give input into consequence or response toward the harm doer

7. Provide clear and timely communication
   - To bring closure to the immediate incident and lay a foundation for next steps, clear and timely communication to stakeholders is essential
   - Guidelines for communication:
     - Determine who is the target audience of the communication
     - Create a unified, coherent message to share with all affected members of the school community
     - Administrators will:
       - Collaborate with a diverse group of staff when developing community correspondence to ensure clarity of message; prepare for this collaboration in advance by having networks that include the different targeted groups referenced throughout this protocol
     - Communicate with stakeholders. In communicating with stakeholders, focus on communicating the District's commitment to equity, affirming student identity, safety, repairing harm, and community.

Restorative Practices at New LA Schools

At New Los Angeles Schools we use Restorative Practices to build and sustain a culture of kindness, respect, responsibility, and justice. This is achieved through emphasizing the importance of relationships, building community, maintaining safety, and repairing relationships when harm has occurred. We work to ensure that

those harmed have a voice and are able to rebuild their sense of safety while holding the person who caused harm accountable and implementing logical consequences.

When students cause harm including but not limited to:

- Not following co created expectations
- Bullying other students (including virtually)
- Using hate speech or inappropriate language
- Showing disrespect to other members of our community, be it peers or adults
- Disrupting the learning environment
- Engaging in academic dishonesty
- Failing to follow procedures that are in place for safety reasons (bathroom, halls, cafe, etc.)
- Causing verbal or physical harm
- Disrespecting physical environment (littering, gum, breaking things on purpose, stealing)
- Skipping class

We believe consequences for behavior should be an opportunity for learning and growth and to restore harm, therefore we will respond with one or more of the following based on the individual situation:

- Required reflection about the impact of the harm they caused
- One to one Teacher student conversations and reminders of agreements
- Participation in peer circles where students discuss they harm they caused and how it can be repaired
- Asking the student to come up with a plan of action to repair the harm caused based on guidance by the counselor or an administrator
- Working with the student to decide on a logical consequence that directly addresses the harm that they caused based on guidance by the counselor or an administrator
- Participate in activities to help the student strengthen relationships with staff and peers
- Participate in a mediation circle where they are in conversation with all people affected, including students, families, staff
- Participate in activities to develop their social skills and conflict resolution skills
- Participate in reentry circles if they were temporarily suspended from campus as a result of their behavior
- Participate in purposeful conversation with administration and their caregivers, giving caregivers a voice in how we can ensure every person involved can again feel safe
- With administrator, create a behavior contract with clear consequences if it is not followed

It is important to note that the person or people who were harmed will receive the support necessary in order to ensure they feel safe in our community. They may have a voice in many of the above processes and may be asked to participate in circles and to share ideas about what they would need to happen in order to feel safe and happy in our space.

    - Restorative practices include responding to each situation specifically. This means that choices will be made depending on the details of every situation, but will always prioritize ensuring

that those harmed are supported and that the person who caused the harm does the heavy lifting when it comes to reflecting and taking action to repair the harm through a logical consequence and reenter safely into our community.

Suspension and Expulsion

New LA teachers and staff make every effort to help students understand and accept the responsibility for making choices that are not aligned with the expectations for student behavior. When a student chooses to engage in behaviors that are not in line with the mission of the school, New LA may need to implement suspension or expulsion procedures. The full Suspension and Expulsion Policy is available in the Charter on the school's website and in the main office.

V. Student Policies and Procedures

Nutritional Guidelines

New LA is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students in grades 6-8 will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages served at school meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school provides nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services. New LA does not allow non-nutritional snacks (candy, soda, hot chips) unless provided by the school for a special event. **Parents/guardian are strongly encouraged to support the Charter School's nutrition education efforts by considering nutritional quality when selecting any snack or lunch they provide.**

National School Lunch Program: Free and Reduced-Price Meals

New LA participates in the National School Lunch Program. Applications for free or reduced-price meals are included in summer mailing to all families and can also be obtained on New LA website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office. New LA will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day.

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

Student Phone/Tech Policy and Guidelines

New Los Angeles Charter School X Yondr

Phones are not to be used during school. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

DAILY PROCESS

As students **Arrive to School**, they will:

1) Turn their phone off.

2) Place their phone inside their Pouch and secure it in front of school staff.
3) Store their Pouch in their backpack for the day.

At the end of the day, students will unlock their Pouch at a school provided base, remove their phone and put their Pouch in their backpack. Students must bring their Pouch to school with them each day.

