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Green Dot Public Schools California

Animo Ellen Ochoa Charter Middle School

Student Policy Manual

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About this Student Policy Manual

The policies set forth in this Green Dot Public Schools California ("Green Dot" or "Green Dot Public Schools") Student Policy Manual ("Manual") are intended to inform Green Dot employees and families of students enrolled at Green Dot schools regarding common questions and issues that arise at school sites.

The Manual includes student policies that are intended to be user-friendly and provide insight into Green Dot's culture, policies, and philosophies. Every situation is different, however, and individual circumstances often require individual solutions. Accordingly, this Manual provides guidelines and is not a contract. Green Dot may vary from any written policy in the Manual as necessary and as permissible by law. This Manual reflects Green Dot's student policies at the time each policy was last revised.

The policies with a "**(Can be localized)**" designation in the Table of Contents are recommended school policies. Any school-site specific additions or modifications to these recommended policies can be found in Section G: Localized Policies. All policies without this "**(Can be localized)**" designation are mandatory for all Green Dot schools.

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Enrollment Policy **A. 1.0**

Policy: Non Discrimination

Green Dot Public Schools does not discriminate against any student on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) and Education Code section 221.5 in any of its policies, practices, or procedures. Green Dot Public Schools "Discrimination/Harassment Policy" complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals With Disabilities Education Act of 1990, and other applicable federal and state laws.

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Enrollment Policy **A. 2.0**

Policy: Admissions

Green Dot Public Schools operates both independent and conversion charters. Admissions policies may vary based on the type of school. Each school shall follow the admission portion of the charter. Any student applying for admission after expulsion from their current school district must provide appropriate documentation that their rehabilitation guidelines have been met before acceptance into a Green Dot school. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school's principal or Discipline Review Panel and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the School at the time the pupil seeks readmission.

Definitions:

An "Independent Charter School", as defined by this policy, is one that operates independently of the school district in almost all respects and has the greatest degree of flexibility to design and implement the goals and procedures described in their charter petition.

A "Conversion Charter School" as defined by this policy, is one that existed as a regular district school and converted to charter status.

Admissions for Independent Charters

Independent charters are open to all students. Students must fill out a lottery form and meet all deadlines for the application process. If the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery will determine enrollment.

Admissions for Conversion Charters

Conversion charters are open to all students. Students must fill out a lottery form prior to the lottery date. After the lottery date, students will be placed in a school based on admissions preferences

Enrollment Policy **A. 3.0**
Policy: Lottery Procedures

Green Dot Public Schools operates both independent and conversion charters.
Lottery procedures may vary based on the type of school.

Lottery Application Forms
Lottery Forms: All students, including siblings, need to turn their lottery form in prior to the lottery deadline. Existing students will be exempt from the public random lottery.

Lottery Preferences
Independent Schools within Los Angeles Unified School District (LAUSD)
Preferences will be provided in the following manner:

- Applicants with siblings currently attending the school
- Applicants whose families provided volunteer help in establishing the school ("founding families") **and** who appear on the school's founding family list
- Children of Green Dot school employees or Green Dot employees
- Applicants who live within LAUSD boundaries

Transformation Schools within LAUSD
Preferences will be provided in the following manner:

- Applicants with siblings currently attending the school
- Children of Green Dot school employees or Green Dot employees
- Applicants who live within the school's attendance area boundaries
- Applicants who live within LAUSD boundaries

Independent Schools within the Inglewood Unified School District
Preferences will be provided in the following manner:

- Applicants with siblings currently attending the school
- Children of Green Dot school employees or Green Dot employees (limited to 10% of the school's enrollment)
- Applicants who live within the Inglewood Unified School District

Independent Schools within the Lennox School District
Preferences will be provided in the following manner:

- Applicants with siblings currently attending the school
- Children of Green Dot school employees or Green Dot employees (limited to 10 seats)
- Applicants who live within the Lennox School District

Lottery forms received after the lottery deadline will be placed on the waitlist in the order they were received.

Green Dot Public schools

Founding Family Preference:

- Student of a parent that provided volunteer help in establishing the school (to verify status, there is a list in the Home Office of families that qualify under this category).

Sibling Preference defined as:

- Siblings of a currently enrolled student at any grade level are eligible to receive admissions preference to the same Green Dot school.
- Siblings must share at least one biological parent or legal guardian.

Recommended Lottery Procedures

At the lottery, a presentation will be made in English and Spanish to all interested parties about the lottery process and rules. The school may choose to conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants. If the school uses a manual system, it will follow these procedures:

- Each applicant's name and birthdate will be put on a card. Each card will be identical in size, shape and weight.
- The cards will be put into a container or lottery device that will mix them.
- The cards will be drawn from the container randomly.
- Two separate observers will collect lottery cards and enter the results into an electronic database. The database will be doubled checked to the physical cards to ensure accuracy.

In both the automated online and manual lotteries, applicants will be admitted to the school in the order they are drawn, up to the grade level capacity.

- The school reserves the right to select more than the applicable 6th grade or 9th grade capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20% or 100 students, whichever is less, above the enrollment capacity).
- Should the Principal elect to enroll more students than the grade level capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described.
- All lottery cards and databases will be kept on file by the school or Green Dot.
- Results will be mailed to applicants (notify them of acceptance or waitlist status)
- Follow-up phone calls will also be made.

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist.

Conversion Charter Enrollment Deadline

Students who enter fewer than 15 days before the end of the semester are asked to return to enroll at the beginning of the next semester. These students need to finalize their grades at the sending school and have all the proper check -out documentation.

Enrollment Process and Packet

The acceptance list and waitlist will be made public as soon as practicable, posted in public locations. Parents/guardians of applicants on the enrollment list and waitlist will also receive letters or phone calls from Green Dot California employees. Parents/guardians of applicants that submitted a lottery form will receive a notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school. Staff members will document all attempts to call the families and any responses.

If we have not received confirmation within two weeks, the student will be dropped and a student on the waitlist will be offered placement.

Each school must ensure that each admitted student submits:

- Completed Enrollment Packet
- Emergency Card
- Immunization Records
- Transcripts
- Lunch Application
- IEP or Section 504 plan, if applicable

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Enrollment Policy **A. 4.0**

Policy: Waitlist Management

All students that do not receive a placement during the random, public lottery will be placed on a waitlist to enroll should space become available. Waitlist ranking will be assigned in the order selected. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist. A student is allowed to be on multiple waitlists, and must be offered a placement should space become available, even if the student is enrolled in another Green Dot school.

If vacancies should arise during the school year, the school will notify parents/guardians of applicants on the waitlist. Typically, multiple phone calls on different days are made, with accompanying documentation made available to the parents/guardians. If parents/guardians of applicants do not respond within ten calendar days, the next applicant's parents/guardians will be contacted and the previously contacted applicant may be removed from the waitlist.

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Enrollment Policy **A. 5.0**

Policy: Student Transfers

No Green Dot school will restrict the ability of parents/guardians to exit a particular school, apply for admission at any other school, enroll at another school, or maintain a waitlist slot at another school. Practical examples of this policy include:
Students enrolled in an Ánimo

- school are allowed to transfer to any other Ánimo school as long as proper application and waitlist procedures were followed.

Intra-Ánimo Transfer

The transfer of a student from one school to another for the purpose of improving achievement, attendance or adjustment may be addressed as an Intra-Ánimo transfer. Such transfers are initiated by parent/guardian request. Intra- Ánimo transfers may be issued based on one or more of the following reasons:

- Sibling
- Parent employment-related transfers
- Specialized programs
- Social adjustment and/or protection

Intra-Ánimo Transfers will be granted only if the applicant is eligible and will be handled on a case-by-case basis, directly between the sending and receiving schools. Upon mutual agreement of the two schools, these students may bypass the waitlist.

Enrollment Policy **A. 6.0**

Policy: Homeless Students

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students.

A homeless student is defined as a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings
- Live "double-up" with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster)
- Live in a hotel or motel
- Live in a trailer park or campsite with their family
- Have been abandoned at a hospital
- Be awaiting foster placement in limited circumstances
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations
- Be a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in circumstances described above

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the new school to request all necessary documents from the previous school, and refer parents to all programs and services for which the student is eligible.

Enrollment Policy **A. 7.0**

Policy: Over-Age Students

A pupil who is over the age of 19 years may generate attendance for apportionment reasons only if both of the following conditions are met:

1) the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an IEP) while 19 years of age and, without a break in public school enrollment since that time, is enrolled and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP) consistent with the definition of satisfactory progress set forth in Title 5 of the California Code of Regulations section 11965; and

2) the pupil is not over the 22 years of age.

Green Dot encourages all students who are at least eighteen years of age and over to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival Guide for Teenagers", which is available at www.calbar.ca.gov/portals/0/documents/publications/turn-18.pdf.

In addition, Green Dot would like to specifically make all students, and especially students, over the age 18 aware of California Penal Code Section 261.5(a), which provides: "Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator, if the person is a minor. For the purposes of this section, a minor is a person under the age of 18 years and an adult is a person who is at least 18 years of age."

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Enrollment Policy **A. 8.0**

Policy: Returning Student and Withdrawal

Returning Student

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy.

Students who have been incarcerated, are returning from juvenile detainment and/or are on probationary status with the juvenile court system must attend a conference with their parent/guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process outlined in the Green Dot Discipline Policy prior to being eligible to return to school.

Withdrawal

If a parent wishes to withdraw or transfer a student from Green Dot Public Schools, it is his/her responsibility to notify the Principal. In some cases, the Principal may want to meet with the student's parents as well. In addition, the student must follow the returning student policy if he/she wishes to return to Green Dot Public Schools. Students will receive unofficial transcripts until all books are returned and fees are paid.

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Enrollment Policy **A. 9.0**

Policy: Student Records

In General

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside Green Dot that are directly related to an identifiable student and maintained by Green Dot, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for Green Dot.

Student records do not include:

- directory information (see Policy C. 18.0);
- informal notes that remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee;
- records of the law enforcement commissioned at Green Dot campuses, subject to 34 CFR § 99.8;
- records created or received by Green Dot after an individual is no longer a student and that are not directly related to the individual's attendance as a student; and
- grades on peer-graded papers before they are collected and recorded by a teacher.

Types of Student Records

"Mandatory permanent records" include the following examples and are to be kept in perpetuity by Green Dot:

- student name, birth date, place of birth, gender;
- parent/guardian name and address;
- class subjects taken during the school year; and
- graduation date.

"Mandatory interim records" are those that schools are required to compile and maintain for a stipulated period of time and then they may be destroyed. Examples include:

- health information;
- participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge; and
- progress reports.

"Permitted records" are student records that Green Dot maintains for appropriate educational purposes. Permitted records may be destroyed when their usefulness ceases. Examples include:

- program placement;
- programming of student class schedules;

- state assessment results;
- objective counselor and/or teacher ratings;
- routine discipline data; and
- verified reports of relevant behavior patterns.

Persons Granted Absolute Access to Student Records

Absolute access to their child's or own student records shall be granted to:

- parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent;
- an adult student, or a student under 18 years of age who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records; and
- parents/guardians of an adult student with disabilities who is at least 18 years of age and has been declared incompetent under California law.

Persons or Agencies Granted Limited Access to Student Records

The following persons or agencies shall have access to student records that are relevant to their legitimate educational interest[1] or other legally authorized purpose:

- parents/guardians of a student at least 18 years of age who is a dependent child as defined under 26 USC § 152;
- students who are at least 16 years of age who have completed the 10th grade;
- Green Dot officials and employees;
- members of a Green Dot Student Attendance Review Team;
- officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer;
- the California Student Aid Commission, for the purpose of providing the grade point average ("GPA") of all Green Dot students in grade 12, and subsequently providing verification of high school graduation or its equivalent of all Green Dot students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program, except when students opt out or are permitted by the rules of the California Student Aid Commission to provide test scores in lieu of the GPA;

[1] "Legitimate educational interest" is an interest held by any Green Dot official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to Green Dot, whether routine or as a result of special circumstances, require him/her to have access to student records.

- federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR § 99.35; and
- any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena;
- any judge, district attorney, probation officer, counsel of record of a minor student pursuant to California Education Code Section 49076;
- any foster family agency with jurisdiction over currently enrolled or former students for purposes of accessing those students' records of grades and transcripts and any individualized education program developed and maintained by Green Dot;
- a student at least 14 years of age who is both a homeless student and an unaccompanied minor as defined in 42 USC § 11434a;
- an individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to California Family Code Section 6552 and signs the affidavit for the purpose of enrolling a minor in school;
- a caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs;
- appropriate law enforcement authorities, in circumstances where California Education Code Section 48902 requires that Green Dot provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating California Penal Code Section 245; and
- designated peace officers or law enforcement agencies in cases where Green Dot is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to Green Dot, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. The recipient must be notified that further transmission of records is prohibited. The consent notice shall be kept with the student's records file in perpetuity.

Discretionary Access to Student Records

Green Dot may release information from a student's records to the following:

- appropriate persons in an emergency if the health and safety of the student or other persons are at stake;
- accrediting associations;
- officials and employees of private schools or school systems where the student is enrolled or intends to enroll;
- local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made;

- contractors and consultants having a legitimate educational interest, as defined above, based on services or functions which have been outsourced to them through formal written agreement or contract by Green Dot;
- agencies or organizations in connection with the student's application for, or receipt of, financial aid, provided that information permitting the personal identification of a student or his/her parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid; or
- county elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR § 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency.

Access to Student Records by Armed Forces Recruiters

Pursuant to the Every Student Succeeds Act of 2015 ("ESSA"), Green Dot secondary schools receiving funds under the ESSA shall provide armed forces recruiters with access to the name, address, and telephone listing of each secondary school student served by the student's school of attendance, unless the parent/guardian of such student has submitted a written request to the school that such student information not be released without prior written consent of the parent/guardian.

Inspection of Records

Student records are available for inspection and review by appropriate persons as identified in this Student Records Policy and as permitted by law at the school attended by the student during regular school hours. Written requests for access should be directed to the school's custodian of records (i.e., the Principal or designee), and will be granted within five days from the date of the request subject to an authentication of the requestor's identity. In the case of separated or divorced parents, both parents shall have equal access to school records, unless there is a current court order specifically preventing access to records. It is the responsibility of the parent to produce legal documentation of this nature. (A court order preventing access to the student does not necessarily prevent access to records.)

Maintenance of Records

Student records are maintained by the student's teacher and the custodian of records, depending on the type of record, at the student's school of attendance or designated Green Dot location. All student records should be locked when feasible and kept at the school site.

The student's school of attendance should maintain a Student Record Access Log in the school's main office for each student. Each Student Record Access Log should include the:

- name of person(s) to whom the information was disclosed (or, if no disclosure was made, from whom the request was received);
- reason for disclosure;

- time and circumstances of disclosure; and
- particular records that were disclosed.

Charges for Duplication of, or Locating/Retrieving, Records

To provide copies of any student record, Green Dot may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

Changes to Legal Name or Gender in Mandatory Student Records

A student's legal name or gender as entered on the mandatory student record shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the student's school of attendance shall use the student's preferred name and pronouns consistent with his/her gender identity on all other school-related documents.

Challenges to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a student record or offer a written response to a student record. Should a challenge to the content of a student record because a parent/guardian or student believes the record to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the school Principal should be contacted for a conference. For requesting a grade change, please see Policy B. 5.0, Grade Changes and Withdrawal Grades.

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Instruction Policy **B. 1.0**

Policy: Green Dot High School Graduation Requirements

High School Graduation Requirements

To graduate from high school, Green Dot students must earn a minimum of 240 credits and pass both sections of the California High School Exit Examination ("CAHSEE"). The recommended graduation requirements are outlined in the table below.

High school graduation requirements may vary by school with approval from the Green Dot Board of Directors.

The A-G requirements are the minimum requirements for admission into the California State University ("CSU") or University of California ("UC") system.

Graduation Requirements for Students with an IEP, 504 Plan, or ILP

Eligibility Criteria:

Students who have an individualized education program ("IEP") adopted pursuant to the federal Individuals with Disabilities Education Improvement Act of 2004, a plan adopted pursuant to Section 504 ("504 Plan") of the federal Rehabilitation Act of 1973, or an Individual Learning Plan ("ILP") adopted pursuant to Green Dot policy are the only students who may be eligible to graduate under the Minimum Graduation Requirements option outlined in the table below.

- **Students with an IEP or 504 Plan**
  A student with an active IEP or 504 Plan is eligible to graduate under the Minimum Graduation Requirements if:
    - the student's IEP or 504 Plan indicates that the student is scheduled to receive a high school diploma by fulfilling the Green Dot's Minimum Graduation Requirements; and
    - the student's IEP or 504 Plan indicates how the student's disability or suspected disability adversely impacts the student's progress towards meeting regular graduation requirements.
- **Students with an ILP**
  A student with an active ILP is eligible to graduate under the Minimum Graduation Requirements if:
    - he or she is designated as an English Learner based on the California English Language Development Test ("CELDT"); and
    - he or she has credit recovery needs of at least five classes are eligible for an ILP;

- written parental consent is received if the student is under 18 years of age; and
- the student and his or her parent/guardian abide by the ILP's terms.

- **Completion Time**
  The time to complete the Minimum Graduation Requirements must be stated in the student's IEP, 504 Plan, or ILP.

- **Testing Requirements**
  Students with an ILP are required to pass both sections of the CAHSEE.

  Students who have an active IEP or 504 Plan, and who are eligible to graduate under the Minimum Graduation Requirements must complete state-mandated testing requirements and/or applicable state waivers.

Foster Youth

Eligible foster youth may be eligible to graduate under the Minimum Graduation Requirements per California law enacted by California Assembly Bills 167 (October 11, 2009) and 216 (September 23, 2013) by submitting a written request to be approved by Green Dot.

Graduation Requirements Table at a Glance

Subject Requirement	Green Dot Minimum Graduation Requirement IEP/ ILP	Green Dot Recommended Graduation Requirement	UC and CSU Admission Requirement
History/Social Science UC/CSU Requirement A	**30 Semester Credits** Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	**30 Semester Credits** Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics.	**20 Semester Credits** (Equivalent to two year-long courses or four semesters) of history/social science courses are required. Coursework must include
English UC/CSU Requirement B	**30 Semester Credits** Equivalent to three year-long courses of college preparatory	**40 Semester Credits** Equivalent to four year-long courses of college preparatory composition and	**40 Semester Credits** Equivalent to four year-long courses or eight semesters) of college preparatory composition and literature

	composition and literature are required.	literature are required.	are required. Both reading and writing components must be included in the courses.
Mathematics UC/CSU Requirement C	**20 Semester Credits** Two years, including Algebra I beginning in 2003-04 and a higher level math course are required	**30 Semester Credits** Equivalent to three one-year courses) of college preparatory mathematics are required	**30 Semester Credits** Equivalent to three one-year courses) of college preparatory mathematics are required. **Forty Semester Units are strongly recommended.**
Lab Science UC/CSU Requirement D	**20 Semester Credits** Two years, including biological and physical sciences.	**20 Semester Credits** Laboratory Science (equivalent to two one-year courses) of laboratory science are required.	**20 Semester Credits** Laboratory Science (equivalent to two one-year courses) of laboratory science are required. Students must have at least two of the foundational subjects of biology, chemistry and physics. CSU campuses demand that one science must be a life science (biology, etc.) and the second science a physical science (chemistry, physics, etc**.). Three units are strongly recommended**.
Language Other Than English UC/CSU Requirement E	**10 Semester Credits** One year of either visual and performing arts or foreign language.	**20 Semester Credits** Equivalent to two, one-year courses of coursework in a single language.	**20 Semester Credits** (Equivalent to two, one-year courses) of coursework in a single language. **Three units are recommended.**
Visual and Performing Art UC/CSU Requirement F		**10 Semester Credits** one year-long course required in any of the following categories: dance,	**10 Semester Credits** one year-long course required in any of the following categories: dance,

		drama/theater, music, or visual art	drama/theater, music, or visual art
Physical Education	**20 Semester Credits** Equivalent to two years of physical education	Varies based on charter language	Not required for UC or CSU admission.
College Prep Elective UC/CSU Requirement G	**Not applicable**	**10 Semester Credits** Equivalent to one year-long course, or two semester long courses This requirement may be satisfied in one of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.	**10 Semester Credits** (equivalent to one year-long course, or two semester long courses) This requirement may be satisfied in one of two ways: a) completion of one additional UC-approved "a-f" subject course; or b) completion of a course that has been specifically approved for the "g" elective area.
Green Dot Electives	**90 Semester Credits** Any elective courses applicable	**80 Semester Credits** Any elective courses applicable	Not required for UC or CSU admission.
CAHSEE	School and State requirement	School and State requirement	Required for admission
Total Credits	**220 credits** 130 core 90 elective	240 credits 160 core 80 elective	150 core + 90 elective credits

Minimum Semester Credits necessary to graduate and to be promoted to next grade level:

Graduation: 240 semester credits

From 9th to 10th: 60 semester credits

From 10th to 11th: 120 semester credits

From 11th to 12th: 180 semester credits

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Instruction Policy **B. 2.0**

Policy: Distinguished High School Graduate Requirements

Green Dot Public Schools Distinguished Graduates will achieve the following:

I. 20 hours of community service above the recommended hours for graduation.

II. Complete the **recommended** A-G requirements.

a. 30 semester units of Social Studies
b. 40 semester units of English
c. 40 semester units of Mathematics
d. 30 semester units of Lab Science
e. 30 semester units of Language other than English
f. 10 semester units of Visual and Performing Arts
g. 10 semester units of College Prep Elective

III. Completion of 1 UC/CSU transferrable course with a "C" or above grade or passing grade (3 or above) on at least 1 AP Exam.

