2019-2020

**Green Dot Public Schools California**

**Animo Watts College Preparatory Academy**

**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.

*Rev. 06/2016*

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**Enrollment Policy** **A. 1.0**

Policy: Non Discrimination

Green Dot Public Schools does not discriminate against any person 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, religious affiliation, sexual orientation, immigration status, 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 Sections 221.5 and 221.51 in any of its policies, practices, or procedures. Green Dot Public Schools also does not discriminate against any person on the basis of legal or economic status, primary language, or English Learner status in any of its policies, practices, or procedures. Green Dot Public Schools adheres to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"). Green Dot Public Schools is committed to providing a work and educational atmosphere that is free of unlawful harassment and the "Discrimination/Harassment Policy" complies with the requirements of Titles IV, VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Educational Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (mental or physical disability), The Individuals With Disabilities Education Act of 1990, the Age Discrimination in Employment Act of 1967, and the Age Discrimination Act of 1975, and other applicable federal and state laws. Green Dot Public Schools also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Green Dot Public Schools does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Green Dot Public Schools does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Green Dot Public Schools will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this policy should be directed to the Green Dot Public Schools Uniform Complaint Procedures ("UCP") Compliance Officer as identified in Policy C. 16.0.

*Rev. 06/2019*

**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. Parental involvement may be encouraged but is not a requirement for acceptance to, or continued enrollment at, any Green Dot 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.

<u>Definitions:</u>

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 statusAdmissions 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 school’s capacity, a random, public lottery will determine enrollment, with preferences as established by the charter and as described herein. Students who submit lottery forms after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis.

Admissions for Conversion Charters
Conversion charters are open to all students. Students must fill out a lottery form prior to the lottery date and meet all deadlines for the application process. If the number of applicants exceeds the capacity, students will be placed in a school based on a public random drawing with admissions preferences, as established by the charter and legal requirements including a preference for students who reside in the former attendance area of the school. Students who submit lottery forms after the close of the enrollment period, or after capacity is reached (if no lottery is required), will be added to the waitlist; ordered on a first-come, first-served basis.

*Rev. 06/2018*

**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

| | | Ánimo Ralph Bunche, Ánimo Watts | Ánimo James B. Taylor, Ánimo Jackie Robinson, Ánimo Ellen Ochoa, Ánimo Florence Firestone | Ánimo Jefferson, , Ánimo Westside | Ánimo City of Champions, Ánimo Compton Charter School* | Ánimo Inglewood * | Ánimo Pat Brown, Ánimo South Los Angeles, Ánimo Venice, Ánimo Leadership* | Ánimo Mae Jemison, Oscar de la Hoya Ánimo |
|---|---|---|---|---|---|---|---|---|
| **Students who live within school district boundaries** *(LAUSD unless* | Siblings currently attending school | **1** | **1** | | | | **1** | **1** |
| | Founding families | **2** | **2** | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| *otherwise noted)* | Children of Green Dot Employees | **3** | **3** | | | | **2** | **2** |
| | Matriculation | **4** | | | | | **3** | |
| | All other students in school district boundaries | **5** | **4** | **4** | **1** | **3** | **4** | **3** |
| **Students who live outside <u>school district</u> boundaries** *(LAUSD unless otherwise noted)* | Siblings currently attending school | **6** | **5** | | | | **5** | **4** |
| | Founding families | **7** | **6** | | | | | |
| | Children of Green Dot Employees | **8** | **7** | | | | **6** | **5** |
| | Matriculation | **9** | | | | | **7** | |
| | All other students outside of school district boundaries | **10** | **8** | | | | **8** | **6** |
| **Preferences not tied to place of residence** | Siblings currently attending school | | | **1** | **2** | **1** | | |
| | Founding families | | | **2** | | | | |
| | Children of Green Dot Employees | | | **3** | **3** | **2** | | |
| | All other students | | | **5** | **4** | **4** | | |

** Schools not within LAUSD school boundaries: Ánimo City of Champions (Inglewood Unified), Ánimo Compton Charter School (Compton Unified), Ánimo Inglewood (Inglewood Unified), Ánimo Leadership (Lennox School District)*