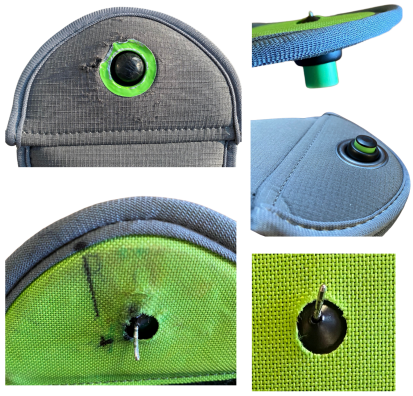
*Students arriving late or leaving early will pouch/unpouch their phones in the New LA Main Office.

VIOLATIONS

Pouch Damage / Lost Pouch / Using Phone During School

- If a student damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home for a:
  - **Parent Pickup**
  - $5 fee for replacement pouch
  - Repeated violations will result in a parent meeting

Examples of damage:



- Deep scratches on the globe and on the green ring around it
- Intentional pen marks on the inside of the Pouch
- Bent pins
- Pin and button not fully recessing, due to pin damage

Forgotten Pouch

If a student forgets their Pouch, **their phone will be collected and Admin will call home to remind the Parent of the policy**. The phone will be returned to the student at dismissal.

If a student consistently forgets their Pouch, it is considered Lost. **Refer to the Lost Pouch policy above**. A parent meeting will be required for frequent reminders.

The following are approved times for student cell phone use:

- Off campus before or after school (NOT in New LA sponsored after school program)
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.

- When a teacher or administrator of the Charter School grants permission to a student to possess or use a personal electronic device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a personal electronic device is necessary for the health or well-being of the student.
- When the possession or use of a personal electronic device is required in a student's individualized education program ("IEP").

Students who choose to use electronic devices at inappropriate times or in inappropriate ways will be required to turn them in to New LA staff. Parents must arrange an appointment with the assistant principal to discuss the situation and retrieve the electronic devices.

This policy includes the use of all personal technology devices (iPads, smart watches, tablets, etc).

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

Lost or Damaged School Property

If a student willfully damages New LA'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, Charter School may withhold the student's grades and transcripts 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, 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 will be released.

Hall Passes

The goal of the New LA Hall Pass Policy is to minimize interruptions to instructional time. Whenever possible, students are encouraged to use the restroom during independent work time. In the event that a student does need to leave class during instructional time, the student will:

- Ask permission from his or her teacher;
- Sign-out in their planner with teacher signature
- Take the New LA approved hall pass;
- Return promptly to class and sign back in

Student Fundraising

New LA expects students to adhere to the following guidelines for selling items on campus:

- Students wishing to sell items or solicit donations must first seek approval from the Assistant Principal.
- Students may not sell items for personal gain, including food, school supplies or other goods.

- School sponsored organizations (Student Council, Parent Booster Club) may organize student sales and fundraisers in collaboration with teachers/advisors and administrators.

School Socials and Dances

Students must be present at school the day of a school-sponsored social or dance to attend.

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. New LA 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 LAUSD SELPA. These services are available for special education students enrolled at New LA. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. New LA 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, New LA is responsible for identifying, locating, and evaluating children enrolled at New LA 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. New LA 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 the Director of Special Education and Student Services at 323-939-6400.

Section 504

New LA 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 New LA. 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 New LA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Director of Special Education and Student Services. A copy of New LA'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:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to New LA.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "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 New LA from another Local Educational Agency ("LEA"), either within California or from another state, in order 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. "Currently Migratory Child" 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.

5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Terrence Wright
Assistant Principal
1919 S. Burnside Ave., Los Angeles, CA 90016
twright@newlosangeles.org
323-939-6400

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: New LA will work with foster youth and their parent 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 their best interest. New LA will immediately enroll a foster youth, currently migratory child or child of a military family seeking re enrollment in New LA as the student's school of origin (subject to New LA's capacity and pursuant to the procedures stated in New LA's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in New LA as the school of origin, the foster youth has the right to remain in New LA pending the resolution of the dispute. New LA will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to New LA (subject to New LA's capacity and pursuant to the procedures stated in New LA'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.

Acceptance of Course Work: New LA 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.

New LA 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, New LA shall not require the student to retake the portion of the course the student completed unless New LA, 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 New LA 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"), New LA shall provide these student records within two (2) business days. New LA shall compile the complete educational record of the pupil, 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 pupil'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.