IV. 3.0 or above weighted GPA

Policy: High School Diploma and Commencement Ceremony

Earning a Diploma

A student can only earn a diploma from a Green Dot school once he or she has done both of the following:

1. Completed all graduation requirements with regard to classes and credits.
   Any student who has not met all credit requirements by the date of graduation must complete all units by the summer of his/her graduation year in order to earn a diploma from a Green Dot school. Otherwise, the student must either earn the diploma the following year or take alternate routes to receiving a diploma from a non-Green Dot school.
2. Passed both sections of the CAHSEE.
   a. A senior who has not passed the CAHSEE must be afforded five opportunities to take the CAHSEE in his/her senior year.
   b. Seniors who have not passed the CAHSEE must be placed in a CAHSEE intervention course until he/she passes both sections of the test.
   c. If a senior has not passed the CAHSEE by graduation, he/she must be afforded three more opportunities after graduation to pass the CAHSEE and must be enrolled in a CAHSEE intervention course at the school in order to be afforded these opportunities.
   d. If a student does not pass the CAHSEE after three attempts post-graduation, he/she is no longer eligible to earn a Green Dot diploma and must take an alternate route to earn a high school diploma.

Commencement Ceremony Participation Requirements

A student may participate in his/her school's commencement ceremony if one of the following is true:

1. the student has met all of the school's graduation requirements with regards to classes and credits, met all of the school's commencement ceremony requirements (see below), AND the student has passed both sections of the CAHSEE;
2. the student is deficient 10 or less credits, has met all of the school's commencement ceremony requirements (see below), has signed up to make up the credits the summer immediately following graduation, AND has passed both sections of the CAHSEE; and/or
3. the student has completed all graduation requirements with regards to classes and credits, has met all of the school's commencement ceremony requirements (see below), has not passed both sections of the CAHSEE, but is signed up to take the CAHSEE in July immediately following the commencement ceremony.

In addition, each Green Dot school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony (all of which are not required for UC or CSU admission):

1. submitting a complete applications to at least three colleges, one of which must be a four-year college;
2. a senior project/portfolio; and/or
3. community service hours (Green Dot recommends ten hours per school year).

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the appropriate Cluster Director's approval.

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Instruction Policy **B. 4.0**

Policy: Middle School Promotion, Acceleration & Commencement Ceremony

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

Middle School Promotion
To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy B. 5.0, "Grading Scale and Failed Courses"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, History and Writing.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year (or fail to obtain 20.0 credits) may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

Acceleration
When high academic achievement is evident, the Chief Academic Officer or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration.

Middle School Commencement Ceremony Participation Recommendations
Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony (all of which are not required for UC or CSU admission):

1. community service hours (Green Dot recommends ten hours per school year);

2. adherence to all disciplinary contracts/agreements.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the appropriate Cluster Director's approval.

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Instruction Policy **B. 5.0**

Policy: Grading Scale and Failed Courses

A= superior work, the student consistently excels in quality of work; a college recommending grade

B= above average work, the student maintains a good standard of work; a college recommending grade

C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade

D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A "D" does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed

A+ 100%	B+ 88%- 89%	C+ 78%- 79%	D+ 68%- 69%	F 59% ↓
A 93% – 99%	B 83%- 87%	C 73% - 77%	D 63% - 67%	
A- 90%- 92%	B- 80% - 82%	C- 70%-72%	D- 60%- 62%	

The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".

Failed Courses

It is each student's responsibility to achieve academic success. If a student is experiencing difficulty with a course, he/she should seek assistance and support from his/her teacher or advisor. In the event that a student fails a course required for graduation, he/she is required to retake and pass the course before a diploma will be issued.

Changes in grading scale may be made at school's Principal discretion, and with the appropriate Cluster Director's approval.

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Instruction Policy **B. 6.0**

Policy: Academic Honors

Green Dot Public Schools will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below.

3.0 – 3.49 GPA	Honor Roll
3.5 – 3.99 GPA	High Honors
4.0 And above	4.0 Club

The Valedictorian(s) and Salutatorian(s) of each graduating class will be determined by the highest grade point average (weighted) and the second highest grade point average (weighted). All students will be considered for these honors including transfer students.

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Policy: Grade Changes and Withdrawal Grades

Requests for Grade Changes

A student or parent/guardian may request a grade change. Such requests shall be addressed with the teacher. The teacher shall respond and provide a decision regarding the requested grade change without unreasonable delay. The teacher's decision shall be final absent clerical or mechanical error, fraud, bad faith, or incompetency. Disagreement with the teacher's grading philosophy or criteria are not bases for changing a grade. If the student or parent/guardian desire to appeal the teacher's decision, the following procedures shall be followed:

- A written request shall be directed to the Principal or designee within ten school days from the start of the new quarter/semester regarding a grade from the immediately preceding quarter/semester. The Principal or designee shall consult with the teacher and student, and provide a written response within ten school days. The burden of proving any alleged clerical or mechanical error, fraud, bad faith, or incompetency is upon the student or parent/guardian.
- If further appeal is desired, a written request shall be directed to the school's Cluster Director within 15 school days. The Cluster Director shall give the teacher an opportunity to address concerns raised by the student or parent/guardian within the scope of the grade change request. The Cluster Director shall provide a written response within ten school days of receipt of the appeal.
- If further appeal is desired, a written request shall be directed to Green Dot's Chief Academic Officer ("CAO") within 15 school days. The CAO shall allow the teacher an opportunity to address concerns raised by the student or parent/guardian within the scope of the grade change request.
- The student or parent/guardian may place a written rebuttal to the last appellate decision reached in the process in the student's file.

Withdrawal Grades

Green Dot does not grant credit for courses if the student transfers out of any Green Dot school prior to the end of a semester, subject to the exceptions below. The current grades in PowerSchool will be assigned as progress grades for work completed at the time of the transfer. The receiving school is responsible for granting credit.

Exceptions to Withdrawal Grades

If the student is transferring out of a Green Dot school 20 schools days or less prior to the end of a semester, the student will be responsible for all course requirements and must take the final exam to receive credit. A student will be granted an "I" (Incomplete) until all course requirements are completed. If the student does not complete the course requirements, including any final exam, he/she automatically receives an "F" (Fail) in those course requirements, therefore potentially resulting in a lower grade. The grade of an "I" must be removed within six weeks or it shall become an "F".

Foster youth shall receive full or partial credits based on seat-time for all work satisfactorily completed before transferring out of a Green Dot school. Upon receiving notification from a receiving school that a foster youth has transferred, Green Dot will issue check-out grades based upon the current grade assigned in PowerSchool, and award full or partial credits on an official transcript and send to the receiving school.

Grade Changes by Teachers

A teacher that desires to change a student grade after initial submission to the school must submit Green Dot's "Request for Grade Change" form to a school counselor. This form, once complete with signatures from the Principal and student's counselor, shall be placed and maintained in student's cumulative file.

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Instruction Policy **B. 8.0**

Policy: Transcripts

Credit
All Green Dot course credits are based on the California Department of Education recommendation for credit hours.

Granting Credit for Green Dot Courses:
Courses worth five credits

- All courses are worth 5 credits unless otherwise noted in the Green Dot Course Catalog
- A total of 5 credits are awarded in a subject when the course is successfully completed with a letter grade of D or higher*****
- Green Dot does not offer credit for letter grades of F

***** The UC system does not acknowledge a letter grade of a D in the admissions process
* Select Ánimo schools do not offer credit for the letter grade of a D

Courses worth less than five Green Dot credits

- Courses worth less than 5 credits or graded on a Pass/Fail basis are not factored into a student GPA
- College courses worth 3 units and 5 units are equivalent to year- long courses taken in high school, and will be given a high school value of 10 credits
- UC/CSU transferable courses with a value of 2 units will be given a high school value of 10 credits
- UC/CSU college courses with a value of 1 unit will be given a value of 5 high school credits
- All other college courses with a value of 1 unit will be given a value of 2.5 high school credits
- Credits may be given to additional college programs with approval from the Green Dot Chief Academic Officer

Attendance requirement for credit: Students with 15 or more days of absence in a semester may not receive a passing grade and/or credit for the course.

Advanced Placement and Honors Courses

GDPS will offer a wide range of courses including Honors and Advanced Placement.

Students who pass the Advanced Placement course with a C or higher will receive an additional point for the course for their GPA.

Students who pass an Honors course with a C or higher will receive an additional point for their GPA only if the class is approved on UC Doorways for Honors distinction.

Physical Education Credit for Student Athletes

Students who are engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after school hours may earn one semester of Physical Education Course credit. The athletic program must account for a minimum of 60 hours of physical activity per semester. Program records must be maintained by the athletic director or coach and submitted to principal or designee in order to allow student engaged in the athletic program to earn one semester of Physical Education Credit. Students can earn a maximum of one semester of Physical Education Credit per semester.

Granting Credit from Non-Green Dot schools:

The Principal will evaluate transcripts and credit accordingly. The following have been provided as guidelines:

Transfer of Credit from External Schools

Green Dot will transfer any credits received at another high school when an official transcript is provided and classes meet both of the following guidelines:

- UC/CSU approved
- Counselor/Principal verification

When transferring credits from a school using a different credit system, Green Dot will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

Students entering a Green Dot school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C or higher in each course that will be averaged with the remaining class assignments.

Transferring Credit for Summer Classes

Students can earn credit for summer classes for remediation and enrichment. Students cannot take summer courses for original credit to replace Green Dot graduation requirements (i.e., English 10 cannot be taken during the summer to avoid taking English 10 in the sophomore year.)

Students will receive credit for summer classes only when official transcripts have been provided to the school Counselor. Summer transcripts must be received by the end of the first semester.

Transferring Community College Courses and Credits
Community college courses must be taken under concurrent enrollment to be transferable for dual credit. Non-remedial academic courses taken at a community college can be credited as dual college and high school credit.

Home-Schooled Students, Non-Accredited High Schools or International Schools
Students enrolling from home schools or non-accredited high schools will be required to provide official transcripts from the previous schools. Students must pass a proficiency test for the courses for which they desire to receive equivalency credit. Equivalency credit will be granted upon determination of mastered skills. At times, proficiency may be indicated by the successful completion of the next sequenced course if approval is secured from the Green Dot Chief Academic Officer.

Instruction Policy **B. 9.0**

Policy: Release of Student Disciplinary Information to Colleges

Upon request from colleges or universities for information pertaining to an applying student's discipline record, Green Dot administrators and counselors must honestly and fully disclose disciplinary information only resulting in a suspension or expulsion from the school. Green Dot administrators and counselors shall not disclose any other disciplinary information. The administrator and/or counselor will encourage students to respond honestly and timely to such requests.

Instruction Policy

B. 10.0

Policy: Special Needs

Equal Education Opportunities

At Green Dot Public Schools all students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the Green Dot Public School environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived disability, religion, or religious affiliation.

Section 504 Plan

Section 504 of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

Special Education

Referrals for determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or behavior results in a referral to the Think Tank

- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation.

Instruction Policy **B. 11.0**

Policy: Required Testing

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress ("CAASPP") is comprised of the following:

- Field test of the consortium (i.e., Smarter Balanced*) summative assessment for English–language arts ("ELA") and mathematics in grades three through eight and grade eleven.
- Grade-level science assessments, including the California Standards Tests ("CST"), California Alternate Performance Assessment ("CAPA"), and the California Modified Assessment ("CMA"), in grades five, eight, and ten.
- The CAPA for ELA and mathematics in grades two through eleven.
- Voluntary for grade eleven students, the Early Assessment Program ("EAP") in ELA and mathematics.
- Optional for local educational agencies to administer, the Standards-based Tests in Spanish. (Further information about grade levels and subjects will be forthcoming.)

California Alternate Performance Assessment

The CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications.. CAPA links directly to the California academic content standards at each grade level and accurately reflects the portions of the content standards from Kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

California Modified Assessment

The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. The CMA has been developed to provide more access so students can better demonstrate their knowledge of the California content standards.

California Standards Test

CST in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple-choice. These tests were developed specifically to assess students' knowledge of the California content standards.

Physical Fitness Test

State Law requires schools to administer the Physical Fitness Test ("PFT") annually to all students in grade nine. The state-designated PFT is the FITNESSGRAM@, developed by the Cooper Institute for Aerobics Research. The

FITNESSGRAM@ is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity.

The complete FITNESSGRAM test battery measures student performance in the following areas:

1. Aerobic capacity
2. Body composition
3. Muscular strength, endurance and flexibility

Additional tests for some students:

Spanish Standards Test (STS)

The Spanish Standards Test is a Spanish-language test administered to Spanish speaking students in grades 2–11 who have been enrolled in California schools for less than one year.

California English Language Development Test ("CELDT")

The CELDT is only given to students whose primary language is not English. They take the CELDT when they first enroll in school and each year after that until school officials determine that they have become English proficient. The CELDT evaluates a student's ability to listen, speak, read, and write in English.

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Instruction Policy **B. 12.0**

Policy: English Language Development (ELD) Program:

1. Assessment
2. Reclassification
3. Monitoring
4. Notifications
5. Waivers

EL Assessment

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The California English Language Development Test (CELDT) is California's designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to students who have been identified previously as English learners.

State law (California Education Code [EC] sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that schools administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as an AA. For California's public school students, this test is the CELDT. The CELDT has three purposes:

1. To identify students who are limited English proficient (LEP)
2. To determine the level of English language proficiency of LEP students
3. To assess the progress of LEP students in acquiring he skills of listening, speaking, reading, and writing in English

At the time of initial enrollment, a home language survey is used to determine the student's primary language. (5 CCR 11307) Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test, shall be assessed for English-language proficiency using the state-designated instrument California English Language Development Test (CELDT). (5 CCR 11511)

All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized instruction plan (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

Guidelines for Reclassification

The CELDT assesses student performance in the following areas: Listening, Speaking Reading and Writing. In order to be reclassified as RFEP, students must meet the following criteria:

1. Earn an overall score on the CELDT of Early Advanced (EA) with no scores less than Intermediate (I)
2. Earn a score of C or above in most recent English course.
3. Approval from current ELA teacher based on the Student Language Observation Matrix (SOLOM) and grade of C or above.
4. Provide notice to parents or guardians of their rights and encourage them to participate in the process and provide an opportunity for a face-to-face meeting with parents or guardians

Monitoring

The school will monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

Notifications

Families of students whose primary language is not English will receive the following notifications:

1. Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)
2. Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)
   A. The reason for the student's classification as English language learner
   B. The level of English proficiency
   C. A description of the program for English language development instruction, including a description of all of the following:
      a. The manner in which the program will meet the educational strengths and needs of the student
      b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
      c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
      d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
3. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
4. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.
5. Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

Parental Exception Waivers

1. At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)
2. A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:
   - Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower. (Education Code 311(a))
   - Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))
   - Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(c))
3. The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)
4. Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)
5. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices
6. For a request for waiver pursuant to Education Code 311(c) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language program that the Superintendent must approve the waiver pursuant to Board of Education guidelines.
7. Pursuant to Education Code 311(b) and 311(c), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)
8. When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.
9. Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills.

(Education Code 311)

10. Parental exception waivers pursuant to Education Code 311(c) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)
11. The principal shall consider all waiver requests made pursuant to Education Code 311(c) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.
12. Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.
13. The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(c) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)
14. All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)
15. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a program; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)
16. Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.
17. In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed

Rev. 05/2015

Instruction Policy **B. 13.0**

Policy: English Language Development (ELD) Program: High School Placement Criteria

Structured English Immersion or English Language Mainstream courses are offered at each school for students who are less than reasonable proficient in English.

Students are placed based on the following placement criteria:

	Beginner ● CELDT Overall= B ● Lexile Score 0-400 ● Language Gains= Level 1/2	**Early Intermediate** ● CELDT Overall= EI ● Lexile Score 400-650 ● Language Gains= Level 3	**Intermediate** ● CELDT Overall= I ● Lexile Score 650-900 ● Language Gains= Level 4	**Reclassified** ● CELDT Overall= EA/A ● Lexile Score= 900+ ● Language Gains= Level 4
Structured English Immersion (SEI) ELs with 5 years or less in the country and who are less than reasonably fluent	ELD 1 (double block)	ELD 2 (double block)	ELD 3 (double block)	N/A
English Language Mainstream (ELM) Long-term ELs with 6 or more years in the country and who are reasonably fluent	1. Sheltered ELA 2. Clustered Literacy Intervention ● EL Literacy Enrichment (R180 6, 7 or 9th grade) ● EL English 3D (8th grade only) ● EL Academic English Essentials (10-11th grade)	1. Sheltered ELA 2. Clustered Literacy Intervention ● EL Literacy Enrichment (R180 6, 7 or 9th grade) ● EL English 3D (8th grade only) ● EL Academic English Essentials (10-11th grade)	1. Sheltered ELA 2. Clustered Literacy Intervention ● EL Literacy Enrichment (R180 6, 7 or 9th grade) ● EL English 3D (8th grade only) ● EL Academic English Essentials (10-11th grade)	1. Mainstream ELA 2. Literacy Intervention (if needed)

*Ideally, all students with fewer than 6 years in the country and less than reasonable fluency should be placed in Structured English Immersion (ELD course). However, for schools with too few students to create an ELD section, students can be **clustered** into English Language Mainstream (Literacy Intervention and/or or Sheltered ELA courses). These classes infuse Specially Designed Academic Instruction in English (SDAIE) techniques and adjust content matter to students' CELDT level.

Course Descriptions for R180, ELD and Academic English Essentials Courses

ELD 1 A – 8346

ELD 1 A is designed for recent arrivals to the United States who score Beginning on the Reading and Writing portions of the CELDT and who score below 100 on the Scholastic Reading Inventory. Typical ELD 1A students have had little or no English instruction in their home countries and manifest widely varying levels of literacy in their home language. Hampton Brown materials (High School: *Edge:* Fundamentals, Middle School: *Inside* Level B and Inside the USA: Newcomers for Middle School) are used to teach Early Intermediate-level ELD standards. The goal of the course, in combination with ELD 1B, is to raise students' listening, speaking, reading and writing skills to the Early Intermediate level. This double-blocked semester-long class replaces the grade level English Language Arts core class and one elective. At the HS level, "double-blocked" is defined as one approximately 100-minute period

each regular "Block Day" and two short periods on the "All-Period Day." For example, a student might take ELD 1 A as period 1 on Monday and Thursday, and as Period 4 on Tuesday and Friday, while attending both Period 1 and Period 4 on the "All period day."