New LA 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 in 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 New LA.

In accordance with New LA's Educational Records and Student Information Policy, under limited circumstances, New LA 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 parental consent.

Discipline Determinations: If New LA intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, New LA 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 New LA 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, New LA 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 New LA'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 New LA, a copy of New LA'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 due to economic hardship. 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 New LA Liaison.

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

Terrence Wright
Assistant Principal
1919 S. Burnside Ave., Los Angeles, CA 90016
twright@newlosangeles.org
323-939-6400

New LA 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.

2. Homeless students enroll in and have a full and equal opportunity to succeed at New LA.

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 New LA, 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, New LA'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. New LA 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 New LA 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/

Acceptance of Course Work: New LA 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.

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

For any homeless student who enrolls at New LA, a copy of New LA'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.

Student Records, including Records Challenges and Directory Information

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

1. The right to inspect and review the student's education records within 5 business days after the day New LA receives a request for access. Parents or eligible students should submit to the New LA Main Office a written request that identifies the records they wish to inspect. New LA 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 New LA to amend a record should write New LA's Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If New LA decides not to amend the record as requested by the parent or eligible student, New LA 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 New LA decides to amend the record as requested by the parent or eligible student, the Principal 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 New LA 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 New LA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on New LA's Board of Directors. A Charter School official also may include a volunteer or contractor outside of New LA who performs an institutional service or function for which New LA 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, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another 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, New LA 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 New LA 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 New LA 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 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 New LA 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, New LA 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. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, 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 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 New LA 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 Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by 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 Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's prior written consent. New LA 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
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. 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 New LA to disclose directory information from your child's education records without your prior written consent, you must notify New LA in writing at the time of enrollment or re-enrollment. Please notify the Principal. A copy of the complete Policy is available upon request at the main office.

Uniform Complaint Procedure ("UCP")

New Los Angeles Charter School ("Charter School") complies with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope:

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
   b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
      i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
      ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
      iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
   c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides

evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
(5) 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.
(6) 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.

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

<u>Compliance Officer</u>

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

Brooke Rios, Executive Director
New Los Angeles Charter School
1919 S. Burnside Ave.
Los Angeles, CA 90016
323-939-6400

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

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

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with 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 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 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 New LA's written Decision, except if 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 Charter School, a copy of 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. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in Charter School's Decision is inconsistent with the law.

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

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

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

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

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, 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 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 New LA has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 CCR § 4622.

A copy of the full UCP shall be available upon request free of charge in the main office and on the school's website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Main Office.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the 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 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 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.

VI. Appendix – Complete Policies

PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY

Adopted/Ratified: August 1, 2020
Revision Date: August 1, 2020

Employee Code of Conduct

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism with children, parents, prospective parents, co-workers and the community. Attitudes are the most important facet of each employee's presentation of the School to the public. Employees must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as we treat our most pleasant ones. No staff member is expected to take abuse from anyone. Abusive treatment should be referred to the Executive Director or Principal immediately.

New LA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. **Examples of PERMITTED actions (NOT corporal punishment)**
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. E**xamples of PROHIBITED actions (corporal punishment)**
   1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.

(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Suicide Prevention Policy

Board Policy #: 1003
Adopted/Ratified: Oct. 12, 2020
Revision Date: Oct. 12, 2020

The Board of Directors of New Los Angeles Charter School ("New LA" or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with New LA and community stakeholders, mental health professionals from partner organizations, administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating New LA's strategies for suicide prevention and intervention. New LA must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, New LA shall appoint an individual (or team) to serve as the suicide prevention point of contact for New LA. The suicide prevention point of contact for New LA and the Head of Schools shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

New LA, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings are developed under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

a. Suicide risk factors, warning signs, and protective factors.
b. How to talk with a student about thoughts of suicide.
c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    i. Youth affected by suicide.
    ii. Youth with a history of suicide ideation or attempts.
    iii. Youth with disabilities, mental illness, or substance abuse disorders.
    iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    vi. Youth who have suffered traumatic experiences.

4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

a. The impact of traumatic stress on emotional and mental health.
b. Common misconceptions about suicide.
c. Charter School and community suicide prevention resources.
d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
e. The factors associated with suicide (risk factors, warning signs, protective factors).
f. How to identify youth who may be at risk of suicide.
g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on New LA guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on New LA guidelines.
h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
j. Responding after a suicide occurs (suicide postvention).
k. Resources regarding youth suicide prevention.
l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of New LA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the New LA Web page and included in the family handbook.