ELD 1 B – 8347

HS: *Prerequisites: Passage of ELD 1A end-of-course exam with 75% or higher, or a score of 100-485 lexiles on the Edge Placement Test.*

Designed as a follow-up to the ELD 1A class for students new to the country and who score at beginning or early intermediate level on the reading and writing portion of the CELDT. Hampton Brown materials (High School: *Edge* Fundamentals, Middle School: I*nside* Level B and Inside the USA: Newcomers for Middle School) are used to teach Early Intermediate-level ELD standards. The goal of the course, in combination with ELD 1A, is to lift students' listening, speaking, reading and writing skills to Early Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

ELD 2 A – 8348

NOT UC APPROVED (g)

Prerequisites: Passage of ELD 1B end-of-course exam with 75% or higher or a score of 485-520 lexiles on the Edge Placement Test. Reading and Writing scores on CELDT are Beginning or Early Intermediate

This course is designed as a follow up to the ELD 1B class for students who have arrived in the U.S. within the previous three years. Hampton Brown materials (High School: *Edge:* Level A, Middle School: *Inside:* Level C) are used to teach Early Intermediate-level ELD standards in all four domains of language. The goal of the course, in combination with ELD 2B, is to raise students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces the grade level ELA English Language Arts core class and one elective. At the HS level, "double-blocked" is defined as one approximately 100-minute period each regular "Block Day" and two short periods on the "All-Period Day." For example, a student might take ELD 1 A as period 1 on Monday and Thursday, and as Period 4 on Tuesday and Friday, while attending both Period 1 and Period 4 on the "All period day."

ELD 2 B – 8349

NOT UC APPROVED (g)

Prerequisites: Passage of ELD 2A end-of-course exam with 75% or better success, or a score of 520-735 lexiles on the Edge Placement Test. Score on CELDT is Beginning or Early Intermediate in Reading and Intermediate in Writing.

Designed as a follow-on to the ELD 2A class for students who have arrived in the U.S. within the last one to three years. Hampton Brown materials (High School: *Edge: Level A, Middle School: Inside*: Level C*)* are used to teach Intermediate-level ELD standards in all four domains of language. Goal of the course, in combination with ELD 2A, is to lift students' listening, speaking, reading and writing skills to Intermediate level. This double-blocked semester-long class replaces ELA and an elective.

Academic English Essentials 10

AEE is designed as a yearlong intervention for 10th grade students who score in the 500-900 range of the SRI after finishing the 9th grade Read 180 class. It may also be used as a support class for English learners needing additional literacy support. In 2012-13, AEE 10 will address reading and writing strategies necessary to pass the CAHSEE with proficiency and will also be aligned to the CA Common Core standards. Reading instruction will focus on annotation and note taking strategies. Writing instruction will include the CAHSEE essay formats as well as the argument based, on-demand "college ready" writing as defined by the EAP program. Listening and Speaking instruction will include Kate Kinsella strategies for teaching academic discourse and building academic vocabulary. Each unit will incorporate the four Common Core strands: Reading, Writing, Listening and Speaking, and Language (which includes Vocabulary and Written Conventions). Quarterly summative assessments will include one multiple choice reading comprehension exam, one process writing assignment, and one on-demand timed writing assignment.

READ 180

This program published by Scholastic is a reading intervention program for high school students reading below grade level. All students at Green Dot are tested using the Scholastic Reading Inventory assessment upon entering school. Students take a Read 180 class in which they are engaged in a 3-part program that includes independent reading, teacher-led mini lessons on reading strategies, and interactive computer CD-ROMs.

Rev. 05/2015

Rights and Responsibilities Policy **C. 1.0**
Policy: Attendance, Absenteeism, Truancy and SART

Green Dot believes that regular attendance is critical for a student's preparation for college, leadership and life. Accordingly, Green Dot will work with parents/guardians and students to ensure their compliance with this attendance policy.

Absences
Students are expected to attend all classes every day. Students and parents should do everything in their power to ensure punctual arrival to school and preventing unexcused absences, including maintaining good health, arranging necessary appointments outside of school time, and scheduling family vacations outside of the academic calendar.

An "absence" means not being present in a class in which the student is enrolled for greater than 30 minutes in a school day.

Any absence will be recorded as an "excused absence" for the following reasons ONLY:

- personal illness;
- emergency medical, dental, and optometry appointments (verified by a note signed by a physician);
- attending funeral services of an immediate family member;
- court summons;
- observance of a religious holiday;
- school approved activity; and
- serious family emergencies, or other justifiable personal reasons, subject to approval by the Principal or designee.

Any absence not recorded as an "excused absence" shall be recorded as an "unexcused absence".

Students with absences (excused or unexcused) from a class period more than four times in a given semester will be referred to the Student Attendance Review Team (SART) for support with interventions. **If a student is absent from a class period for more than 15 days during the course of a semester, he/she may not receive credit in that course.**

Procedure for Reporting an Absence: The parent or guardian must notify the school office by 9:00 a.m. of each day the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify the parent in an effort to find out if the student has an excused absence.

Procedure for Returning to School after an Absence: When the student returns to school, he/she should bring a note from his/her parent. Any student who is absent for medical, dental or other professional services must, in addition, present a note to the school office directly from the respective provider's office. The school is required

to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work)
- Signature of parent or guardian

If a student does not bring a note, he/she will be marked truant.

Procedure for Early Dismissal: After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student.

Tardies

A student is considered tardy if he/she is not in his/her seat when the bell rings signaling the start of class. If a student arrives late to school, he/she must obtain a late-slip from the school office. Any tardiness of more than 30 minutes for any class is considered an unexcused absence. Excessive tardies will result in disciplinary action and may result in an appearance before the SART.

Tardies between Classes: Students have an allotted time to travel from one classroom to another. Students who take longer than that time will receive an unexcused tardy from the teacher.

Passes

All students must carry passes verifying their authorization to be out of class during class time. Passes are issued by the teacher/Principal/Assistant Principal as necessary.

Dismissal for Work or Participation in Events with External Organizations

In general, students may only be released to parents, guardians, or other individuals as indicated on the student's enrollment form and/or emergency contact information. Students may be picked up for work or participation in events with external organizations by representatives of such external organizations only with prior written consent from parents/guardians. Upon student pick-up, any representative of an authorized external organization shall be required to show appropriate identification to appropriate school staff in accord with the school's standard pick-up processes.

Truancy

Students absent from any class or activity period without permission, or students who leave campus after arriving without permission are considered truant, even if they return to campus in time for class. A student is considered a **habitual truant** if he/she has been reported truant three or more times per school year. Consequences for truancy will include a disciplinary action, up to and including referral to the Student Attendance Review Team ("SART").

Student Attendance Review Team

The SART aims to work with families to ensure that students comply with compulsory education laws. The SART is both a prevention and intervention tool that can be utilized to address truancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students
- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

SART Members: The SART consists of the Principal and designated classified and certified staff members. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. Members shall be trained and shall understand the confidential nature of the SART when dealing student names and identifying information. Members should meet on a regular basis to execute the duties defined above. In addition, the SART should convene as required when a student has accumulated an excessive amount of absences or truancies.

Process for Addressing Excessive Absences:

	Totals by Semester	Contact	Person(s) Responsible	Interventions/Consequence
Phase 1	4 Absences from a Class Period	4-Day Letter	Meet with Counselor or Administrator	Conference to Complete Intervention Checklist
Phase 2	7 Absences from a Class Period	7-Day Letter with Notice of SART	SART	Student Contract
Phase 3	10 Absences from a Class Period	Certified 10-Day Letter with Notice of SART	SART	Student Contract Reviewed and Updated
Phase 4	15 Absences from a Class Period	Certified 15-Day letter with Notice of SART	SART	Student Contract Reviewed and Updated Potential Loss of Course Credit Potential Referral to Judicial System

Process for Addressing Excessive Tardies:

	Totals by Semester	Contact	Person(s) Responsible	Interventions/Consequence
Phase 1	5 Tardies from a Class Period	Letter	Meet with Counselor or Administrator	Conference to Complete Intervention Checklist

Phase 2	10 Tardies from a Class Period	Letter with Notice of SART	SART	Student Contract
Phase 3	15 Tardies from a Class Period	Certified letter with Notice of SART	SART	Student Contract Reviewed and Updated Potential Loss of Course Credit Potential Referral to Judicial System

Process for Addressing Excessive Truancies:

	Totals by Semester	**Contact**	**Person(s) Responsible**	**Interventions/Consequence**
Phase 1	2 Truancies	Truancy Letter	Meet with Administrator	Conference and/or Detention
Phase 2	4 Truancies	Truancy Letter with Notice of SART	SART	Student Contract
Phase 3	7 Truancies	Certified Truancy Letter with Notice of SART	SART	Student Contract Reviewed and Updated Potential Referral to Judicial System
Phase 4	10 Truancies	Certified Truancy Letter with Notice of SART	SART	Student Contract Reviewed and Updated Potential Loss of Course Credit Referral to Judicial System

Inactive Status: After two days of consecutive absence, the SART process will begin (see truancy matrix). After 10 days of consecutive absence with no response to phone calls or certified letters, or the SART process, a student will be placed on inactive status, withdrawn for school, and records will reflect that the student voluntarily withdrew from school. Students who are inactive are no longer part of the school's enrollment count. Any student who becomes inactive will be returned to active status once he/she returns to school and will be placed on the waiting list if applicable. A meeting of the SART will be convened immediately.

Legal Interventions: The SART reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy. Once the case is referred to the authorities, the student and parent/guardian may be subject to the following sections of the California Penal Code:

- **Sections 13202.7 (a) California Vehicle Code:** "Any minor under the age of 18 years, but 13 years of age or older, who is an habitual truant, or who is adjudged by the juvenile court to be a ward of the court under subdivision (b) Section 601 of the Welfare and Institutions Code, may have his/her driving privilege suspended for one year by the court." A habitually truant may loss driving privileges for one year**.**

- **Section 601. Welfare and Institutions Code:** (a) "Any persons under the age of 18 years who persistently or habitually refuses to obey the reasonable and proper orders or directions of his or her parents, guardian, or custodian, or who is beyond the control of that person…is within the jurisdiction of the juvenile court…" A student who does not follow orders of parents or guardians can be placed under the control of the court.

- **Section 601. Welfare and Institutions Code:** (b)"If a minor has four or more truancies within one school year as, or a school attendance review board or probation officer determines that the available public and private services are insufficient or inappropriate to correct the habitual truancy of the minor, or to correct the minor's persistent or habitual refusal to obey the reasonable and proper orders or directions of school authorities, or if the minor fails to respond to directives of a school attendance review board or probation officer or to services provided, the minor then within the jurisdiction of the juvenile court which may adjudge the minor to be a ward of the court.

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Rights and Responsibilities Policy **C. 2.0**

Policy: Accommodations for Student Religious Practices

In accordance with Green Dot policy against discrimination and the Establishment Clause of the U.S. Constitution, students are entitled to excused absences for the observance of religious holidays provided that they adhere to the school's Attendance Notification Procedures and to the extent the accommodation does not place undue burden on the school. A student may be granted an "Excused Absence" for religious observance for no more than three (3) days per semester, and/or five (5) days total per school year. Students that are absent are responsible for making up any missed assignments.

If any additional accommodations are required, a student's parent or guardian must submit a written request to the Principal. The request must state: (a) the specific accommodation requested; (b) why the accommodation is needed and (c) the time and duration of accommodation. To the extent possible, students should fulfill their religious obligations during lunch or free periods. If a student must fulfill a religious obligation during class time, the Green Dot Principal should grant an excused absence for a limited, defined time. Students who are excused from class for religious needs must have an opportunity to make up any work, assignment or test missed as a result of their absence.

Rights and Responsibilities Policy **C. 3.0**

Policy: Discipline

Green Dot has a progressive discipline plan ("Discipline Plan") in place at each of its schools. The Discipline Plan is published at the beginning of each school year in this Student Policy Manual. Parents and students who do not sing this Student Policy Manual are not relieved of any obligation to adhere to the Discipline Plan. The Discipline Plan includes day-to-day discipline including, but not limited to, warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignments or reflections, in-school suspensions, Saturday school, campus community service, disciplinary probation, and guidelines for suspension and expulsion.

See Policy G. 5.0 for the school's consequence matrix.

Progression of Disciplinary Procedures

Teacher Detention

Teachers are responsible for the day-to-day discipline in their classrooms to meet students' individual needs to ensure that learning can take place. Any teacher may also assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others, or cheating). Disciplinary options available to the teachers as a Teacher Detention include: warnings, in-school detentions, parent-teacher communication, behavior contracts, counseling referrals, written assignments or reflections, and discipline referral to the Principal. Repeated minor violations, or serious violations (i.e., any violation listed under Suspension/Expulsion Matrix below), will be referred to the Principal.

Administrative Detention

Administrative Detentions are typically held after school. After a student is issued an Administrative Detention, the student's parent/guardian will be notified by telephone by the Principal or designee. This detention is served after school and will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, or assisting with cleaning of the campus) that appropriately corresponds to the student's misconduct that led to the Administrative Detention. No activity such as listening to music or sleeping is permitted. School events, activities or athletics are not valid reasons for missing an Administrative Detention.

Suspension

Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive, as well as to protect the student body as a whole from dangerous and disruptive behavior.

A student may only be suspended for misconduct that is related to a school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. The misconduct may occur at any time, including, but not limited to: 1) while on school grounds; 2) while going to or coming from

school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

A student serving *on campus suspension* reports to school at the regular time in full uniform. Each teacher will give the student written assignments that he or she must complete under the direct supervision of the Principal or designee. The student will not attend any classes or school-scheduled breaks (e.g., nutrition, recess, or lunch). The student will eat lunch in an assigned room.

Whether suspension occurs in or out of school, the maximum number of consecutive school days a student may be suspended five school days, unless the suspension is extended pending an expulsion hearing with Green Dot's Discipline Review Panel ("DRP"). Students shall be provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon returning to school should it be unavailable at the time of, or during, the suspension.

The maximum number of total school days in a school year a student may be suspended is 20 school days, unless a suspension has been extended pending an expulsion hearing. For students on suspension pending an expulsion hearing, the school will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the school's main office. The student's school work may be picked up by parents/guardians and/or delivered by the school on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student's home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in the school's main office under appropriate supervision as needed.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her. The student shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of the date that the school received knowledge of the suspendable offense, unless the student's parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. The parent/guardian also shall be notified, in writing, of the suspension. This notice shall state the specific offense committed by the student, and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, this notice also may request that the parent/guardian respond to such requests by the next school day. There will be no penalty to the student should the parent fail to respond to this request.

Matrix for Suspension/Expulsion Recommendations

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Studen with **Broad** Principal
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus.	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate**.**	Principal **may** recommend expulsion when the following occur a grounds; while going to or coming from school; during the lunch going to or coming from, a school-sponsored activity.
Possessing, selling, or furnishing a firearm.	Causing serious physical injury to another person, except in self-defense.	1. Caused, attempted to cause, or threatened to cause physic (**Unless, in the case of "caused," the injury is serious.** 2. First offense of possession of marijuana of not more than on 3. Sold, furnished, or offered a substitute substance represente
Brandishing a knife at another person.	Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	4. Caused or attempted to cause damage to school or private 5. Stole or attempted to steal school or private property. 6. Possessed or used tobacco. 7. Committed an obscene act or engaged in habitual profanity
Unlawfully selling a controlled substance.	Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication)	8. Possessed, offered, arranged, or negotiated to sell any drug 9. Disrupted school activities (school-wide activities; issued on 10. Knowingly received stolen school or private property. 11. Possessed an imitation firearm. 12. Engaged in harassment, threats, or intimidation against a pu

Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]).	4. Robbery or extortion.	13. Engaged in sexual harassment. 14. Caused, attempted to cause, threatened to cause, or partici 15. Made terrorist threats against school officials or school prop 16. Willfully used force or violence upon the person of another,
5. Possession of an explosive	Assault or battery upon any school employee.	17. Harassed, threatened, or intimidated a pupil who is a compl 18. **Any behavior listed in Category I or II that is related to s not occur on campus or at a school activity off campus.** 19. Unlawfully offered, arranged to sell, negotiated to sell, or so 20. Engaged in, or attempted to engage in, hazing, as defined i Engaged in an act of bullying, including, but not limited to, bully specifically toward a pupil or school personnel. 22. Aided or abetted the infliction of physical injury to another p 23. Engaged in, or aided another in, academic dishonesty, inclu grades or academic marks, or theft or unpermitted review of test 24. Intentionally "hacked" or broken into a School or School affil

For discretionary offenses, additional findings include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; (2), due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or other; and (3) involvement with gang activity.

Student Discipline Review Board

The school's Discipline Review Board ("DRB") is an advisory committee to the Principal or designee on student discipline-related issues. The DRB is comprised of at least one administrator (Principal or Assistant Principal) and at least three teachers, and may also include a classified employee, counselor, or dean of students. The DRB will not include more than seven members.

The DRB convenes for a conference when a student allegedly commits a serious violation of the school's discipline code (i.e., Categories I and II in the Matrix for Suspension/Expulsion Recommendations above) or when the student has broken the terms of an applicable individualized contract. The DRB conference should be scheduled when the suspension is issued. While it is important that all evidence is collected in advance, the DRB conference must occur before the student returns to school at or near the end of the suspension period.

The Principal or designee is the facilitator and a non-voting member during any DRB conference. The Principal or designee shall make available language translation and other necessary accommodations for students and parents as needed. All other DRB members participate in any DRB conference by reviewing evidence, asking pertinent questions, discussing interventions, and voting to recommend to the Principal or designee any next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each DRB conference. The DRB may vote to recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and/or expulsion.

At the DRB conference, a determination will also be made by the Principal or designee regarding whether the student's suspension should be extended pending a DRP hearing. This determination should consider whether the student's presence will be disruptive to the education process or the student poses a threat or danger to others.

Academic Dishonesty and Gang Affiliation

The DRB may also recommend to the Principal or designee whether academic dishonesty (e.g., cheating, deceit, and unethical behavior with regard to any student's academic achievement) or involvement in gang activity warrants disciplinary probation, suspension, or expulsion. The following guidelines should guide a recommendation and decision for appropriate interventions and consequences for students involved in gang activity:

- where involvement in gang activity is the cause of a serious violation of the student code of conduct, expulsion should be recommended; and
- where involvement in gang activity is identified, but not an immediate threat to school/campus safety, disciplinary probation with a gang intervention plan should be recommended.

Expulsion – Dismissal from School

A student may be expelled from the school for any of the violations listed above in the Matrix for Suspension/Expulsion Recommendations upon recommendation by the Principal pursuant to the DRB conference and after a DRP hearing.

It is a federal mandate (pursuant to the Gun-Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall result in an immediate suspension and a recommendation for expulsion:

- brandishing a knife at another person;
- possessing, selling, or otherwise furnishing a firearm (not applicable to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Principal or the designee);
- possession of an explosive (as defined in Section 921 of Title 18 of the U.S. Code);
- unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, including providing or selling narcotics of any kind (immediate expulsion); and
- committing or attempting to commit a sexual assault, or committing a sexual battery, as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may only be expelled for misconduct that is related to a school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. The misconduct may occur at any time, including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

Authority to Expel

A student may be expelled either by the DRP following a hearing before it. The DRP will consist of the following members:

- Chief Academic Officer, Vice President of Education, or a Cluster Director;
- two administrators from a campus not bringing forth the expulsion; and
- two teachers from a campus not bringing forth the expulsion.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled within 30 school days after the Principal's or designee's expulsion recommendation, unless postponed for good cause.

The DRP hearing shall be held in closed session (complying with all student confidentiality rules under the federal Family Educational Rights and Privacy Act ("FERPA")), unless the student requests a public hearing, in writing, at least three days prior to the DRP hearing.

Written notice of the DRP hearing shall be mailed by the Principal or designee to the student and the student's parent/guardian at least seven calendar days before the DRP hearing. This notice shall include student identification information, a description of the offense, the applicable expulsions provision(s), the student's rights for due process, a description of the DRP hearing proceedings, the right to request representation, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the DRP hearing, and the right to request a postponement. Upon mailing this notice, it shall be deemed served upon the student.

A Green Dot Cluster Director or designee shall be the facilitator of the DRP hearing. The DRP shall make available language translation and other necessary accommodations for students and parents as needed. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Within ten school days after the DRP hearing, the DRP's facilitator shall provide the student/parent/guardian/representative with the DRP's Findings of Fact, which will include a description of the outcome of the DRP hearing. If the DRP recommends against expulsion, the student will be reinstated immediately and permitted to return to an instructional program. If the DRP confirms the Principal's or designee's recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP deems appropriate. The expulsion order shall include a description of readmission procedures for the student.

Appeal Right

Students/parents/guardians have the right to appeal suspensions and expulsions. To appeal a suspension or an expulsion, the student/parent/guardian must submit a written appeal to Green Dot's Chief Academic Officer outlining the reason for appeal, attaching any supporting documentation, within 30 calendar days from the date of suspension or, in the event of an expulsion, within 30 calendar days from the date of the issuance of the Findings of Fact.

If requested, an expulsion appeal meeting will be held with Green Dot's Chief Academic Officer and the student/parent/guardian/representative. The Chief Academic Officer will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/representative. A decision will be made on the appeal based on a review of all evidence and the Findings of Fact within ten calendar days from the date of the expulsion appeal meeting, unless an extension is mutually agreed upon between the student/parent/guardian/representative and the Chief Academic Officer.
If the Chief Academic Officer denies the appeal, the student/parent/guardian/representative may submit an appeal to Green Dot's Board of Directors within ten calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board of Directors' Discipline Appeal Committee ("DAC"), in closed session, within 30 calendar days of receipt of the appeal to the Board. The scope of the DAC's review shall be limited to whether:

- the DRP acted without or in excess of its jurisdiction;
- there was a fair hearing;
- there was a prejudicial abuse of discretion in the hearing; and
- there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the DRP hearing.

Future Placement

If the student is expelled, Green Dot will assist parents in finding a new placement for the student, including advising parents to call the local district's student discipline office, if they want their child to attend the local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the DRP at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the school for readmission. The rehabilitation plan also should require a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the school campus from which they were expelled. Depending on the expellable offense, the rehabilitation plan may also recommend that the student receive counseling.

Readmission

Upon a request from a student's parent/guardian, or a student who holds his or her own educational rights, the decision to readmit a student or to admit a previously expelled student form another school district or charter school shall be made by the DRP. The DRP will determine, within a reasonable timeframe, whether the student successfully completed the rehabilitation plan and determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of the school at the time the student seeks readmission.

Upon a determination by the DRP that the student successfully completed the rehabilitation plan, and determined that the student does not pose a threat to others and will not be disruptive to the school environment, the school shall readmit the student.

Disabled Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the Individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the Rehabilitation Plan of 1973.

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Rights and Responsibility Policy **C. 4.0**

Policy: Due Process

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the Principal within ten (10) school days. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Home Office and should be directed to the Cluster Director for resolution with a written response within fifteen (15) school days.
- After appeal at the Green Dot Public School administrative level, if further review is desired, the appeal may be forwarded to the Chief Academic Officer for resolution with a written response within twenty (20) school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Policy: Personal Property

Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Unless for an approved academic purpose, these items include, but are not limited to:

- audio devices (e.g., radios, cassette, CD, or MP3 players, iPods);
- dolls or stuffed animals;
- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;
- gang paraphernalia;
- explicit material; and
- any item listed in the "Matrix for Suspension/Expulsion Recommendations" (*see* Green Dot Policy C. 3.0, Discipline).

Cell Phones

Cell phones (including walkie-talkies, pagers, or any electronic signaling device) must remain turned off and out of sight (i.e., in a student's backpack and not in pants/shorts pockets) during school hours, but may be used before and after school. If a student violates such policy:

- First Offense ❼ Device will be returned to the student at the end of the school day.
- Repeated Offenses ❼ Device will be returned to the student at the end of the school day. Parents will be called and notified, and/or school-level consequence assigned.

Lost, Stolen, Or Damaged Items

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Skateboards and Bicycles

During school hours, students must store skateboards and bicycles in a storage area designated by the school. Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

Lost and Found

Items that have been found at school should be returned to the office. Students who have lost an item at school may come to the office before school, during break, or after school to check the Lost and Found. Items in the Lost and Found will be discarded on a regular basis.

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Policy: Uniform Requirements

Green Dot's uniform requirements are maintained and enforced to provide students with a safe and collegial environment aligned to Green Dot's mission. Although each Green Dot school may modify school colors as needed for school safety, students must adhere to the requirements below at all times.

Belts. If a belt is worn, only tan, brown, or black, a standard width, and properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles must not have logos, studs, chains, writings, or initials.

Footwear. Only closed-toes dress shoes or tennis shoes. No house shoes, slippers, or sandals.

Hair. Hair must be neat, clean, and fixed such that it does not hang in the student's face. Beards and mustaches must be neatly trimmed.

Headwear. No hats, bandanas, wave caps, sweatbands, or visors are allowed. Girls may wear ribbons, rubber bands, barrettes, or headbands.

Jackets/Coats/Sweatshirts. Must be all black without writing, initials, emblems, or logos of any kind except the school name. Students may not wear hoods in class.

Pants/Shorts. Only trouser-style khaki pants/shorts. Sweatpants are not allowed. Trousers must be at least ankle length but not touching the ground. The trouser hem must not be frayed or ripped. It is not permissible to cut the leg seam. Shorts must reach the top of the knee in length. Pants/shorts must be worn at waist level and not at the hip.

Shirts. Only collared shirts, preferably polo-style are to be worn. The only approved logo or name is the school name. Shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked. All undershirts must be white, grey, or black, and must be worn under the shirt.

Skirts/Skorts. Skirts/skorts must be khaki style, an appropriately fitted size, and fall just above the student's kneecaps.

Tights/Leggings. Only solid white or beige may be worn under skirts of the appropriate length.

Sweaters. Only V-neck pullover, crew-neck pullover, or cardigan in solid black. All sweaters must be worn over a uniform shirt.

<u>Uniform Violation</u>

Violations of the above Uniform Requirements must not result suspension. Green Dot recommends that its schools follow these steps upon a violation:

1. provide a loaner uniform, if available;
2. notify parents; then
3. a school-based consequence (students should only be removed from classroom for egregious violations).

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Rights and Responsibilities Policy **C. 7.0**

Policy: Acceptable Use of Technology

This policy is for management and usage of computer resources owned and operated by Green Dot Public Schools ("School"). The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. **Violators of computer resources use policies will lose computer access privileges.** ***Families will be held financially responsible for the loss of or damage to school computers.***

Guiding Principles for Responsible Computer Usage

- Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
- Unless noted to the contrary, data files should be considered private and confidential.
- Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
- The School's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
- The School's computers may not be used to play games or transmit material via any media, including email or internet pages, that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. Students shall not engage in an act of bullying on School computers, including, but not limited to, bullying committed by means of an electronic act.
- Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
- Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
- The School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.

Concerning Internet Usage

Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. The student and his/her parents accept responsibility for the student's on-line actions. All other disciplinary policies of the School apply to the use of technological resources.

Concerning General Usage

The School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses; and/or violation of other rights arising under the law. The School also reserves the right to discipline students for violations of this policy, up to an including suspension and expulsion.

Students are encouraged to remove any "personal" information stored on the School's computers. Generally, the School will delete information left on computers/networks to better facilitate the use of computers for legitimate School purposes, and the School shall not be liable for any damages resulting from the deletion of personal files or personal electronic information stored on School computers.

Policy: Agency and Police Interrogation

Protection of student rights shall be balanced with Green Dot Public Schools' responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Green Dot, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Security officers and police officers whose regular duties involve working on the school campus shall have the authority set forth in the preceding paragraph.

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted. The principal or designee shall require the officer to complete the form entitled "Investigations Conducted on [SCHOOL] Premises" prior to any such interview. The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy. At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall attempt to notify the student's parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

Although subpoenas may legally be served at school on students age 12 or older, Green Dot believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

If access is required to apprehend/arrest a student, the principal or designee should be informed. If a student is apprehended, all reasonable efforts shall be made to remove the student from class or other public area and away from other students in the public prior to such apprehension.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in California Penal Code section 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Rights and Responsibilities Policy **C. 9.0**

Policy: Search and Seizure

Green Dot Public Schools recognizes its responsibility to maintain order and security within its schools and during school-related activities. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the school, in accordance with this policy.

Students and Their Personal Effects

Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, knapsacks, book bags, lunch boxes, etc.) when they are being carried by the student and when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner which is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

1. *Outside the view of others, including students*
2. *In the presence of a school administrator or adult witness*
3. *By a certified employee or administrator of the same sex*

Immediately following the search of a student, documentation shall be made by the school authority who conducted the search indicating whether or not improper items were found. The parents/guardians of a student searched in accordance with this policy shall be notified of the search as soon as possible.

Green Dot Pubic Schools reserves the right to use canine services to proactively ensure a safe academic environment.

Green Dot may conduct a random metal detector weapon search at its schools if:
(1) Green Dot determines that a substantial need exists to keep weapons off campus based upon demonstrable data or if Green Dot's Chief Executive Officer determines that an emergency situation exists that warrants a random metal detector search at Green Dot's schools;
(2) no system of more suspicion-intense searches are workable;
(3) the searches are minimally intrusive in that students are not touched and are only required to open pockets or jackets if they trigger the metal detector (if clothes are extremely baggy, the clothes may be touched such that the wand is about 3-4 inches away from the student's person);
(4) the persons searched are selected on neutral criteria; and

(5) parents and students are given prior notice of the practice.

School Property
Green Dot Public Schools authorities may inspect and search school property and equipment owned or controlled by Green Dot (such as, lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

Seizure of Property
If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Implementation of Policy
Green Dot Public Schools campus administrators may develop rules and regulations to further implement this policy.

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Rights and Responsibility Policy **C. 10.0**

Policy: Harassment and Bullying

Green Dot Public Schools is committed to providing a learning environment that is free from harassment or bullying of any kind. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment or bullying shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment or bullying will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

A school principal or designee may refer a victim of, witness to, or other pupil affected by, an act of bullying to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

Harassment
Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Bullying

Any aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words or and/or acts. Bullying behaviors may include, but are not limited to:

- Verbal
- Non-verbal
- Physical
- Emotional/Psychological
- Cyber Bullying

Verbal Harassment

Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.

Visual Harassment

Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.

Sexual Harassment

Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment

It is the responsibility of Green Dot Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome
4. Report all incidents of discrimination or harassment to the Principal
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately

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Rights and Responsibilities Policy **C. 11.0**

Policy: Academic Integrity

Green Dot Public Schools faculty and administration believe in academic integrity, and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments.

Examples of Academic Integrity Violations include, but are not limited to the following:

- Downloading information from the internet and not citing appropriate sources
- Unauthorized assistance from a peer on an exam
- Using a non-permitted device (calculator or cell phone) on an exam
- Copying
- Requests to copy from peers to copy their own work

<u>Consequences for Violating Academic Integrity</u>

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. The student may be placed on a cheating contract and will remain on the contract until graduation.
4. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
5. The Principal will be notified.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

Rights and Responsibilities Policy **C. 12.0**

Policy: School Jurisdiction

All students are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction is defined as:

- School grounds and property
- Travel to and from school
- Any school sponsored event or activity, including travel to and from (i.e. athletic events, field trips, etc.).

Transportation Guidelines
Progressive discipline will be used to maintain a safe and orderly school bus. Travel on the school bus is considered part of the school's jurisdiction. Green Dot Public Schools reserves the right to take away bus privileges from any student for disciplinary or safety reasons.

Rights and Responsibilities Policy **C. 13.0**

Policy: Transportation of Students

Green Dot is committed to transporting students safely and recognizes that, in addition to general busing of students by licensed bus drivers, situations arise that require student transportation by the staff of Green Dot or its family of schools. Such situations include transportation of students for:

- Green Dot or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions); and
- compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health).

Without preventative measures, the foregoing situations may expose Green Dot to potential legal liability. Unconventional transportation arrangements (e.g., staff driving students home after an extracurricular activity), or students being left on or near campus without transportation, elevate the risk of liability to Green Dot and its family of schools.

To help avoid such liability, employees of Green Dot or its family of schools shall not transport students in their personal vehicles unless the:

- student's parent has completed the Transportation Permission and Release of Liability Form and returned it to the student's school of attendance; and

- driver has completed the Employee Driver Agreement, which has been approved by an administrator at the

employee's assigned school. (The driver shall follow all instructions delineated in the Employee Driver Agreement to obtain permission to transport a Green Dot student and adhere to all terms contained therein.)

To quickly determine whether a student is permitted to be transported by an employee of Green Dot or its family of schools, and whether a potential driver is authorized to transport a Green Dot student, the completed Transportation Permission and Release of Liability Form, and the Employee Driver Agreement shall be kept on file at the student's school of attendance and the employee's assigned school, respectively.

Rights and Responsibilities Policy **C. 14.0**

Policy: Field Trips and Student Travel

Green Dot Public Schools recognizes that field trips and student travel are an enriching aspect of a student's educational experience. These guidelines are developed to ensure the safety of students and adult chaperones during student trips. Green Dot Public Schools is interested in providing student travel that is educational in nature and provides student knowledge and experiences to supplement the school curriculum. Educational trips include but are not limited to visiting museums, businesses, universities, cultural exhibits, nature centers, and government agencies. Student travel should be avoided during the first three weeks and last two weeks of the academic year, the first or last two or any semester, or during exam week.

All student policies, rules and procedures are in effect during the period of student travel. Students are not permitted to travel in private vehicles on field trips.

When a situation arises that poses a threat to the safety or welfare of the student participating in a trip, the school administrator will consult with supervising faculty to determine whether to cancel a trip.

Field Trips

All field trips require administrator approval. The nature, purpose, cost, and timing of the trip should be outlined for approval no later than TWO WEEKS prior to the trip. No arrangements should be made in advance of the Principal's final approval.

Overnight and Out-of-State Travel

The Principal must approve overnight trips at least ninety (90) days prior to the anticipated travel date. Only the Principal is authorized to approve of or sign contracts with any travel agency.

Sponsoring faculty members are expected to generate and collect waivers and inform staff about participating students. The school administration can remove a student from the scheduled trip at any time prior to departure for academics, excessive absenteeism, behavior violations, and/or health safety concerns. Students shall not be excluded on the basis of a disability.

Overnight student travel requires appropriate supervision consisting of at least one adult chaperone for every seven student travelers. A minimum of two adult chaperones is required regardless of the number of students on the trip. Chaperones should be Green Dot Public School faculty and staff of adults approved by the administration. Chaperones commit to remaining with students to and from the travel designation and throughout the tour.

Parents/guardians of students participating on an overnight trip must be fingerprinted, and attend an informational session to review the objectives of the trip, standards of conduct required, clothing and equipment needs, responsibilities of students, costs for the trip, daily itinerary, and protocols for handling emergencies.

Bus Rules

1. Remain seated

2. Wear seatbelts, if they are available
3. Refrain from unnecessary noise, singing, whistling, loud conversation or boisterous conduct
4. Keep all parts of the body inside the bus
5. Be courteous
6. No eating, drinking, or gum chewing
7. Do not wear shoes with cleats or spikes
8. Do not carry hazardous articles or weapons on the bus
9. All other school rules will be followed on the bus

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Rights and Responsibility Policy **C. 15.0**

Policy: Conflict Resolution

The Green Dot Public Schools Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a student may make a request and/or have an issue or grievance that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of three steps, but resolution may be reached at any step in the process identified.

Step One
The student presents his/her grievance or issue to staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the student a decision within a reasonable amount of time (ten school days).

Step Two
If there is dissatisfaction with the decision or if is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor: Counselor or Administrator. Following a review of the concern, the Counselor or Administrator will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.

Step Three
If the response given by the Counselor or Administrator seems unreasonable to the student member, he/she should then submit a written request for a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

Rights and Responsibilities Policy **C. 16.0**

Policy: Uniform Complaint Procedures

Purpose

Green Dot recognizes the primary responsibility to ensure its compliance with applicable state and federal laws and regulations governing Green Dot's educational programs. Accordingly, Green Dot shall investigate complaints alleging failure to comply with such laws and regulations, or alleging unlawful discrimination, harassment, intimidation, or bullying. Further, Green Dot shall seek to resolve those complaints in accordance with the uniform complaint procedures ("UCP") set forth herein and pursuant to Title 5 of the California Code of Regulations section 4600 et seq.

Green Dot shall use the UCP to resolve any complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying in Green Dot programs based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in California Education Code sections 200 or 220, California Penal Code section 422.55, or California Government Code section 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Green Dot's UCP shall also be used to address any complaint alleging Green Dot's failure to:

- comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (*see* California Assembly Bill No. 1575 (2011-2012) and California Education Code section 49010 et seq.);

- comply with the Local Control and Accountability Plan under the Local Control Funding Formula (*see* California Assembly Bill No. 97 (2013-2014), California Senate Bill No. 91 and California Education Code section 52075); or

- provide reasonable accommodations for lactating pupils on campus (*see* California Assembly Bill No. 302 (2015-2016) and California Education Code section 222).

Green Dot's UCP shall also be used to address any complaint related to pupils in foster care or pupils who are homeless. (*see* California Assembly Bill No. 379 (2015-2016) and California Education Code section 48853).

Written notice of Green Dot's UCP shall be disseminated annually to Green Dot employees, students, parents/guardians, appropriate school officials or representatives, school advisory committees, and other interested Green Dot parties. If 15 percent or more of students enrolled in a particular Green Dot school speak a single primary language other than English, Green Dot's UCP policy, forms, and notices shall be translated into that language. Distribution may be in any form (e.g., employee/parent/student handbook, brochure, newsletter, memoranda) that will reach the school community. Green Dot's UCP shall also be posted in all Green Dot schools, including staff

lounges and student government meeting rooms, and Green Dot's Home Office. Copies of Green Dot's UCP shall be available free of charge.

Filing a Complaint

Prior to filing a formal complaint, Green Dot encourages the early, informal resolution of complaints at the school site level whenever possible.

Any individual public agency, or organization may file a written complaint that alleges a violation of federal or state laws or regulations governing Green Dot's educational programs or unlawful discrimination as identified above.

A complaint alleging legal noncompliance regarding the prohibition against requiring students to pay student fees, deposits, or charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code section 49010 et seq.

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to it. Such a complaint must be filed no later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the school principal or designee may extend the filing period for up to 90 calendar days.

UCP complaints are to be submitted, in writing, to the principal at the school at which the alleged violation occurred. Such complaints must include the following:

- the underlying facts;
- details, such as the name(s) of the those involved (including witnesses) as well as the date(s) and location(s) of the incident or alleged violation;
- information regarding any attempts to address the complaint at the school site; and
- copies of written documentation or evidence that may be relevant or supportive of the complaint.

Any individual who is unable to prepare a written complaint (e.g., disability or illiteracy) can receive assistance from the school site administrator or designee, or by contacting the schools site at which the alleged violation occurred.

Green Dot shall maintain confidentiality of the involved parties to the maximum extent practicable without obstructing the investigation. Green Dot prohibits any form of retaliation against any complainant in the UCP process.

Participation in the complaint process shall not in any way affect the complainant's status, grades, or work assignments.

Complaint Investigation and Final Response

Green Dot shall complete an investigation and provide a written final response within 60 calendar days from the date of receipt of the complaint by the school principal unless the complainant agrees, in writing, to an extension of the timeline. The principal or designee shall provide the complainant and/or his or her representative with an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The principal or designee also shall collect all documents and interview all witnesses with information pertinent to the complaint.

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

Green Dot's final response shall be written in English and, when required by Education Code section 48985, in the complainant's primary language, and include the following:

- the finding(s) of fact based on the evidence gathered;
- the conclusion(s) of law;
- disposition of the complaint;
- rationale for such disposition;
- corrective action, if any are warranted; and
- notice of the complainant's right to appeal the final response within 15 calendar days to the California Department of Education ("CDE") and procedures to be followed for initiating such an appeal.

Any final response concerning a discrimination, harassment, intimidation, or bullying complaint based upon California law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the from the date of filing an appeal with the CDE before pursuing civil law remedies.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, or other charges, Green Dot shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them.

The principal of the school at which the complaint was filed shall maintain a record of each complaint and subsequent related actions, including, but not limited to, Green Dot's final response.

Appeal

The complainant has a right to appeal Green Dot's final response to the CDE by filing a written appeal within 15 calendar days from the receipt of Green Dot's final response. The appeal shall specify the basis for the appeal and whether the findings of facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the original complaint filed with Green Dot and a copy of Green Dot's final response.

Civil Law Remedies

Complainants may pursue available civil law remedies outside Green Dot's UCP. 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 complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided that Green Dot has appropriately and in a timely manner apprised the complainant of his or her right to file a complaint. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law.