3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

5. A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, New LA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with New LA and is characterized by caring staff and harmonious interrelationships among students.

New LA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

New LA's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding New LA's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

New LA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Intervention and Emergency Procedures

New LA designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Assistant Principal

2. Principal

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at New LA or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred.
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
    e. Moving all other students out of the immediate area.
    f. Not sending the student away or leaving him/her alone, even to go to the restroom.
    g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
    h. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, New LA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, New LA may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at New LA.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the New LA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in New LA's safety plan. After consultation with the Principal or

designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. New LA staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the New LA campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like New LA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The Executive Director shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in New LA activities to notify a teacher, New LA administrator, psychologist, New LA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. New LA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. New LA shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Head of Schools to:

a. Confirm death and cause.
b. Identify a staff member to contact deceased's family (within 24 hours).
c. Enact the Suicide Postvention Response.
d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:
    a. Notification (if not already conducted) to staff about suicide death.
    b. Emotional support and resources available to staff.
    c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
    d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:
    a. Review of protocols for referring students for support/assessment.
    b. Talking points for staff to notify students.
    c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior.

5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death.

7. Consider funeral arrangements for family and school community.

8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.

10. Include long-term suicide postvention responses:
    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. New LA will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

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 New Los Angeles Charter Schools ("New LA" or "Charter School") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

New LA 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.[1] New LA will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in New LA's education programs or activities on or after August 1, 2024 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 New LA 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 New LA Title IX Coordinator, the Office 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 New LA. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by New LA to provide an aid, benefit, or service under New LA's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or

[1] New LA 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.

denies a person's ability to participate in or benefit from New LA's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access New LA's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within New LA's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in New LA's education program or activity.

- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Dating violence, meaning violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - The length of the relationship;
    - The type of relationship; and
    - The frequency of interaction between the persons involved in the relationship.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
  - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
  - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - Shares a child in common with the victim; or
  - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for the person's safety or the safety of others; or
  - Suffer substantial emotional distress.

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

Examples of conduct that may fall within the Title IX definition of sex-based harassment, 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 a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in New LA's education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) New LA's Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in New LA's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to New LA that objectively can be understood as a request for New LA to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of New LA whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom New LA has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated New LA's prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to New LA's education program or activity, including measures that are designed to protect the safety of the parties or New LA's educational environment; or (2) provide support during New LA's grievance procedures or during an informal resolution process.

Title IX Coordinator

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

Kate O'Brien
Chief of Schools
kobrien@newlosangeles.org
323-556-9500

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

New Los Angeles Charter School
Terrence Wright
Assistant Principal
twright@newlosangeles.org
323-939-6400

New Los Angeles Charter Elementary
Jasmin De Main
Assistant Principal
jdemain@newlosangeles.org
323-556-9500

City Language Immersion Charter
Rosa Manzo
Assistant Principal

rmanzo@newlosangeles.org
323-373-3013

The Coordinator is responsible for coordinating New LA's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure New LA's consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

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 Head of Schools, 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. New LA 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

New LA 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

New LA 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 complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes New LA from requiring an employee or other person authorized by New LA to provide aid, benefit, or service under New LA's education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees
Contact information for the confidential employees at New LA, if any, can be found on the New LA website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination
When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;

- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether New LA could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents New LA from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within New LA's education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or New LA's educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact Dr. Brooke Rios, CEO (brios@newlosangeles.org), who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of New LA's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under New LA's Title IX grievance procedures, New LA may offer an informal resolution process to the parties. New LA does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by New LA for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. New LA will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

New LA has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in New LA's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

New LA requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

New LA will treat complainants and respondents equitably. New LA presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

New LA may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

New LA allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

New LA will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

New LA will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, New LA will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

New LA may dismiss a complaint if:

- New LA is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in New LA's education program or activity and is not employed by New LA;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and New LA determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- New LA determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, New LA will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable New LA policy.

Appeal of a Dismissal
If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations
Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:
- New LA's grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to New LA;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if New LA provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

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

New LA may remove a respondent from New LA's education program or activity on an emergency basis, in accordance with New LA's policies, provided that New LA undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination 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 IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. New LA has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination 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 or considered, except by New LA to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless New LA obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

New LA will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

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 fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility
Should a party find New LA's determination unsatisfactory, the party may, within five (5) business days of notice of New LA's determination, submit a written appeal to the Chief Executive Officer, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

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 the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision 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 may be subject to disciplinary action up to and including expulsion from New LA or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by New LA including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within New LA's education program or activity.