Rev. 06/2016

Rights and Responsibilities Policy **C. 17.0**

Policy: Photo Release and Consent Agreement

Permission is granted by the student and the student's parent or legal guardian for the following terms of release and consent:

1. Permission for Green Dot to use the below-identified materials in connection with the publication and distribution of materials, in various media, regarding and/or promoting Green Dot and its activities, operations or accomplishments.

    a. Video or film materials incorporating student's name, image, likeness, voice and/or spoken or written words.
    b. Photographic materials incorporating student's name and/or image.
    c. Printed materials incorporating student's name, likeness and/or image.
    d. Telephonic or other recorded, electronic or digital materials incorporating student's name, voice and/or spoken or written words.
    e. Web-based or other electronic or digital materials incorporating student's name, image, likeness, voice and/or spoken or written words.

2. Green Dot and any of its subsidiaries, affiliates, representatives or agents shall have the right to reproduce, publish, broadcast or otherwise use, throughout the world, in any medium (including, without limitation, print, radio, television, web or other online or electronic media), student materials, or any portion or derivation thereof, in connection with the discussion or promotion of Green Dot or any aspect of Green Dot. Such right shall include the right to reproduce the student materials, in whole or in part, and the right to create derivative works based upon the student materials. All materials prepared by Green Dot that incorporate, consist of, or include student's name, image, likeness, voice, words or any portion of student materials, including, but not limited to any copyrights or other intellectual property rights shall belong to Green Dot, and Green Dot shall be the author for all purposes.

3. Green Dot agrees to use student materials in a reasonable manner to fairly and truthfully represent the student.

4. Student and parent or legal guardian acknowledge and agree that he/she is able to give this release and consent, that he/she gives this release and consent voluntarily and without obligation or compensation. Student and parent or legal guardian further acknowledge and agree that he/she is not a member of SAG or other such professional organization.

5. Student and parent of legal guardian acknowledge and agree that Green Dot has complete creative control over its use of student's name, image, likeness, voice, words or student materials, and student waives any right of inspection or approval of any use of the student's name, image, voice,

words or any of the student materials and any liability of Green Dot or its subsidiaries, affiliates, agents or representatives for such use including, without limitation, any typographical or printer errors, alterations, optical illusions or distortions, faulty mechanical or other reproduction arising out of the exercise of any of the rights granted in this Agreement.

Policy: Directory Information

The Family Educational Rights and Privacy Act mandates that Green Dot adopt a policy identifying those categories of personally identifiable information from a student's education records considered to be "directory information," which may generally be released unless the parent/legal guardian notifies Green Dot, in writing, of his/her refusal.

"Directory information" is student information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow Green Dot to include this type of information from a student's education records in certain publications, which include, but are not limited to:

- annual yearbooks;
- graduation programs;
- Green Dot/school website(s);
- sports activity sheets showing weight and height of team members;
- honor roll or other recognition lists; and
- a playbill, showing the student's role in a drama production.

GDPS has designated the following student information as directory information:

- name;
- address;
- telephone listing;
- electronic mail address;
- photograph;
- date and place of birth;
- grade level
- major field of study;
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees and awards received; and
- most recent previous school attended.

In addition, federal law requires that education agencies receiving assistance under the Elementary and Secondary Education Act of 1965 (reauthorized as the No Child Left Behind Act of 2001) to provide military recruiters, upon request, with students' names, addresses and telephone listings, unless parents/legal guardians have advised Green Dot that they do not want their child's information disclosed without their prior written consent.

Directory information does not include a student's social security number or student identification number. However, Green Dot may disclose a student's identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number, password, or other factor that only the authorized user knows. A student's social security number will not be used for this purpose.

Private schools and colleges/universities may be given the names and addresses of 12th-grade students and students who are no longer enrolled in a Green Dot school provided that the information is used only for purposes directly related to the institution's academic or professional goals.

If parents/legal guardians do not want Green Dot to disclose directory information from their child's education records without their prior written consent, they must notify their child's school site principal, in writing, by September 1, or within 30 days upon a student's enrollment. The request to withhold directory information is applicable only to the school year in which the notification was provided to Green Dot.

Rights and Responsibility Policy **C. 19.0**

Policy: Student Fees

Green Dot shall ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in Green Dot's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his or her participation in an educational activity which constitutes an integral fundamental part of Green Dot's educational program. This general prohibition against student fees, unless authorized by law, shall not restrict Green Dot from soliciting for voluntary donations, participating in fundraising activities, and providing prizes or other recognition for participants in such activities and events. However, Green Dot shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student and shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

Legally Authorized Fees and Prompt Payment

Students often accrue legally authorized fees during the year in various ways (e.g., lost textbooks, damaged computer equipment, damage to school property, athletic equipment and uniforms, outstanding lunch balances). A record of such fees is kept in PowerSchool.

Students are expected to pay any accrued fees promptly, without constant reminders. Unpaid fees may limit participation in extra-curricular activities including, but not limited to dances, field trips, and prom. Students should always request a receipt when paying any bills. All services, goods, and bills paid by check are subject to a returned check fee.

A student's grades, diploma, and transcripts may be withheld, after affording the student his or her due process rights when a school's real or personal property has been willfully damaged, or whose property is loaned to a pupil and willfully not returned, until the pupil or the pupil's parent or guardian has paid for such damages.

Rev. 05/2015

Rights and Responsibilities Policy **C. 20.0**

Policy: Textbooks and Instructional Materials

Students assume full responsibility for the security and maintenance of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new book is issued or at the end of the academic year. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks.

Students may lose the privilege of participating in school activities due to lost or damaged or textbooks. These activities include, but are not limited to: dances, field trips, prom, and senior activities

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

Rev. 05/2015
Rights and Responsibilities Policy **C. 21.0**

Policy: Lunch Applications

Free and reduced lunch applications are included in the registration packet or they may be picked up from the office. They must be completed and returned by the due date and students must complete a new application for each school year. If a student fails to complete an application, he/she will be charged the full price for lunch.

Rights and Responsibilities **C. 22.0**

Policy: Work Permits

Green Dot recognizes that part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes.

Upon obtaining an offer of employment and prior to accepting employment, minor students shall obtain work permits from the Principal or designated school administrator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session. The request for a work permit shall be submitted to the Principal or designated school administrator on a form approved by the CDE.

A student is not be required to obtain a work permit if he/she is:

- self-employed;
- working at odd jobs (e.g., yard work and babysitting in private homes where he/she is not regularly employed);
- employed by his/her parent/guardian in domestic labor on, or in connection with, premises the parent/guardian owns, operates, or controls; or
- otherwise exempted by law.

A Principal or designated school administrator is authorized to issue a work permit to a minor Green Dot student. The Principal or designated school administrator has discretion to determine whether to issue the work permit. In determining whether to grant or continue a work permit, the Principal or designated school administrator will consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 GPA and satisfactory school attendance.

Students may be issued more than one work permit if he/she works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and Green Dot.

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures above.

The Principal or designated school administrator shall revoke a student's work permit whenever he/she determines that employment is interfering with the student's education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law.

Rev. 05/2016

Rights and Responsibilities Policy **C. 23.0**

Policy: Athletic Eligibility

Green Dot maintains membership in the California Interscholastic Federation ("CIF") and requires that interscholastic athletic activities be conducted in accordance with CIF's bylaws and rules. A copy of the local CIF league rules may be found at www.cifstate.org. In addition CIF's minimum standards, to maintain athletic eligibility, Green Dot students must:

- earn a minimum 2.5 GPA in the previous grading period (students who fall between a 2.0 GPA and a 2.5 GPA in the previous grading period maintain athletic eligibility but are placed on probation for the following grading period);
- not receive a grade of "F" in any subject;
- adhere to all Green Dot safety rules, policies, and instructions, as well as satisfactory sportsmanship and citizenship in the regular school environment;
- adhere to all current CIF rules and regulations;
- pass a physical examination given and certified by a medical doctor; and
- carry sufficient insurance for injuries to participants arising while engaged in or preparing for interscholastic athletics sponsored by Green Dot.

All student transfers, including intra-Ánimo transfers (i.e., transfer between Green Dot schools), must follow CIF's transfer regulations that may include one year of non-participation for any student who transfers after the ninth grade year without a change of address.

Rev. 05/2016

Rights and Responsibilities Policy **C. 24.0**

Policy: Student Organizations

Green Dot Public Schools believe that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No club shall be denied based solely on its topic or subject. However, no club shall be formed that, through its bylaws or practices, excludes or harms any member of this student body because of race, creed, religion, gender, or sexual orientation or that in philosophy or practice does not comply with the mission, expectations, and rules of the school.

Exclusion from Social/ Extra-curricular Activities

Any student can be excluded from social activities for academic or behavioral reasons at the discretion of the school administration.

Rights and Responsibilities Policy **C. 25.0**

Policy: Student Expression and Media

All students are entitled to enjoy the rights protected by the Federal and State constitution and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid disrupting school activities or violating the rights of others. For example, protected freedom of expression does not include acts or threats of violence, harassment or hate speech. Students who violate the rights of others or violate school policies or rules may be subject to disciplinary measures, as the circumstances warrant.

Freedom of expression shall include the right to present a point of view; the right to dissent; and the right to silence and privacy.

Student Opinion

Green Dot Public Schools welcomes the view of student on matters relative to curriculum, class schedules, extra-curricular activities, and all other matters pertaining to the school community. Students are encouraged to express their view first to appropriate faculty or staff and then to school administration.

Student Media Organizations

Green Dot Public Schools commits to freedom of expression for student forums. The school newspapers, yearbook and literary magazines are encouraged to operate in a positive climate in which students demonstrate a high level of responsibility and enjoy the trust and respect of their community. The instruction and training which students receive under the guidance of professional sponsors are expected to ensure that issues of student interest, including topics about which there may be controversy or dissent, be handled with regard for sensitivity and professional ethics. Furthermore, the additional education which student writers, editors, and broadcasters gain through experience of making decisions about the content of student publications is expected to allow students to practice their training commensurate with accepted professional standards.

Pursuant to California Education Code Section 48907, students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or

petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of a journalism adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this section. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

Bulletin Boards

At least one bulletin board shall be provided in the school for use by approved student organizations. Bulletin boards designated for students may be used to for school activities or matters of interest to students. All posted materials must conform to the general limitation stated in this policy and to the following requirements.

1. All student-posted notices or communications shall be subject to reasonable size limitations, shall be dated, and must be removed after the posting expiration date to assure full access to bulletin boards for all students.
2. All materials are to be stamped with the inclusive dates of posting.
3. If student materials violate the general limitations stated in this policy, they may be removed from bulletin boards and disciplinary action may be taken.

Circulation of Petitions

Subject to the procedures and general limitations stated in this policy, students may collect signatures or petitions concerning either school or non-school matters or issues. Students must seek approval from the Administration in advance of the proposed activity to determine time, place, and manner of conducting the activity. The Administration will respond to a petition request within a reasonable time under the circumstances and approve unless there is a substantial likelihood or past history of disruption.

1. The school administration may designate certain times for the conduct of activities under this provision, such as before school begins, after dismissal or during lunch periods, to prevent interference with school programming.
2. The school administration may designate certain places for the conduct of such activities to assure the normal flow of traffic within the school or on the school premises.
3. The school administration may determine the manner of conducting such activities to prevent undue level of noise, or to prevent the use of coercion or unreasonable interference with any individual or group of individuals.

Policy: Solicitation by Outside Organizations

Green Dot Public Schools has adopted the following policy limiting advertising and soliciting for any cause, charity or benefit not sponsored by a Green Dot group or organization.

1. *Students may not sell tickets or solicit contributions in the school for any external agency or charity unless it is a beneficiary of a Green Dot-endorsed charity drive.*
2. *The distribution of commercial handbills, cards, or other handouts in or around the school building is prohibited.*
3. *The school's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise.*
4. *Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the Principal.*

Groups, companies, individuals and/or staff and associations interested in the solicitation and recruitment of Green Dot students for trips, tours, ski and camping expeditions, and other similar activities shall not solicit and recruit such students at any time on school premises. Compliance with this prohibition makes it necessary to prohibit the practices hereinafter enumerated:

- *The written or oral identification of the activity as being a "Green Dot trip," including the identification of employees with such activity*
- *The publication of news articles or the publication of paid advertisements describing the activity in student newspapers*
- *The solicitation of students or the promotion of the activity during school hours and on school premises*
- *The promotion of the activity or the solicitation of students for such activities at any time on the school grounds*
- *The promotion of the activity or the solicitation of students by using school mailing lists or school records*

Rights and Responsibilities Policy **C. 27.0**

Policy: Gifts, Donations, Grants, and Bequests

Green Dot and its schools may accept any gift, donation, grant, or bequest of money, property, or service from any individual, private agency or organization, or other public agency that desires to support Green Dot. While greatly appreciating suitable donations, Green Dot shall reject any gift that may directly or indirectly impair its authority to make decisions in the best interest of students or its ability or commitment to provide equitable educational opportunities.

Before accepting any gift, donation, grant, or bequest, Green Dot administration shall carefully consider any conditions or restrictions imposed by the donor to ensure their consistency with the Green Dot's vision, philosophy, mission, and operations. If Green Dot believes it will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Any gift of books and instructional materials shall be accepted only if they meet regular Green Dot criteria for selection of instructional materials.

All gifts, donation, grants, and bequests, including those directed toward a particular classroom or subject of instruction, shall become Green Dot property. Donors are encouraged to donate all gifts to Green Dot rather than to a particular school. At the Chief Academic Officer's or designee's discretion, a gift may be used at a particular school.

All gifts, donation, grants, and bequests made to particular employees, by virtue of their position and employment with Green Dot, shall become Green Dot property.

Policy: Research Requests

Green Dot recognizes the value of academic research to improve educational programs and practices that are aligned with Green Dot's mission and is likely to benefit Green Dot without disrupting the school program. The Chief Academic Officer or designee must give prior authorization for research projects within Green Dot or at any Green Dot schools. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law and Green Dot policy. The Chief Academic Officer or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

Persons or groups wishing to use Green Dot staff, students, or property in connection with an academic research project shall submit to the Chief Academic Officer or designee a written proposal which includes, but is not limited to:

1. name of researcher(s) and academic credentials;

2. purpose, scope, and duration of the project;

3. method of study or investigation to be used;

4. approval from the institution's internal review board;

5. extent of participation expected of students and staff;

6. a certification that the researcher(s) will use not use the Green Dot name or brand in any publication of findings without prior approval from Green Dot;

7. use to which project results will be put; and

8. benefits to the school(s) or Green Dot.

The Chief Academic Officer or designee shall evaluate the proposal based upon, but is not bound solely by, the following factors:

1. shows potential for improving instructional programs and strategies;

2. addresses a relevant educational problem, concern or issue; and

3. is designed to minimize interruptions and demands upon the time of students and staff.

Should the Chief Academic Officer or designee grant permission for the research project, the researcher(s) shall adhere to the Green Dot Policies for volunteers, including, but not limited to, policies regarding Criminal Background Checks and Tuberculosis Testing.

Health and Safety Policy **D. 1.0**

Policy: Illness, Injury, or Medical Emergencies at School and Administration of Medication During School Hours

Administration of Medication during School Hours

Green Dot Public Schools may not furnish any medications. School personnel are prohibited by law from giving any medication (i.e., prescriptions, cold tablets, vitamins, Tylenol, etc.) to a student unless the student's physician has given written instructions and the student's parent has provided written consent.

In order for a designated school personnel to assist a student in taking a medication, including insulin to diabetic students, Green Dot Public Schools shall obtain both a written statement from the physician detailing the name of medication, method, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that the school assist the pupil in the matters set forth in the statement of the physician.

All medications require physician and parent/guardian authorization. Forms for completion by your Physician are available in the school office. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.

Students may not carry or use medication without written consent. However, students may carry and self-administer certain medication (e.g. inhaled asthma medications or Epi-pens) if the school receives the proper documentation. This includes:

1. A written statement from the authorized health care provider detailing the name of the medication, method, amount and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer the medication; and
2. A written statement from the parent/guardian of the student consenting to the self-administration, providing release for the school to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the school and school personnel from liability in the case of adverse reaction. Certain Asthma Action Plans may be sufficient for students to carry and self-administer asthma medication. A student may be subject to disciplinary action if the medication is used in a manner other than as prescribed. The required forms are available at the school office. School personnel do not prescribe or give advice regarding medication.

Illness at School

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before coming to school.
2. Students should be covered under family insurance. The school is not responsible for medical bills for illness or injuries occurring at school.
3. Green Dot Public Schools does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. Health matters are treated confidentially.
6. Students expecting to be absent ten consecutive days or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.

Injury or Medical Emergencies

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, Green Dot Public Schools staff will contact the appropriate agency for assistance (police, fire, etc.) An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian *(listed on the emergency card)* makes transportation arrangements.

Epinephrine Auto-Injectors

As described in Policy A. 3.0, Lottery Procedures, during the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

Stocking: Green Dot shall obtain a prescription for epinephrine auto-injectors ("EpiPen") from an authorizing physician and surgeon that includes at least one regular EpiPen per Green Dot school, unless there are students at the school who require a junior EpiPen. Such a prescription may be filled by local or mail order pharmacies or EpiPen manufacturers. Green Dot recommends that each Green Dot school stock a minimum of two regular epiPens. The designated school administrator is responsible for restocking epiPens.

Volunteer Requests: Green Dot will distribute an annual notice to all school staff that contains the following information:

- a description of a volunteer request stating that the request is for volunteers to be trained to administer an EpiPen to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis; and
- a description of the training that volunteers will receive.

Training: Each school's Office Manager, Parent Coordinator, and Office Assistant(s) will be trained to administer epiPens, and receive annual refresher training. Such training shall be consistent with the most recent "Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs" published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the CDE.

Administration**:** If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only the school's Office Manager, Parent Coordinator, Office Assistant, or volunteer staff member who has received EpiPen training can administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics arrive. The school will also contact the student's parent/guardian and physician as soon as practicable upon learning of the student's anaphylactic reaction.

Rev. 05/2015

Policy: Communicable and Infectious Disease

It is the Principal's duty to report at once to the local Health Office the presence or suspected presence of any communicable disease. "CAC, Title 17, Health Section 2508."

The school follows the recommendations of the Los Angeles County Health Department in excluding and readmitting students with communicable conditions. A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. A student who has been absent from school because of a reported communicable disease must have a permit issued by the Public Health Department or physician before he or she is readmitted to school.

Temporary exclusion of a student from school generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, scabies, head lice, and pertussis ("whooping cough"). Exclusion may occur immediately or at the end of the school day, depending on the disease, its communicability and school, county and state policy. After treatment for head lice, the presence of nits (i.e., head-lice eggs) alone is not an absolute indication for exclusion and students should not be absent from school for extended periods of time due to this treatable condition.

The Principal is not required to send prior notice of exclusion to the parent/guardian if the student is excluded because it is determined that the presence of the student would constitute a clear and present danger to the life, safety, or health of students or school personnel.

Reporting and Notifications

Reporting Communicable Disease by School

In outbreaks of any illness affecting over 10% of students enrolled, the school must telephone on the day of the occurrence the County Department of Public Health. Principal may intercede to expedite the process by liaising with the County Department of Public Health and/or student's physicians, as deemed necessary.

Notification of Parents and School Employees

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

The school's responsibility to notify school employees and the parent/ guardian of children exposed to a communicable disease is based on several factors determined by the school's Administrator such as:

1. Is the disease likely to be spread by school contact?
2. Is the disease serious enough to warrant investigation or prophylactic treatment by the student's private physician or the County Department of Public Health?
3. Is there an action the parents or school employees should or could be taking?

Specific Conditions and Communicable Disease

Incomplete Immunizations

In the case of exposure to a vaccine-preventable disease, students with incomplete immunization status may be excluded from school. These may include exposures to pertussis, measles, and mumps.

Rev. 06/2016

Policy: Blood Borne Pathogens

General Prevention for Blood Borne Pathogens

If a student suddenly becomes ill in class and vomits or is cut and bleeds on the floor of a classroom, specific procedures will be followed to eliminate the possible hazard of body fluid exposure. The procedures include:

- Staff member keep students away from the potential hazard
- Staff member contacts main office
- Office manager or administrator removes student to the main office and contacts the school custodian
- Custodian (if available) is responsible for cleaning up the bodily fluid spills
- Custodian uses protective equipment such as gloves, apron, protective eyewear, etc.
- Custodian removes body fluid from floor
- Custodian sanitizes floor
- Custodian cleans and decontaminates all equipment and environmental working surfaces exposed to body fluids
- Custodian removes gloves and disposes in appropriate biohazard container
- Custodian washes hands with antibacterial soap
- In the absence of the custodian, the administrative staff will assume responsibility for the procedures above.

Policy: Home and Hospital Schooling

Green Dot Public Schools requires regular attendance at school to ensure students receive a quality education. If a student incurs more than ten (10) school days of consecutive absence due to health or physical impairment, he/she shall seek home and/or hospital based instruction.

Home and hospital schooling shall begin as soon as the student's physical and mental health permits. The amount of instructional service time provided through the home and/or hospital program shall be determined in relation to each student's education needs, as well as his/her physical and mental health.

> If a student is eligible for home and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor's forms. This meeting will include the parent, student, Counselor, and a grade level representative and will determine the schedule for the home school teacher to provide service.

A student who requires home and/or hospital schooling on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. **Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the student should not receive this level of instruction due to medical reasons.** A student who requires home and/or hospital schooling for an extended time shall be provided with instructional services sufficient to appropriately advance the student's basic educational development.

A student may receive home and/or hospital schooling through telephonic or other electronic communication systems if such a system is available to the student and instructor. **However, at least two (2) hours per week of direct instructional services shall be provided.** All instructional services and home visits will be documented via Power School to ensure the student's needs are being met.

Before a student returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent, Counselor, administration, the physician/therapist (if necessary), and the home school teacher. A student will not be permitted to return to classes until the plan has been approved.

<u>Long-term Hospitalization</u>
In the event a student must be hospitalized for a long period of time (i.e. for physical or psychological reasons or for treatment with substance abuse) he/she may retain his/her status at Green Dot.

If the hospitalization is for physical reasons, an administrator or designee will serve as the liaison between the family, hospital and school. The administrator will meet with the school Counselor and student's teachers to determine the education needs of the student. The administrator is responsible for the ongoing coordination of the student's educational program.

If the hospitalization is for psychological or substance abuse reasons, a school psychologist will work with the administrator as the liaison between the family, home, and school. Before discharge of the student and his/her return to school the school psychologist and administrator will conduct a meeting with all school professionals who will be working with the student to determine the strategies needed for a positive transition to the school setting.

Health and Safety Policy **D. 5.0**

Policy: Emergency Preparedness and Emergency Contact Information

Emergency Preparedness

The schools' emergency policies and procedures are formulated with the guidance of local law enforcement and Green Dot Public Schools in order to prepare for:

- Fires
- Terrorist (bomb, chemical) threats
- Earthquakes
- Plane crash
- Smog episodes
- Power Outages

Green Dot Public Schools staff will implement and maintain the following:

1. A site-specific disaster preparedness plan.
2. Training for all staff on the elements of the plan, as well as an instruction program in first-aid and CPR.
3. A stockpile of emergency and medical supplies, back up communication equipment, and two-days worth of food and water at the school site.
4. Placards posted in classrooms and offices which indicate evacuation routes.
5. Emergency cards on file for all students and staff.
6. Established policy on the release of students to parents or guardian.
7. Clearly understood policy on the release of school, district staff, and their emergency assignments.
8. Clearly outlined procedures for use of school facilities as emergency shelters.

Emergency Contact Information

Emergency Cards

Every student must have a completed and up-to-date Emergency Card, properly signed and on file in the school Office.

***STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CARD AND PROPER IDENTIFICATION WILL BE ASKED FOR ALL ADULTS SIGNING STUDENTS OUT.**

Change of Address

Parents are asked to notify the office in writing as soon as any change of contact information occurs. This will ensure that all mailings will be received without delay or interruption.

Health and Safety Policy **D. 6.0**

Policy: Administrative Supervision

Supervision is provided for all school sponsored programs, activities, and meals during the instructional day. Unless otherwise noted for a specific school sponsored program or activity, hours of supervision at school begins 30 minutes before and after school ends.

To ensure the safety of our students, it is important that students do not arrive before their appropriate start time and that they leave promptly at the conclusion of his/her school day. Students who linger on or near campus will be sent home. Should any student create a disturbance by lingering before or after school, disciplinary action may be taken.

School administration, staff, and parent volunteers are available to help ensure our campus remains safe and students are following traffic laws when crossing the street. Students are to obey all directions from supervisory staff and parent volunteers.

Health and Safety Policy **D. 7.0**

Policy: Closed Campus and Visitor Policy, Sign in and Verification

Closed Campus

Green Dot Public Schools are closed campuses. All students are required to remain on school grounds during the regularly scheduled school day, including the lunch period. It is unlawful for anyone to take a student away from school during the regular school day without obtaining proper permission from a school official.

Visitor Policy, Sign in and Verification

Visitors and volunteers are welcome in our schools. Principals are responsible for managing involvement of volunteers and visitors in their respective schools, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

- **Volunteers** include individuals who have been recruited by classroom teachers, Parent Coordinators or school administrators, and have received authorization from the principal (or principal designee)
- **Parents** function as volunteers, visitors or both, during their child's tenure in a school
- **Home Office and other support personnel** provide resource assistance to students and staffs in schools.
- **Visitors** include all individuals who are not in any of the above listed categories or are not employed by the school.

Note: All visitors, volunteers, school board members, parents and home office personnel are expected to comply with the procedures outlined in this policy.

Procedures:

The principal or principal's designee will:

1. Require all parents, visitors and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons in the building, consistent with the above stated "purposes" of this directive.
2. Require all parents, visitors and volunteers to sign-in and sign-out on a Visitors and Volunteers Log. Uniformly, logs should solicit the following information: date, time (to include sign-in, sign-out); visitors name; purpose of visit, destination, and additional information the principal may require. This is for the safety of students, staff, as well as the individual in case of an emergency.
3. Provide all parents, visitors and volunteers with a visitor's badge to wear during their stay at the school. The school will make all reasonable efforts to ensure that the visitor reaches his or her stated destination. The badge is to be returned to the school office when the visitor or volunteer

signs-out. Home Office and support staff are expected to wear their identification badges during visits to school buildings. No one is to be permitted to visit or volunteer without a badge. Principals may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the building. Parents, visitors and volunteers are not permitted to make impromptu visits to classrooms during the school day without the permission of a building administrator.

4. Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.

5. Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year.

Procedures for Juvenile Court Personnel

There are instances when the welfare of a student is also under the jurisdiction of the Los Angeles County Juvenile Court or Department of Juvenile Justice. This Protocol is meant to provide some useful guidelines for Green Dot personnel and Juvenile Court personnel when a school visit is required. Information in this Protocol may be altered by court order.

Schools are a secure educational environment and all non-school personnel must sign in with the front office. Schools may limit access to certain areas of the school and, at the discretion of the Principal or designee, may require that Probation Officers schedule days and times convenient for the school staff and the student's schedule. In these instances:

(1) The Juvenile Court Representative (Probation Officer [PO]) should appear and provide:
  (a) A court order that specifically provides for such meetings.
  (b) Juvenile Court/Probation Dept. Photo Identification.

(2) The school should:
  (a) Photocopy Court request and Photo ID of PO for school records. Information regarding probation will not be maintained in the student's permanent record;
  b) Not share any information over the phone.

(3) The adjudication (probation) of a student is confidential information and all care shall be taken to protect the privacy rights of the student pursuant to the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g. Green Dot Public Schools will provide student information in compliance in a timely manner as set forth in FERPA.

- Schools should identify a staff member to act as the primary point of contact at a school to help insure student privacy. This contact person should be a staff member who is in the building a majority of their day.
- If a Probation Officer provides the school appropriate court written consent and at the discretion of the Principal or designee, a student may be interviewed by a PO without advanced parental/guardian/custodial agency notice and outside the presence of the Principal or designee.
- At the discretion of the Principal or designee, students may be drug tested by the PO at school. Drug tests must be witnessed and observed by the PO. If the PO provides the school with prior written court consent, school personnel will not be required to witness the drug test or notify parents/guardians/custodial agencies in advance. Therefore, temporary use of an administrative or handicap restroom will be made available.
- Student attendance and appropriate behavior are requirements for all students on probation.
- With prior written consent, the Principal or designee should report any discipline/truancy problems with students to the student's probation officer as there may be legal sanctions placed on the student.

Rev. 05/2015

Health and Safety Policy **D. 8.0**

Policy: Barring Disruptive Persons from School Sites

Guidelines for Barring Disruptive Persons from School Sites

The following guideline is prepared to assist school site administrators in dealing with disruptive persons who interfere with the normal course of business at school sites. Numerous laws and regulations give the site administrator the absolute right to insist on good order on their campus. This guideline lists the steps necessary to bar disruptive persons from the campus.

Definitions:

Common Area – Defined as where routine business is conducted in the school office. The common area would include the walkway to the office from the sidewalk and the area at the counter in the office. The common area does not include any offices behind the counter such as the Principal or Counselor's office. This area was defined to separate a common area (the office) from those areas where the educational process takes place (classrooms, hallways, auditoriums, cafeterias, etc.). An officer will use different probable cause for arrests in "common areas" than that used in "educational areas".

Posting – A term requiring all schools to post certain information in a place where people can see the posted signs. Schools are required to post certain instructions, such as "instructions to all visitors to report to the office before conducting business on the site".

A. Important facts to remember are:

1. No person has the right to interfere with the orderly delivery of instruction.

2. Parents and guardians have a constitutional right to participate in the education of their children.
3. A parent's right is at all times tempered with the need to preserve order and tranquility at their children's school.

B. Parents and guardians who have been restricted from their children's school site can only legally remove children for the following reasons:

1. Disciplinary situations
2. Medical attention
3. Family emergencies

The restricted parents/guardians can only enter the "common area" or school office to request release of their children. They will not be allowed in other areas of the site.

C. In all cases of conflict, the school desires a positive outcome for all parties involved. If a parent/guardian or other person causes a systematic disruption of the educational environment, their access onto the school site will become limited and/or restricted. Administrative authority to restrict access is clearly identified in the California Education and Penal Codes.

The following are general guidelines for dealing with parents/guardians who are disruptive to the educational process on school sites.

1. When staff reports that a person is disruptive to the educational environment, that person should be **immediately** escorted to the school office. The school office is considered a "common area" where public business is conducted. An administrator will talk to the reported offender to determine if a productive solution can be found for the problem. The school's "Visitor Log-In Book" should be checked to see if the individual signed in. If not, the disruptive person will be informed that **all visitors to the campus are legally required to report to the office** prior to entering the campus for any reason.

   In all cases, if the disruption is extreme or involves any threat of violence, the school Security staff should be contacted to intervene and escort the visitor off campus. Also, if appropriate, call local law enforcement at 911. An Incident Report about the problem **will** be filed by the site administrator.

2. If the situation is not resolved on the first encounter, documentation will be prepared to track the problem behavior. This documentation is essential should the problem escalate and enforcement action (**an arrest**) is necessary. The administrator will consider some of the following steps as he/she attempts to resolve the problem.

   a. Meet with the parent/guardian and school staff and attempt to resolve the problem. Set up a specific set of guidelines to govern behaviors while the person is on campus.

b. Consult with the Green Dot Public Schools Director of Security and Cluster Director regarding the behaviors exhibited by the disruptive person. By making Green Dot Public Schools aware of the situation, it helps guarantee a more rapid response if there are continuing problems.

c. Send a "**stay away letter**", or legally described "**626 letter**", which is designed to require a meeting prior to the disruptive person being allowed back on the school site. Send copies to the Green Dot Public Schools Home Office, including the Cluster Director, Director of Security, and Vice President of Education. The meeting required in the "626 letter" process accomplishes the following objectives:

(1) Requires the person to always report to the office, sign in and contact an administrator prior to conducting business at the site. Remember the office is a "common area" for conducting business.

(2) Forbids the person from going directly to a classroom or playground without being escorted.

(3) Discusses the specifics of the person's disruptive behavior and advises them that they can be **arrested** for violations of Section 626 of the Penal Code.

(4) In cases of extremely disruptive behavior, a Security staff member may be assigned to assist the disruptive person with their interaction at the school site.

(5) The 626 letter is canceled in 14 days. This legal mandate does not relieve the disruptive person receiving the letter from obeying some fundamental rules and conditions of access after the 14 days. These would include:

(a) Required reporting to the office or "common area" to sign in prior to conducting business on site.

(b) Calling and making an appointment prior to arriving on site.

(c) Never going directly to a classroom or playground without an escort. Remember outside of the office is not a "common area". Thus, a classroom or auditorium is not a "common area" and the offender can be forbidden access to this area.

(d) All behavior while at the school site must be appropriate as defined by the site administration.

(e) The 626 letter is one of the last efforts made by staff to avoid possible stricter enforcement action (**arrest**).

3. If all efforts have been unable to resolve the behavior, then the Chief Operating Officer should be notified.

4. In cases of extreme behavior or disruption, Green Dot may opt to file an application for Work Place Violence injunction in a court of law.

Please consult with the Green Dot Public Schools Director of Security for further assistance and/or information.

The following California Code Sections will help you evaluate the extent of your authority when dealing with a disruptive person.

Penal Code:

415 – Fighting, noise, use of offensive words (challenging to fight)
415.5 – Disturbance of peace of school
626.2 – Unauthorized entry, dismissed employee or student
626.6 – Committing an act likely to interfere with peaceful activities
626.7 – Failure to leave campus, wrongful return penalties (Revised 1/2004)
627.4 – Refusal or revocation (allows admin. to refuse access)
627.7 – Misdemeanor, to refuse to leave on request

Health and Safety Policy **D. 9.0**

Policy: Immunizations

Student enrollment in a Green Dot school shall not be granted unless documentary proof of the student's immunization status is presented at the time of enrollment, and the student has been fully immunized against all of the diseases listed in California Health and Safety Code section 120335 within the time periods designated by the State of California. Students who do not present such documentary proof or are not fully immunized within the appropriate time periods are not allowed a grace period.

Exemptions

Prior to January 1, 2016, California law permitted parents/guardians to elect an exemption from certain immunization requirements based upon personal beliefs.

As of January 1, 2016, California law does not allow parents/guardians to elect any such exemption. (Cal. Health and Saf. Code, § 120375.) However, a parent/guardian may elect an exemption if his/her child has, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization. If a parent/guardian elects such a permissible exemption, the child shall be allowed enrollment until the pupil enrolls in the next grade span (e.g., grades 7 to 12, inclusive).

On and after July 1, 2016, Green Dot shall not unconditionally enroll for the first time, enroll, or advance any pupil to 7th grade unless the pupil has been immunized for his/her age as required by law. (Cal. Health and Saf. Code, § 120335.) ("Unconditional enrollment" is enrollment based upon documentation of receipt of all required immunizations or upon documentation of a permanent medical exemption to immunization in accordance with Title 17 of the California Code of Regulations section 6051.)

A parent/guardian may file with Green Dot a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. (Cal. Health and Saf. Code, § 120370.) If Green Dot receives such a written statement, that child shall be exempt from the foregoing immunization requirements to the extent indicated by the physician's statement.

Tuberculosis Clearance

All students who have never attended any school in California, must present documentation of the results of Mantoux test done at some previous time. Students entering from any other California school (public, private, or parochial) are exempt from the requirement. A chest X-ray will be required if the skin test results are positive.

Current laws require that Tuberculosis (TB) test results be on file with the office upon entrance into the school. Certificate must indicate the student is free of tuberculosis.

Students whose medical practitioners certify in writing that they are undergoing or have already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease are exempt from the requirement.

GUIDE TO THE REQUIREMENTS OF THE CALIFORNIA SCHOOL IMMUNIZATION LAW FOR GRADES 9 – 12	
Reference	Health and Safety Code, Division 105, Part 2, Chapter 1, Sections120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075
Requirements	To enter or transfer into public and private secondary schools (grades 9 through 12), children under age 18 years must have immunizations as outlined below. These immunizations are recommended for students 18 and over as well.
VACCINE	REQUIRED DOSES
Polio	**4 doses at any age**, but 3 doses meet requirement for ages 4-17 years if at least one was given on or after the 2nd birthday. Receipt of the dose up to and including 4 days before the birthday will satisfy the school entry immunization requirement.
Diphtheria. Tetanus, Pertussis (DTP) (Age 7years and older)	**4 doses at any age**, but 3 doses meet requirement for ages 7-17 years if at least one was on or after the 2nd birthday. If last dose was given more than 4 days before the 2nd birthday, one more (Td) dose is required.
Td Booster	**1 dose not required but recommended** if more than 5 years have passed since last DTP, DTaP, DT, or Td dose.
Measles. Mumps. Rubella (MMR)	**2 doses of measles containing vaccine required**. 1 dose of mumps and rubella containing vaccine required, although most children receive 2 doses of MMR. Both doses must be given on or after 1st birthday. Mumps vaccine is not required for children 7 years of age and older.
Hepatitis B	**3 doses at any age**. 2 doses of the 2dose hepatitis B vaccine formulation along with provider documentation that the 2-dose hepatitis B vaccine

	formulation was used for both doses and both doses were received at age 11 - 15 years will also fulfill this requirement.
Varicella	**1 dose for children under 13 years**; 2 doses are needed if immunized on or after 13th birthday. Provider documented varicella (chickenpox) disease history or immunity meets the varicella requirement

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Health and Safety Policy **D. 10.0**

Policy: Health Insurance and Medical Services

Green Dot Charter Public Schools does not provide student accident insurance to help cover the costs of paramedic/ambulance care or transportation, or any medical, surgical, dental or hospital costs due to school related injuries to students.

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

School authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.

Health and Safety Policy **D. 11.0**

Policy: Psychological and Counseling Services

Green Dot Public Schools Clinical Services Program offers individual and group therapy to students.

Students have access to graduate level trainees and interns who provide CONFIDENTIAL support and assistance managing emotions and behaviors, and coping with crises. All mental health services are supervised by a licensed Clinical Psychologist, Marriage and Family Therapist, or Social Worker. Services are limited to the school-year and the school-day. The Clinical Services Program is also available to make referrals to community agencies and resources for services that are beyond the scope and capacity of our program.

Health and Safety Policy **D. 12.0**

Policy: Confidentiality

There are four instances in which an Administrator, Counselor, and/or teacher is legally bound to inform a parent and/or authority with information given during a "confidential" counseling session:

1) When a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life
2) When a student indicates he or she is going to physically harm another or jeopardize another's life or has knowledge that another's well-being is threatened
3) When a student indicates he or she is being physically and/or emotionally abused
4) When a student indicates he or she has committed a felony (i.e., selling drugs, stealing a car, etc.)

Health and Safety Policy **D. 13.0**

Policy: Child Abuse Reporting

The California Child Abuse and Neglect Reporting Law requires that any teacher or other staff member who has a reasonable suspicion that a student has been physically, sexually, or emotionally abused or neglected must make an immediate report to the proper authorities.

The following guidelines will be followed for the purpose of interviewing students who are suspected child abuse victims at school.

1. California law permits representatives of child protective agencies (Police, Sheriffs, and Children's Services) to interview victims of child abuse during school hours on school premises. Legislation enacted in 1987 now authorizes. a child who is to be interviewed at school to select an adult who is a member of the school staff to be present at the interview. However, the staff member may not participate in the interview nor may the staff member discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.

2. The law further provides that all such interviews involving a school staff member shall be held at a time during school hours when it does not involve an expense to the school. Therefore, requests for the presence of staff members at child abuse interviews that would disrupt classroom instruction and necessitate special arrangement to cover classes or other school activities may be refused by the Principal.

3. When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of his/her presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that he/she has the legal right to decline to be present at the interview.

When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's parents or guardian. Parent notification is the responsibility of the CPS representative

Health and Safety Policy **D. 14.0**

Policy: Wellness Policy

Green Dot recognizes the link between student health and learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for Green Dot Public School (GD) students.

To encourage consistent health messages between the home and school environment, the Principal or designee may disseminate information to parents/guardians through school newsletters, meetings, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

School Health
The Principal or designee may involve parents, students, school food service representatives, school board, school administrators and community in the discussion of public health issues at the School Advisory Council (SAC). At the discretion of the Principal or designee, the SAC may be involved in the planning/implementation of activities to promote health within the school.

Nutrition Education and Physical Activity Goals
The school's physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards. Nutrition education shall be provided as part of the health education program in grades 6-12 and, as appropriate, shall be integrated into other academic subjects in the regular educational program.

Opportunities for physical activity shall be provided through physical education, athletic programs, and other structured and unstructured activities.