No party, witness, or other person participating in New LA's grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on New LA's determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

New LA will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the New LA employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to New LA's education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of New LA's obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide New LA's Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any New LA leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, 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.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

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 employees, Coordinators and designees, investigators, decisionmakers, facilitators of the informal resolution process, and other persons who are responsible for implementing New LA's grievance procedures or have the authority to

modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

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

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions New LA took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. New LA will make these training materials available upon request for inspection by members of the public.

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

NEW LOS ANGELES CHARTER SCHOOLS

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 New LA 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

<u>To be completed by New LA</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

<u>HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY</u>

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, New Los Angeles Charter Schools ("New LA or "Charter School") 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 historically 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 association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, New LA 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. New LA 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 New LA does business, and all acts of New LA's Board of Directors ("Board") in enacting policies and procedures that govern New LA.[3]

New LA 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:

[3] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

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

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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - 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.
    - 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.
    - 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.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "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] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- 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

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

Cyberbullying Prevention Procedures
New LA advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- 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.
- To consider how it would feel receiving such comments before making comments about others online.

New LA informs its employees, students, and parents/guardians of New LA’s policies regarding the use of technology in and out of the classroom. New LA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

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

New LA 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.

New LA’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.

New LA informs New LA 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
New LA 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 New LA employees who have regular interaction with students.

New LA 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

New LA also informs certificated employees about the groups of students determined by New LA 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.

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

Complaint Procedures

Scope of the Complaint Procedures

New LA 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:

- Are written and signed;
- 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
- Submitted to the New LA 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.

New LA 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 New LA's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of New LA's Title IX Policy and UCP is available on the school website, family handbook and by request in the main office.

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 of Schools (or the Secretary of the Board if the complaint is against the Chief of Schools) 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 New LA 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 of Schools, 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.

New LA 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 New LA on a case-by-case basis.

New LA 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 of Schools 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 of Schools 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 of Schools or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Chief of Schools, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at New LA 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 New LA or termination of employment.

Right of Appeal
Should a complainant find New LA's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of New LA's decision or resolution, submit a written appeal to the CEO, 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.

NEW LOS ANGELES CHARTER SCHOOLS

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 New LA 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.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by New LA:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Classroom-based Attendance Policy

It is the intent of the Governing Board of the New Los Angeles Charter School ("Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Definitions

- "*Tardy*": Students shall be classified as tardy if the student arrives after 8:00am.

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

- "*Truant":* Students shall be classified as 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 Principal or designee.

- "*Habitual Truant*": Students 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*": Students 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.

- *"School Attendance Review Team ("SART"):* The SART panel will be composed of The Head of Schools, Principals from Elementary and Middle School, Community Advocate and Counselor. The SART panel will discuss the absence problem with the 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 shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract 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 contract:

        a. Parent/guardian to attend school with the child for one day
        b. Student retention
        c. After school detention program
        d. Required school counseling
        e. Loss of field trip privileges
        f. Loss of school store privileges
        g. Loss of school event privileges
        h. Mandatory Saturday school
        i. Required remediation plan as set by the SART
        j. Notification to the 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.

Excused Absences for Classroom Based Attendance
Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
    a. Students in grades 7-8, 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. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
    a. "Immediate family" shall be defined as mother, father, grandmother, grandfather,
    b. spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living
    c. in the student's household.
5. Observation of a religious holiday or ceremony.
6. Participation in religious instruction or exercises (for no more than four school days per month).
7. To permit the pupil to spend time with an immediate family member who is an active duty member of the or uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School superintendent of the school district. and for the pupil to spend time with family when the family has been deployed to a combat zone or combat support position.
8. Attendance at the pupil's naturalization ceremony to become a United States citizen.
9. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
10. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks
11. 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).
12. Authorized at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. 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.
14. 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.

15. Appearance in court.
16. For the purposes of jury duty in the manner provided for by law.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from parent/guardian, parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
    a. Name of student;
    b. Name of parent/guardian or parent representative;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
    a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for Students in grades 7-8, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Students who are absent are expected to email their teachers or call a class buddy for assignments. Missed work must be made up. Taking a student out of school for vacations is not encouraged.