Nutritional Guidelines for Foods Available at School
The Board believes that foods and beverages available to students at Green Dot Public Schools should promote and protect students' health, well-being, and ability to learn. Therefore, it is the policy of GD that:

- Nutritional standards adopted by GD for all foods and beverages sold to students, shall meet or exceed state and federal nutritional standards;
- Meals will be attractive and appealing to children;
- Meals will be served in clean and pleasant settings;
- A variety of fruits and vegetables will be offered;
- All milk served will be low-fat (1%) and/or non-fat milk as defined by USDA;
- Half of the served grains will be whole grain.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

In order to maximize GD's ability to provide nutritious meals and snacks, all GD schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs at the discretion of the principal.

GD will make every effort to eliminate any social stigma attached to, and prevent overt identification of, students who are eligible for free and reduced-priced meals by using electronic identification and payment systems and promoting the availability of school meals to all students.

Policy: Comprehensive Sexual Health and HIV/AIDS Prevention Education

Green Dot Public Schools encourages all students to develop healthy attitudes about adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

Green Dot Schools may use trained school personnel or outside consultants to provide comprehensive sexual health education – which means education regarding human development and sexuality, including education on pregnancy, family planning, and sexuality transmitted diseases. Age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV) may also be presented. The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues.

Parents/Guardians may contact the Principal if they would like to preview the classroom materials and may request in writing that his or her child not receive comprehensive sexual health education or HIV/AIDS-prevention education.

Notice and Parental Excuse

HIV/AIDS prevention education must accurately reflect the latest information and recommendations from the United Surgeon General, the federal Center for Disease Control and Prevention, and the National Academy of Sciences.

Schools must notify parents or guardians about instruction in sexual health education and HIV/AIDS-prevention education and research on student health behaviors that will be used in instruction. However, by law schools are only required to get a passive consent from parents (parent signature not required, only notification) for sexual health and HIV/AIDS prevention education taught in the classroom. See attached parent notification letter.

No questionnaire, survey, or examination containing any questions about the student's personal beliefs or practices in sex, family life, morality, or religion or any questions about the student's parents' or guardians' beliefs and practices in sex, family life, morality, and religion will be administered unless the parent or guardian of the student is notified in writing that such test, questionnaire, survey, or examination is to be administered, and the parent or guardian of the pupil gives written permission for the student to participate in the activity.

Green Dot Public Schools may administer anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the students' attitudes concerning or practices relating to sex, if the parent or guardian is given the opportunity to review the material and to request, in writing, that his or her child not participate.

A student must not attend any class in comprehensive sexual education of HIV/AIDS-prevention education or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the school has received a written request from the student's parent or guardian excusing the student from participation. A student must not be subject to disciplinary action, academic penalty, or other

penalty if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV/AIDS-prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV/AIDS-prevention education, or an anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, and alternative educational activity must be made available to students whose parent or guardian has requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Health and Safety Policy **D. 16.0**

Policy: Condom Distribution

Green Dot Charter Public Schools will make condoms available at no cost to students who request them. This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available Green Dot assumes no liability.

Health and Safety Policy **D. 17.0**

Policy: Pregnant or Parent Students

Pregnant or parenting students, regardless of their marital status, have the right to attend Green Dot Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes and home schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Students shall not be required to attend a charter school, and charter staff may present alternative educational opportunities to pregnant or parent students, so long as the staff also informs the student that she/he has the right to continued attendance at Green Dot.

Health and Safety Policy **D. 18.0**

Policy: Banned Substances

<u>Smoking</u>
Parents and visitors are asked to support the school's effort to maintain Green Dot Public Schools are a "Smoke Free Zone." Parents are asked to please refrain from smoking on campus or at any school event or activity.

<u>Drugs and Alcohol</u>
Green Dot schools are 100% drug and alcohol free campuses. Green Dot's Drug/Alcohol Policy ensures a drug and alcohol free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the

treatment they need. The school-site administrator has the discretion to recommend expulsion for students involved with drugs/alcohol or enter such students into a disciplinary probation period.

Health and Safety Policy **D. 19.0**

Policy: Suicide Prevention

Green Dot 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, families, and stakeholders, Green Dot has developed this policy to codify preventive strategies and intervention procedures.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Green Dot's comprehensive health education 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 self-esteem. Suicide prevention instruction may be incorporated into the health education curriculum in the secondary grades. Any such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies. At appropriate secondary grades, Green Dot's suicide prevention instruction shall be designed to help students:

1. identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide;

2. identify alternatives to suicide and develop coping and resiliency skills;

3. learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent; and

4. identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

Green Dot may offer parents/guardians education or information which describes the severity of the youth suicide problem, Green Dot's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Professional Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. Any such training shall be offered under the direction of a Green Dot counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors;
2. warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior;
3. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
4. school and community resources and services; and
5. Green Dot procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide.

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parent(s)/legal guardian(s) as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

To ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity, Green Dot shall follow any established crisis intervention procedures in the school safety plan. After consultation with the Superintendent or designee and the student's parents/guardians 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. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one 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

2. designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies;

3. document the incident in writing as soon as feasible;

4. follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed;

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 the school

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

Rev. 05/2015

Health and Safety Policy **D. 20.0**

Policy: Science/Laboratory Safety

Green Dot recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Green Dot shall ensure that all of its staff who work, teach, or supervise in a laboratory environment (e.g., science teachers) are provided with the California Department of Education's "Science Safety Handbook for California Public Schools," as it may be updated from time to time, to review and adhere to such safety standards.

Green Dot shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances that is authorized in advance by Green Dot likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to Green Dot.

Health and Safety Policy **D. 21.0**

Policy: Classroom Pet Policy

Before acquiring a classroom pet, the primary classroom educator will obtain permission from the school principal, and determine and document whether any students who may come near or into contact with the pet are sensitive (e.g., more susceptible to zoonotic illnesses) or allergic to the species and/or its food/bedding/enclosure materials. The primary classroom educator is considered the animal's guardian/caregiver, and is responsible for ensuring that all of the animal's physical and psychological needs are met.

The primary classroom educator will provide parents and guardians with information about the classroom pet, the purpose of acquiring the animal (i.e., how its care will fit into the curriculum), and a plan for how any injuries (e.g., bites, scratches) will be managed should they arise.

The following requirements apply to any situation with an approved classroom pet:

- only domesticated animals may be kept as classroom pets;
- wild animals may not be kept as classroom pets (e.g., locally caught frogs and snakes);
- classroom pets must be diurnal (i.e., awake during the day);
- whenever possible, the classroom pet should be acquired through an adoption center, rescue, or other re-homing opportunity;
- classroom pets are not permitted to breed; if several animals of the same species are being maintained as classroom pets, males and females should be kept separate at all times
- students will only handle the classroom pets under direct supervision of a Green Dot employee or volunteer;
- if students are given responsibilities for feeding the classroom pet's or cleaning its habitat, this will be assigned as a reward or educational opportunity (i.e., not as a punishment);
- students must wash their hands prior to and after handling the classroom pet or cleaning its habitat;
- classroom pets will be housed in a quiet area of the classroom away from windows, direct sunlight, heating vents, and drafts; and
- the air temperature in the classroom will be kept conditioned within a range appropriate for the classroom pet's species at all times.

Rev. 06/2016

Parent Policy **E. 1.0**

Policy: Power School and Parent Communication

Power School

Parents are encouraged to follow student progress through the Power School system. Student homework, grades, and test scores can be reviewed on-line 24 hours a day through Power School on the internet. Power School assists parents to track students' progress and stay informed. Power School also provided a direct link to teacher email directly using Power School. Power School can also be accessed through the school website.

To access your student's information on the internet, you will need the following information:
1. The website location: http://ps.greendot.org/public
2. Your Username
3. Your Password

User name and password information is distributed to parents during the School Orientation, Back to School Night, and by contacting the main office.

Parent Communication

Green Dot Public School believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days.

School – Home Communication

Teachers Contacting Parents by Phone

Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment.

Automated Communication System

Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.

School Correspondence

School bulletins, monthly calendars, flyers and letters from the Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

Home- School Communication

Change of Contact Information

Parents will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.

Parents Contacting Teachers

All teachers and staff members have email accounts where they can be easily contacted. From Power School, parent may click on the teacher's name on your student's web page to send an email. Parent may also contact teachers by leaving a message with the main office.

Messages and deliveries to students

Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.

Rev. 05/2015

Parent Policy **E. 2.0**

Policy: Academic Conferences, Progress Reports and Report Cards

Parent-Student-Teacher Conferences

Green Dot Public Schools commits to good communication between home and school. When a student experiences academic difficulties, or whenever it becomes evident to the teacher that the student is in danger of failing a course, a parent conference (a meeting with parents/guardians and an administrator or team of teachers) is scheduled with the student to identify areas of difficulty and possible strategies for remediation. An action plan that aims to meet the needs of the students will be formulated at that meeting.

In addition, parent conferences scheduled at the completion of the first and third quarters, provide an important opportunity to evaluate each student's progress (schools will set individual dates). Progress reports from the first and third quarter will be reviewed at conferences and parents will be provided with academic updates.

Progress Reports

Progress reports will be mailed home at the end of the first and third quarter. Progress reports are not final and indicate a student's performance to-date in the semester.

Report Cards

Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's high school transcript.

Rev. 05/2015

Parent Policy **E. 3.0**

Policy: Parent/Guardian Volunteer Hours

Green Dot recommends that parents/guardians volunteer for 35 hours at their child's school each school year. Students may serve these hours on behalf of the parents/guardians. Green Dot appreciates your participation and will attempt to match your interests and skills with applicable projects or tasks.

For parents/guardians of students on multiple campuses, Green Dot recommends that volunteer hours be balanced between the campuses.

Hours may be set up with the school office or completed in one or more of many volunteering opportunities such as:

- office support;
- school and special events (e.g., Back-to-School Night, Open House);
- fundraising activities;
- breakfast and lunch distribution;
- field-trip assistance and supervision;
- arrival and dismissal supervision; and/or
- leadership activities such as serving as the parent representative for the School Advisory Council or PTSA, or participating in other school committees.

Other possible volunteer activities that can support your child academically include:

- classroom visits;
- classroom support;
- tutoring support; and/or
- serving as a mentor.

Green Dot Public Schools appreciates your participation as a parent volunteer and will make every attempt to match your interests and skills with projects or tasks that you are comfortable with.

Students will not be prohibited from participating in any educational activity as a result of failing to satisfy the recommended volunteer hours.

Parent Policy **E. 4.0**

Policy: Student Privacy and Parent Volunteer Confidentiality

Green Dot Public Schools expects all parent volunteers on school sites to keep any information seen, heard or observed confidential. The U.S. Congress has addressed the privacy-related concerns of educators, parents/guardians, and students by enacting the Family Educational Rights and Privacy Act (known more commonly as "FERPA" or the "Buckley Amendment"). Among other provisions, FERPA allows the government to withdraw federal funds from any educational institution, which disseminates (reveals) a student's education and/or personal records without his/her parent's guardian's specific written consent.

Green Dot Public Schools' parent volunteers must refer all questions about a student's grades, personal information (i.e., contact information), parents'/guardians' contact information or student progress to authorized school employees. Volunteers may not share information about a student even with members of their own family or the student's family.

Parent Policy **E. 5.0**

Policy: Parent Volunteer Background Checks and Tuberculosis (TB) Clearances

Background Checks

One of Green Dot's foremost values is the safety of students and staff. In accordance with California law and in keeping with such values, all parent volunteers and visitor volunteers who work with students without immediate supervision of a certificated staff member must be fingerprinted for a criminal background check completed through and provided by the appropriate state agency(ies) and/or the Federal Bureau of Investigation. The cost of the procedure will be borne by the volunteer.

Conditions that preclude volunteering at Green Dot include, but are not limited to, conviction of any controlled substance offense, conviction of a sex offense, or conviction of a serious or violent felony. If a volunteer who works with students without immediate supervision of a certificated staff member is found at a Green Dot school location without a criminal background clearance, he/she will be sent home and prohibited from continuing volunteering with Green Dot until such clearance is obtained. Additionally, should a volunteer be convicted of a controlled substance offense, sex offense, or serious or violent felony during his/her volunteer period with Green Dot, the volunteer must immediately report such a conviction to his/her immediate supervisor.

Tuberculosis (TB) Clearance

Volunteers are required to undergo a Tuberculosis (TB) examination if the volunteer's functions require or include frequent or prolonged contact with students. The cost of the exam will be borne by the volunteer. If a volunteer whose functions require or include frequent or prolonged contact with students is found at a Green Dot location without a TB clearance, he/she will be sent home and prohibited from continuing volunteering with Green Dot until such clearance is obtained.

Documentation of volunteer compliance with TB exams will be kept on file Green Dot's Human Resources Department or other appropriate designated office/department. Any entity providing student services that require or include frequent or prolonged contact with students will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Green Dot students.

Rev. 05/2015

Parent Policy **E. 6.0**

Policy: Conflict Resolution – Parents & Guardians

The Green Dot Public Schools Principal is responsible for making decisions that are in the best interest of the school. Occasionally, a parent or guardian may make a request and/or have an issue or grievance that he/she believes is not being addressed consistent with the philosophy of the school, its policies and procedures. If this occurs, it is the responsibility of both parties to address the concerns or issues in a constructive dialogue. The grievance process has a maximum of four steps, but resolution may be reached at any step in the process identified.

Step One

The parent/guardian presents the issue to staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it, and give the parent/guardian a decision within a reasonable amount of time (ten school days).

Step Two

If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties

Step Three

If the response given by the principal seems unreasonable, he/she should then submit request a meeting with the Green Dot Cluster Director overseeing the school. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation, and information clarified during the meeting, a decision will be communicated in writing to all involved parties.

Governance Policies **F. 1.0**

Policy: School Advisory Council Bylaws

ARTICLE I
Name

The name of this Committee shall be the Ánimo ------ Charter High School Advisory Council. Hereafter it will be referred to as "SAC."

ARTICLE II
Purpose

The SAC shall review the Single School Plan addressing the following focus areas before September 15th for the ensuing academic year. The SAC will subsequently monitor the plan and applicable data, and if necessary, recommend modifications to the plan to reflect changing needs and/or priorities throughout the year:

A. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of our students.

B. Instructional and auxiliary services to meet the needs of non-English-speaking or limited-English-speaking students; students with special or exceptional needs; and advanced students.

C. A professional development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs.

D. Build the schools' and parents' capacity for strong parental involvement and develop and annually review a written parent involvement policy, pursuant to No Child Left behind. The policy shall:

1. Provide the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

2. Coordinate and integrate parental involvement strategies [under Title I] with parental involvement strategies under other programs as appropriate.

3. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools…, including identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any

racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.

4. Involve parents in the activities of the school.

E. Determine the calendar for the following academic year and submit the calendar to the Green Dot Governing Board for ratification prior to May 15 of each year.

F. Review the school budget to assure spending in accordance with the goals of the plan. The SAC will recommend the school budget for the ensuing fiscal year before the principal submits it for Green Dot Public Schools Board approval.

G. Other activities and objectives as designated by the Green Dot Board of Directors.

ARTICLE III
Membership

Section I: Composition
Section I: Composition

A. The SAC shall be comprised as follows:
1. The Principal
2. Four (4) classroom teachers elected by classroom teachers.
3. One (1) classified staff member elected by the classified staff.
4. Three (3) parents shall be elected by an election procedure open to all parents.
5. Three (3) students shall be elected by an election procedure open to all students. Students must maintain a 2.0 grade point average to be elected and serve on the SAC. Student representatives shall not be eligible enter into closed session.

Should a School Advisory Council (SAC) decide to amend the recommended by-laws to offer a different composition, please note the following requirements:
- Half of the members of the SAC consist of the principal, classroom teachers, and other school personnel. Classroom teachers make up the majority of this group.
- The remaining half of the members consists of equal numbers of students elected by students, and parents or other community members selected by parents.

B. A list of alternate parents, students, and classified stakeholders shall be established before the second SAC meeting. Alternates will vote only if a regular member is absent. The alternate parent list will consist of the remaining members of the parent corps. The alternate student list will consist of the remaining members of the student council. The alternate classified list will consist of the remaining full-time classified staff (office manager, school safety officer, and parent coordinator). The alternate teacher list will be established from the candidates not successful in the general election in the order of their finish in the voting. The principal may have the assistant principal represent him in absentia.

C. Elections

1. Elections for staff and students shall be held prior to July 1st.
2. Appointments or election for parent membership shall be made/ held prior to July 1st.

Section 2: Term of Office
All elected members of the SAC shall serve for a one-year term with no limit on number of consecutive terms.

Section 3: Voting Rights
The voting membership shall not exceed twelve (12). Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. The elected alternate shall vote in the absence of the representative. Absentee ballots shall not be permitted.

Section 4: Termination of Membership
A member shall no longer hold membership should he or she no longer meet the membership requirements under which he or she was selected.

Any voting member who fails to attend two (2) consecutive meetings will be dropped automatically from the Council.

Positions opened as a result of the above action will be filled by appointment by the chairperson for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

Section 5: Transfer of Membership
Elected membership in the SAC is not transferable or assignable.

Section 6: Resignation
Resignations will be accepted upon written notice to the Chairperson. Positions opened as a result of a member's resignation will be filled by appointment for the duration of the school year using the list of alternates in sequence as specified in Article III, Section 1B.

Section 7: Additional Vacancies
If an alternate is not available, each represented group will be responsible for selecting a new member for the duration of the school year using an election process.

Section 8: Non-Attendance of Meetings
All voting members of the SAC shall notify the Chairperson of an absence prior to the meeting. The non-attending member or other requested SAC member will take responsibility to notify and request from the active list of alternates, an alternate to attend in his/her place. Students may consult with the student council advisor to find an alternate member. Parents may consult with the parent coordinator or principal to find an alternate member.

Section 9: Alternates

An active list of SAC alternates will be available to all members. The alternate list shall be comprised of at least one teacher, three students, three parents, one classified staff member and one administrative staff member to be selected as required in accordance with these Bylaws. When an alternate is in attendance as replacement for a regular voting member, the alternate will indicate this at the beginning of the meeting.

ARTICLE IV
Officers

Section 1: Officers
The officers of the SAC shall be a Chairperson, Vice-Chairperson, Secretary, and such other officers as the SAC may deem desirable.

Section 2: Election of Officers
All officers shall be elected by voting members of the SAC by ballot at an election meeting to be held at the first meeting following completion of all elections as prescribed in Article III, Section 1, not to be later than July 1st. New officers shall assume their duties at the close of the election meeting. Should an officer resign before new elections are held, the Chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

Section 3: Removal
Any officer may be removed by a two-thirds vote of all members sitting on the SAC whenever, in the judgment of the SAC, the best interests of the SAC would be served.

Section 4: Vacancy
A vacancy in any office because of death, removal, disqualification, or otherwise shall, be filled by a special election at the next SAC meeting for the unexpired portion of the term.

Section 5: Chairperson
The Chairperson shall preside at all meetings of the SAC, approve the agenda prior to its posting, and may sign all letters, reports, and other communications of the SAC. In addition, the chairperson shall perform all duties incident to the office of Chairperson and such other duties as may be prescribed by the SAC from time to time.

Section 6: Vice-Chairperson
The duties of the Vice-Chairperson shall be to represent the chairperson in assigned duties and to substitute for the Chairperson during his or her absence, and the Vice-Chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the SAC.

Section 7: Secretary
The Secretary shall see to the keeping of the minutes of the meetings, both regular and special, and shall promptly transmit to each of the members, and to such other persons as the SAC may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the SAC records; keep a register of the address and telephone number of each member of the SAC which shall be furnished to the Secretary by such member; and, in general, perform all duties incident to the office

of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the SAC.

ARTICLE V
Committees

Section 1: Standing and Special Committees
The SAC may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the SAC.

Section 2: Membership
Unless otherwise determined by the SAC in its decision to establish a committee, the Chairperson of the SAC shall appoint members to the various committees.

Section 3: Term of Office
Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the SAC or with policies of the governing board.

ARTICLE VI
Meetings of the School Advisory Council

Section 1: Regular Meetings
SAC shall meet regularly at least once per month while school is in session, unless the SAC by consensus that a monthly meeting is not necessary.

Section 2: Special Meetings
Special meetings may be called by the Chairperson or by majority vote of the SAC.

Section 3: Place of Meetings
The SAC shall hold its regular meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4: Note of Meetings
Appropriate public notice shall be given of regular meetings at least forty-eight hours in advance of the meeting. Any change in the established date, time, or locations must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall

be delivered either personally, by email or mail to each member not less than forty-eight hours prior to the date of such meeting.