Unexcused Absences/Truancy for Classroom Based Attendance

Students shall be classified as truant if the student is absent from school without a valid excuse three 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 occasions in one school year, or any combination thereof. Such students

shall be reported to the Principal or designee. In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

The Principal, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Students who are late for an academic class will have consequences as determined by the classroom teacher. Consequences may include, but are not limited to, loss of privileges or referral to meet with the teacher after school in detention. Any student(s) who chooses to skip a class, including advisory, may be subject to a Conference with the assistant principal and parents to discuss the situation.

If a student is late, he/she must report to the office (with a parent or guardian when possible) for a tardy slip. All tardy arrivals are recorded and will be reported on progress reports. Parents or guardians are asked to contact the school when they know their student(s) will be tardy. Students who are consistently tardy will need to make up missed work and may face the consequences of truancy outlined below.

If a student must have a prolonged absence during school time, each teacher and the principal must be notified in writing two weeks ahead of time. Without proper notification, we cannot guarantee that all classroom work will be available by the time of the student's departure. If a student is absent only part of the day, he/she must report to the office for an admission slip to class.

Student Check Out

Parents or guardians picking up students from school early must go to the office to check the student out and state the reason. The office staff will then call the class to have the student meet the parent or guardian in the office. A student must never leave the school premises early unless the parent or guardian has checked in with the office first. This is for the student's safety and we ask that you please do not bend this rule. New LA is a **closed campus** and students are not allowed to leave campus during school hours for any reason unless accompanied by an adult and signed out properly. There is a binder at the front desk where parents/guardians sign students out and back in again.

Students should not be signed out during the last 30 minutes of the school day unless there is an emergency. A parent meeting with an administrator will be scheduled for students who are habitually signed out early.

Process for Upholding the Attendance Policy

First Day of School Process : When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five 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, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster

after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. The Charter School will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
7. Upon removal, the last known school district of residence will be notified of the student's failure to attend the Charter School and the disenrollment within thirty (30) days of the disenrollment.

Truancy Process:

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal 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 Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the 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.
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the School will consult with a school counselor regarding the appropriateness of case management.
4. Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Re-classification Letter #3," and will be asked/invited to attend a meeting for parents/guardians of chronically absent students.
5. The SART panel will be composed of The Head of Schools, Principals from Elementary and Middle School, Community Advocate and Counselor. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
    a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract 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 contract:
    i. Parent/guardian to attend school with the child for one day
    ii. Student retention
    iii. After school detention program
    iv. Required school counseling
    v. Loss of field trip privileges
    vi. Loss of school store privileges
    vii. Loss of school event privileges
    viii. Required remediation plan as set by the SART
    ix. Notification to the District Attorney
c. The SART panel may discuss other school placement options.
d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
7. 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.
   If student is absent ten (10) or more consecutive school days without valid excuse and 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 the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

Removal from Charter School: No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. 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 pupil has a fair opportunity to present testimony, evidence,

and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

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 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.

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 School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

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

Nondiscrimination: 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, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Reports: The Principal, 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.

Withdrawing a Student from New LA

Anytime a student needs to be withdrawn from enrollment at New LA, please contact the office as soon as possible. You will be provided with a Withdrawal Form so that we can exit the student from our system and the new school of enrollment can claim the student.

Student cumulative records will be sent via mail once a student request is received from the new school.

New LA Uniform Guidelines

The goal of the New Los Angeles Charter School Uniform Guidelines is to create community and pride in our school's learning environment. Given these guidelines, we hope that students would feel comfortable to volunteer in the

community or meet community leaders, give a class presentation or participate in physical education activities, games and a variety of learning environments. Students have physical education every day at New LA and should be dressed for movement and comfort. **In committing to the mission of our school community, parents and students are expected to help students comply with the following guidelines. If students are in major violation of the uniform guidelines, loaner uniforms will be offered, or in extreme situations, parents will be contacted to bring replacement clothing. Students will not be kept out of class for uniform issues unless it is impacting the student's ability to learn.**

The New LA Uniform Includes:

- Navy, light blue, royal blue or gray New LA Charter Polo Shirt
- New LA T-shirt
- Long-sleeved undershirts may be worn beneath the polo or T-shirt
- Jeans or pants that are free of excessive rips, tears and are in wearable condition
- Shorts or skirts that are free of rips and tears, and are in wearable condition. Shorts and skirts should allow students to participate comfortably in daily physical education activities
- Safe, sturdy footwear that are safe at school and during physical education activities
- New LA cardigan, New LA Sweatshirt or New LA Fleece Jacket
- Students may accessorize with scarves, socks, or colored leggings