Section 5: Decision of the School Advisory Council
All decisions of the SAC shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Should a voting dead-lock occur, the SAC must reconsider the issue at hand, as all decisions of the SAC require an affirmative vote of the majority of its members in attendance.

SAC shall submit decisions to the Green Dot Governing Board, as appropriate, for ratification.

Section 6: Quorum
A majority of the authorized number of SAC members then in office constitutes a quorum for the transaction of business.

The Chairperson may cancel a meeting fifteen minutes after its designated start time, should a quorum not be established. In the absence of quorum, the assembled members may vote to hold an informational meeting, but may not conduct business.

Section 7: Conduct of Meetings
All regular and special meetings of the SAC shall be conducted in accordance with ROBERT'S RULES OF ORDER or in accordance with an appropriate adaptation thereof.

Section 8: Public Participation
All regular and special meetings of the SAC and of its standing or special committees shall be open to the public. There shall be time allotted in each agenda for public address of the council. Further, the chairperson may recognize public guests during the course of the meeting.

ARTICLE VII
Amendments

These Bylaws may be amended by a two-thirds majority vote of the SAC at any official meeting, and must be ratified annually.

Rev. 06/2016

Governance Policies **F. 2.0**

Policy: ELAC and DELAC Bylaws

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
Bylaws

Each school with more than 20 English Learners shall establish an elected English Learner Advisory Committee. Each school with more than 50 English Learners will establish and elected District English Leaner Advisory Committee.

Functions: The major function of the DELAC/ELAC is to advise and make recommendations in writing to the principal and School Advisory Council (SAC) on the implementation and evaluation of the school's services for English Learners (ELs). Committee members will participate in training that will provide the necessary skills and practices for carrying out their responsibilities.

Additional responsibilities shall include:

- Advise and assist the principal and staff on the development, implementation and evaluation of programs for English Learners
- Recommend a budget with sufficient funds for the implementation of programs for English Learners and for DELAC/ELAC
- Participate in any school needs assessments that bear on programs for English Learners
- Assist with efforts to make parents aware of the importance of regular school attendance and maintenance of home language literacy
- Review the school's annual CELDT results, language census (R30), and reclassification data

Composition of DELAC/ELAC

- Parent members: Parents and legal guardians of English Learner (EL) students not employed by Green Dot Public Schools constitute membership on DELAC/ELAC in at least the same proportion as the EL student population. They shall not constitute less than a majority (51%) of the membership in this committee. Committees are composed of no fewer than five members.
- Parents representing all identified EL language groups in the school are encouraged to participate.
- Other members: A good faith effort must be made to recruit membership from the following groups. They are elected from their respective groups and constitute no more than 49% of the combined membership.
  - School staff
  - Students
  - Community members (including parents of non-EL students)
  - Community representatives (not necessarily parents or members of school staff)

- Parents of EL students participating in the local school program for EL students elect parent members of the school DELAC/ELAC and approve non-parent community members.

Election of DELAC/ELAC Members

- Each DELAC/ELAC should have at least three (3) parent members. Parents need not be elected to the team. If the number of parents exceeds 25, schools can follow the procedure below to elect members.
- To elect parent members of DELAC/ELAC: Public notice stating the purpose and time of the meeting at which nominations will be received are given at least ten working days prior to such meeting, using all reasonable means of communication, including--but not limited to--mailed, written notices in the language(s) of the homes to parents or community newspaper notices.
  - Each school should have at least 12 parents present in order to conduct the DELAC/ELAC parent election.
  - Election of members and officers are concluded by the last Wednesday of October (first year only), and by June of each succeeding school year.
- Officers
  - The officers of an DELAC/ELAC consist of a Chair, (or Co-Chairs), and a Secretary.
  - If DELAC/ELAC membership exceeds 25 parents, group may elect a Vice Chair, Assistant Secretary, and Parliamentarian.
  - Any member of an DELAC/ELAC is eligible to be an officer of the Committee. However, the Chair (or Co-Chairs) must be parents or guardians of an English Learner and not employees of Green Dot Public Schools.
- All officers shall be elected democratically through written ballot. A Quorum must be established prior to the election. In order to be elected as an officer all candidates must receive a least 51% of the votes of the members present.

Termination of Membership for Officers

- Any officer may resign by submitting written notice to the committee chairperson or school administration.
- If an officer resigns, the Chair (or Co-Chairs) can appoint another member to fill the position until the end of the school year. If the Chair resigns, the Co-Chair fills the empty position.

Bylaws

- Each school DELAC/ELAC shall adopt bylaws to identify functions and to govern meetings. Bylaws are to be written and approved by the Committee, signed and dated by all of the officers and a copy sent to the school principal.

Administrative Responsibility

- The school principal will take responsibility for the proper functioning and implementation of the DELAC/ELAC. A minimum of three (3) meetings must be held each school year. The orientation and election meetings must be held in addition to the regularly scheduled meetings.
- The school principal shall have the responsibility for providing appropriate training and materials to assist parent members in carrying out their responsibilities.
- The principal will also make arrangements for notices to be translated and for interpreting at each DELAC/ELAC meeting.

Delegation of Authority

- The DELAC/ELAC may designate a School Advisory Council (SAC) to function as site's advisory council for English Learners (Education Code 54425). The DELAC/ELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC/ELAC has first been duly constituted, duly informed of the option, and has voted to waive its rights and to delegate its authority to the SAC (not to exceed three years).

  This action shall be reflected in the minutes of the DELAC/ELAC. However, a DELAC/ELAC subcommittee of the SAC must be formed, and the subcommittee must make recommendations to the SAC on programs for English Learners.

- Process for delegating authority to a SAC must include the following:
  - Elect a DELAC/ELAC with identifiable members.
  - DELAC/ELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
  - At a scheduled DELAC/ELAC meeting, discuss and vote by ballot to delegate the DELAC/ELAC legal responsibilities to the SAC.
  - This decision is recorded in the DELAC/ELAC minutes.
  - At its next regularly scheduled meeting, the SAC must vote to accept the responsibilities, record this decision in the minutes, maintain agenda and handouts, minutes and ballots, and a record of attendance in a secure location. These documents must be kept on file for three (3) years.
  - Clarify all DELAC/ELAC legal responsibilities to the SAC. SAC members must be trained and must address all DELAC/ELAC responsibilities.

Terms of Membership

- Every officer will be elected for a term of one year.
- All other members are encouraged to participate for the length of their students' stay at the school.

Quorum and Voting

- A majority of the members of the committee shall constitute a quorum (51%), unless otherwise determined by the council. A quorum must be established in order to vote. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.

Duties of the Chair

- Preside and maintain order at all regular meetings
- Be fair and impartial.
- Check to see that translation is available at each meeting.
- Attend agenda planning meetings with the assistance of other officers, the coordinator, and the principal or designee.
- Involve and inform the committee concerning all school English Learner Program transactions and activities.
- Sign all documents related to the English Learner Program with (approval of the committee).

Duties of the Secretary

- Maintain a roster of membership
- Take, read, and file accurate minutes of all meetings

- Maintain a roster of attendance
- Keep a notebook file of all meeting notices, agendas, minutes and handouts
- Call members as needed
- Perform other duties as delegated

Meetings

- A minimum of three (3) regular meetings shall be held during the school year.
- The committee shall decide the date, time, and place of the meeting.
- Special meetings may be called by the chair or by a simple majority vote of the membership.
- Chair will post an agenda along with the reminder of each meeting
- All regular and special meetings shall be open to the public.
- Changes in the established date, time or location shall be given special notice.
- All meetings shall be publicized on the school's website, notice board, and automatic telephone service (if available).
- All notices will be published in both English and Spanish.
- The meetings shall be conducted the home language of the majority of the members. Translation into the other language will be provided.
- The meetings shall be governed by these Bylaws and any dispute will be settled by parliamentary procedure as described in *Robert's Rules of Order*.

Amendments

- These bylaws may be amended at any regular DELAC/ELAC meeting by a majority vote of the total membership.

Ratification

- The bylaws will be valid when adopted by a simple majority vote of the entire membership.

_____ _____

Date of Draft By-Laws Presented Date of Adoption

_____ _____

DELAC/ELAC Chairperson DELAC/ELAC Co-Chair

_____

School Principal

Localized Policies **G. 1.0**

Policy: Graduation Requirements

Refer to Green Dot's recommended guidelines in Policy B 1.0 Green Dot High School Graduation Requirements

Localized Policies **G. 2.0**

Policy: High School Commencement

Refer to Green Dot's recommended guidelines in Policy B 3.0 High School Commencement

Policy: Middle School Promotion, Graduation, Acceleration

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

Middle School Promotion

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy B. 5.0, "Grading Scale and Failed Courses"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, History and Writing.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year (or fail to obtain 20.0 credits) may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

Acceleration

When high academic achievement is evident, the Chief Academic Officer or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration.

Middle School Commencement Ceremony Participation Recommendations

Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony (all of which are not required for UC or CSU admission):

1. Adherence to all disciplinary contracts/agreements;
2. During the second semester, students may not have any Fs and must have a minimum GPA of 1.0

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the appropriate Cluster Director's approval.

Localized Policies **G. 4.0**

Policy: Grading Scale / Failed Courses

A= superior work, the student consistently excels in quality of work; a college recommending grade

B= above average work, the student maintains a good standard of work; a college recommending grade

C= average work, the students does expected work at a moderate level of achievement, this is a non-college recommending grade

D= below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction. A "D" does not fulfill four-year college entrance requirements.

F= student does not meet minimum requirements; no credit is given, course requirements are not completed

- **Grade Book Categories and Weights:**

Category	Definition	% of final grade	Examples	Minimum # of assignments
Summative Assessments	assessments that measure or summarize learning at a specific point in time	50%	projects, individual presentations, midterm, final, unit exams, essays, benchmarks,	minimum of 6 per semester
Formative Assessments	defined as assessments that provide students feedback as they build up to their summative assessment	40%	quizzes, classwork with feedback, exit slips, proving behaviors, essay drafts, project draft(s) with feedback, structured written responses, etc	4 formative assessments before every summative assessment (minimum of 24 formative assessments per semester)
Completion	Assignments where no feedback is provided and only used to determine is students completed the task	10%	homework, classwork with no feedback, assignments checked for completion, signed syllabus, reflections, signed progress reports, etc.	No minimum

- Parents must be contacted by the content teacher if the student is in danger of failing.

What does in danger of failing mean? Any student who has a letter grade of low C (i.e. 70%) or lower must be regarded as "in danger of failing".

The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".

Failed Courses

It is each student's responsibility to achieve academic success. If a student is experiencing difficulty with a course, he/she should seek assistance and support from his/her teacher or advisor. In the event that a student fails a course required for graduation, he/she is required to retake and pass the course before a diploma will be issued.

Changes in grading scale may be made at school's Principal discretion, and with the appropriate Cluster Director's approval

Localized Policies **G. 5.0**

Policy: School-site Consequence Matrix

The Discipline Framework

The demerit system is embedded in a larger discipline framework used to ensure that all Green Dot campuses are Safe and Civil schools. The matrix below outlines the three-tier system for responding to both major and minor infractions.

Violation	Description	Examples	Potential Consequences
Mild	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent.	● Minor uniform infraction ● Failure to complete work ● Chewing gum ● Food/ drink violation ● Calling out	● Teacher intervention through the Classroom Discipline Cycle (Demerits) or other interventions that keep the student in class.
Moderate	Moderate behavior infractions are misbehaviors that more persistently impede the learning of the student or their peers	● Instigating a fight ● Insubordination/ defiance ● Tagging ● Inappropriate use of technology ● Verbal altercation ● Profanity/ foul language not directed at an adult	● Referrals ● Parent conference ● Parent shadowing ● Loss of student privileges ● Suspension (or ISS) ● Student agreement ● Other school service
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of California law.	● Bullying ● Drug distribution ● Leaving class without permission ● Destruction of property ● Fighting ● Brandishing a weapon ● Gang activity ● Terrorist threats	● Suspension (or ISS) ● Discipline Review Board ● Student agreement ● Probation ● Expulsion

Demerit Cards

Upon enrolling at Ánimo Ellen Ochoa Middle School, students will receive one Lanyard, plastic cover, demerit card,

and merit card for free. Students are responsible for wearing their lanyards as a part of their uniform every day. Replacement lanyards and plastic will be replaced at a rate of $4.

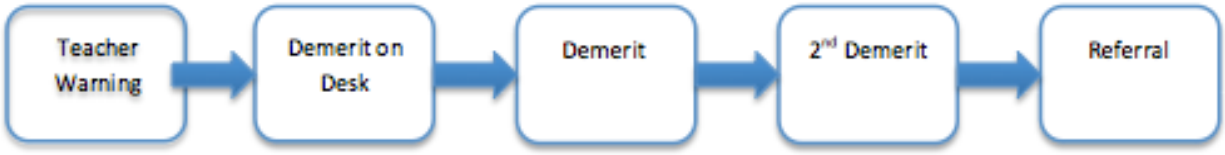
Students will be issued a new demerit card every month. Students who misplace their monthly cards must report to the office at the beginning of the day to receive a new card. Students who receive a replacement demerit card will result in an automatic detention. Detention will be removed if a misplaced card is turned in, all demerits will be transferred.

How to Earn Demerits

There are 2 circumstances under which a student can earn a demerit:

1. *Automatic*: Students receive demerits without warning if they commit any of the following infractions:
   - Late to school or class
   - Dress code violation
   - Observed with any contraband (gum and Personal Electronic Devices)
   - Inappropriate behavior towards peers, which includes but is not limited to inappropriate language and public displays of affection.
   - Defiance - Talking back, refusing to follow directions, refusal to take out demerit card upon first request.
   - Negative Substitute Reports

2. *The Classroom Discipline Cycle:* Ánimo Ellen Ochoa Middle School believes every student should be engaged in each activity within every classroom. As such, the teachers of Ánimo Ellen Ochoa follow a consistent system for proper student conduct. The flow chart to below details the procedures each teacher will take if students are not following classroom rules.



How to Earn Merits

Teachers should award merits anytime a student displays a "merit worthy" behavior. "Merit worthy" behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of "Merit Worthy" Behavior:

Scholarly	Leadership	Respectful and Responsible
Academic discourse **High level questioning** **Persisting with difficult content (in class or out of class)**	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

Ultimately, there are no restrictions on when students can earn merits or what students can earn merits for. However, in order to ensure that teachers can consistently and effectively implement the system, there are some suggested guidelines for when to award merits:

1. Year round, teachers primarily own awarding merits for the academic behaviors listed as they are most likely to observe these behaviors in their classrooms, during instruction.

Redeeming Merits

Merit Events Occur once a month. Students have an opportunity to redeem their merits to participate in events.

Merit Event Criteria

- Students must earn the appropriate number of merits to attend the event.
- Students must meet the 96% attendance goal for the merit cycle.
- Students must be in good standing with AEO. All enrollment documents including, but not limited to, student handbook and lunch applications.

Policy: Personal Items

Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Unless for an approved academic purpose, these items include, but are not limited to:

- audio devices (e.g., radios, cassette, CD, or MP3 players, iPods);
- dolls or stuffed animals;
- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;
- gang paraphernalia;
- explicit material; and
- any item listed in the "Matrix for Suspension/Expulsion Recommendations" (*see* Green Dot Policy C. 3.0, Discipline).

Cell Phones

Students are not permitted to use cellular/mobile phones or personal electronics (PDA, iPads/tablets, gaming systems) on campus at any point throughout the school day. Electronic devices must remain **off and out of sight** while on campus. All electronic devices are brought to campus at parent and students' own risk. The school is not responsible for the loss, theft, or damage of any electronic device on or off of campus. If a student violates such policy:

- First Offense → Device will be returned to the student at the end of the school day.
- Repeated Offenses → Device will be returned to the student at the end of the school day. Parents will be called and notified, and/or school-level consequence assigned.

Lost, Stolen, Or Damaged Items

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Skateboards and Bicycles

During school hours, students must store skateboards and bicycles in a storage area designated by the school.

Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

Lost and Found

Items that have been found at school should be returned to the office. Students who have lost an item at school may come to the office before school, during break, or after school to check the Lost and Found. Items in the Lost and Found will be discarded on a regular basis

Outside Lunches

All students will be provided with healthy, well-balanced school meals for lunch each regular school day. Parents may bring outside lunches to students on or before 10:30 am each day. Outside lunches will not be accepted after this time.

Localized Policies **G. 7.0**

Policy: Uniform Requirements

Ánimo Ellen Ochoa Students Dress for Success

Shirts Only **blue**, collared shirts, polo-style are to be worn. The only approved logo or name is the name of the school. All shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked. All undershirts must be white, grey or black and must be worn under the shirt, not over the shirt.

Jackets/Coats Must be **all black with NO writing**, emblems or logos of any kind except the name of the school.

Sweaters/sweatshirts V-neck pullover, crew-neck pullover or cardigan in **solid black with no writing**, emblems or logos of any kind except the name of the school may be worn. All sweaters must be worn with a uniform shirt underneath.

Pants/Shorts. Only trouser-style khaki pants/shorts are to be worn. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped and sweat pants are not allowed. It is not permissible to cut the leg seam. Shorts must reach the top of the knee in length. Pants and shorts must be worn at the waist, not at the hip.

Skirts/Skorts. Khaki skirts/skorts must be the appropriate size and must fall just above the student's kneecaps.

Tights/Leggings **Only solid white or beige** may be worn under skirts of the appropriate length.

Belts If a belt is worn, it must be a black or white, standard width belt, and it must be properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles may not have logos, studs, chains or initials.

Footwear Black, White or Black and White dress shoes or tennis shoes are allowed. All footwear must have closed toes and closed heels. No house shoes, slippers, or sandals of any kind are allowed.

Hair Is neat, clean, and fixed in such a way that it does not hang in the face facilitates student learning, as do **beards and mustaches** that are neatly trimmed.

Headwear No hats, bandanas, wave caps, or visors are allowed on campus. Students may not wear their hoods in class. Girls may wear ribbons, rubber bands, barrettes, or headbands. No sweatbands are allowed on your wrists or your head.

Uniform Violation

Violations of the above Uniform Requirements must not result suspension. Green Dot recommends that its schools follow these steps upon a violation:

1. provide a loaner uniform, if available;
2. notify parents; then
3. a school-based consequence (students should only be removed from classroom for egregious violations).

Dress Down Days

The Principal authorizes and approves all Dress Down Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Dress Down Days:

1. Students are permitted to wear casual pants, including clean and untorn jeans.
2. Students are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make reference to drugs, alcoholic beverages, taverns, offensive activities or hard rock concerts, etc. "Double meaning" T-shirts are not permitted. At no time for boys and girls are midriff T-shirts, sweatshirts or other casual shirts/blouses to be worn as well as clothing that exposes the midriff (stomach/waist).
3. Girls may wear casual slacks, skirts, shorts and skorts and appropriate blouses. Skirts and skorts are not permitted if they are shorter than the uniform skirts and skorts.
4. Sandals are not permitted for students.
5. Students are not permitted to wear caps or hats. Hats are not to be worn during class period.
6. Any student, who has doubt about what to wear, should simply not wear it.

Students will earn dress down privileges as designated by each school.

Clothing for Dances

The Casual Dress Day guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required. Formal dresses must be mid- thigh or longer. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxes, suits, or dress pants with a suit coat. A long sleeve collared dress shirt with a tie must at least be worn. Dress pants must be long. No cut-offs, shorts, or sweat suits. If a student is not dressed in appropriate formal dance attire, the student will be sent home and no refunds will be given.

Student Identification Card Policy

Student ID cards will be issued when school pictures are taken in the fall. They will be distributed to students at no cost. All students are required to carry their IDs in their lanyards around their necks at all times and must provide ID upon request by any school personnel. Replacement ID cards will cost $7.00, and may be charged directly to a student account.

2016-2017 Student Policy Manual Signature Page

This Student Policy Manual contains important information about Ánimo Ellen Ochoa Charter Middle School and Green Dot Public Schools California. My signature below hereby certifies that:

- I have read this Student Policy Manual, and I understand my rights and responsibilities described in the policies herein;
- I understand that I should contact the school office or Principal regarding any questions I have that are not answered in this Student Policy Manual; and
- I understand that the policies described in this Student Policy Manual may change at any time.

Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____