The New LA Uniform Does Not Include:

- Earbuds or headphones (unless for classroom activity) (headphones and earbuds are against our phone policy)
- Sunglasses indoors
- Any accessories that are distracting to a learning environment
- Pajamas or pajama pants, clothes that you would wear to sleep in
- A cell phone

Free Dress Days:

On Free Dress days (first Tuesday of every month or other days as designated by the school) students are not required to wear their New LA uniform; however, students are expected to uphold the following dress guidelines:

- No undergarments can be showing (no midriff, plunging necklines or low slung pants);
- Images and messages on t-shirts/sweatshirts must be appropriate for school (no reference to violence, weapons, drugs, no offensive language);
- Safe sturdy footwear (no open toes). **No Crocs.**

On themed free dress days (pajama, sports, college, etc.). students are encouraged to dress in the theme while still following the guidelines above.

Student Use of Technology Policy

The Board of Directors of New Los Angeles Charter School ("New LA" or the "Charter School") finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

- *"Educational purpose"* means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

- *"Inappropriate use"* means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Approved Use of Charter School Technology

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using New LA computers, laptops, or tablets to access the internet or online services on a New LA campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of New LA equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[5] Students are expected to follow safe practices when using Charter School technology.

New LA advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

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[5] "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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "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.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "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.
- An act of cyber sexual bullying. The term "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 of bullying. 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. The term "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.

c. 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.
d. To consider how it would feel receiving such comments before making comments about others online.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on Charter School computers with Internet access.

The Principal or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

NEW LA TECHNOLOGY EXPECTATIONS

1) Digital Citizenship: School-owned Chromebooks should be used for educational purposes and students are to adhere to the Student Use of Technology Policy and Acceptable Use Agreement and all of its corresponding administrative procedures at all times. While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

- RESPECT YOURSELF. I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.
- RESPECT OTHERS. I will show respect to others. I will not use electronic media to antagonize, bully, harass, or stalk people. I will show respect for others in my choice of websites: I will not visit sites that are degrading, pornographic, racist, or inappropriate. I will not enter other people's private spaces.

- PROTECT YOURSELF. I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.
- PROTECT OTHERS. I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
- RESPECT INTELLECTUAL PROPERTY. I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.

2) Chrome Book Classroom Rules

- Only use a Chromebook when instructed to use it.
- Know your goal/objective when using the Chromebook.
- Lower the lid when the teacher/presenter is talking.
- Only use as instructed.
- Never leave your device unattended.
- Take care of your Chromebook.
- Make sure your hands are clean before using a Chromebook.
- Always have a clean/clear desktop.
- Water bottles must stay on the floor.
- No food or drinks (besides water) allowed in the classroom.
- Transition responsibly with your Chromebook:
    - ALWAYS carry the Chromebook with TWO hands.
    - When carrying a Chromebook, WALK to and from the cart.
- Chromebooks must be kept flat on your own desk at all times once taken out.
- Do not crowd around Chromebook carts – wait for your turn.
- Plug in your Chromebook when you return it to the cart.

Technology Acceptable Use Agreement

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of New LA equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any New LA equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
    c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
    d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
    e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
    f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.

g. Conducting for-profit business.
h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. New LA encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

ACKNOWLEDGEMENT OF RECEIPT AND AGREEMENT WITH THE AUP

☐ **As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.**

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages New LA's property, including but not limited to New LA's technology, equipment and networks, or fails to return New LA's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount 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, New LA may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, New LA 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, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature: _____ Date: _____

_____For School Employees Only_____

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to students also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

VII. Caregiver Acknowledgement of Receipt

ACKNOWLEDGEMENT OF RECEIPT
OF THE NEW LOS ANGELES CHARTER SCHOOL FAMILY HANDBOOK

STUDENT NAME: _____

RECEIPT OF FAMILY HANDBOOK
I ACKNOWLEDGE that I have received a copy of the 2024-2025 New LA Family Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to understand the policies and procedures contained in the Handbook.

_____	_____	_____
Student Name (please print)	Student Signature	Date
_____	_____	_____
Parent/Guardian Name (please print)	Parent Signature	Date