<u>Conversion Schools</u>

| | | Ánimo Western* | Ánimo College Preparatory Academy | Alain LeRoy Locke College Preparatory Academy |
|---|---|---|---|---|
| **Students who live within Attendance Area** | Siblings currently attending school | **1** | **1** | **1** |
| | Founding families | | **2** | |
| | Children of Green Dot Employees | **2** | **3** | **2** |

| | | | | |
|---|---|---|---|---|
| | All other students in the attendance area | **3** | **4** | **3** |
| **Students who live within LAUSD school district boundaries** | Siblings currently attending school | **4** | **5** | **4** |
| | Founding families | | **6** | |
| | Children of Green Dot Employees | **5** | **7** | **5** |
| | Matriculation | | | |
| | All other students in school district boundaries | **6** | **8** | **6** |
| **Students who live outside LAUSD school district boundaries** | Siblings currently attending school | **7** | **9** | |
| | Founding families | **8** | **10** | |
| | Children of Green Dot Employees | **9** | **11** | |
| | Matriculation | | | |
| | All other students outside of school district boundaries | **10** | **12** | **7** |

*For the 2019-20 school year, students who were enrolled in Ánimo Phillis Wheatley will have automatic enrollment to Ánimo Western for continuity of educational placement.

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

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.***
- Applicants who are siblings and apply to the ***same Green Dot school*** together are given sibling admissions preference as soon as one sibling is accepted into the school during the lottery.
- Siblings must share at least one biological parent or legal guardian.

*Matriculation preferences (i.e., applicants who matriculate from a specific Green Dot middle school to a Green Dot high school) are only eligible to Ánimo Ralph Bunche CHS applicants matriculating from Ánimo Jefferson CMS, Ánimo Watts College Preparatory Academy applicants matriculating from Ánimo Mae Jemison CMS, Ánimo Pat Brown CHS applicants matriculating from Ánimo Florence-Firestone CMS, Ánimo Venice CHS applicants matriculating from Ánimo Westside, Ánimo South LA CHS applicants matriculating from Ánimo Western CMS, and Ánimo Leadership CHS applicants matriculating from Ánimo Westside.  .*

For schools in LAUSD, Inglewood Unified School District and Compton Unified School District, preferences for children of Green Dot employees are limited to 10% of the school's enrollment.

Founding family preference is limited to 10% of the school's enrollment.

At Ánimo College Preparatory Academy, students within the attendance area are those who live within the relevant Zone of Choice boundaries.

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 will conduct the lottery using an automated online system to ensure that the process is fair and equitable for all participants.

In the automated online lottery, applicants will be admitted to the school in the order they are drawn, up to the school's capacity.

- The school reserves the right to select more than the 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 school's capacity, an announcement will be made at the lottery and additional students will be enrolled based on the lottery and the methods described.
- 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.

Enrollment Process and Packet

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 Green Dot has not received confirmation within 10 calendar days, after three attempts, 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 Form
- Photo ID of Parent/Guardian
- Proof of Birth
- Immunization Records
- Records from Previous School
- School-Parent-Student Compact
- Media Release Form
- Proof of updated TDAP vaccine (if entering in 7th grade or later)
- Proof of 2 Varicella vaccines (or written documentation from a physician certified in California explaining why the vaccine is not recommended for the student)
- Lunch Application
- IEP or Section 504 plan, if applicable

*Rev. 06/2019*

**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 will 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, three separate phone calls on three 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.

The waitlist expires annually on the last day of the open enrollment period for the following school year. Waitlists DO NOT rollover year to year.

*Rev. 06/2018*

**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. A practical example of this policy includes students enrolled in a Green Dot school may transfer to any other Green Dot school as long as proper application and waitlist procedures were followed.

Intra-Green Dot School Transfer

The transfer of a student from one Green Dot school to another for the purpose of improving achievement, attendance or adjustment may be addressed as an Intra-Green Dot School transfer. Such transfers are initiated by parent/guardian request. Intra-Green Dot School 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-Green Dot School 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.

*Rev. 06/2018*

**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. To that end, Green Dot has adopted the following policy regarding the enrollment and education of 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. It includes children and youths who:

- 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/are sharing the housing of other persons, due to loss of housing, economic hardship, or a similar reason;

- Live in a hotel or motel due to lack of alternate adequate accommodations;
- Live in a trailer park or campsite due to lack of alternate adequate accommodations;
- Have been abandoned at a hospital;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Are a migratory or abandoned, runaway, or throwaway youth that qualifies as homeless because he/she is living in circumstances described above.

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

School Liaison
The Principal designates the following staff person as the School Liaison for homeless students:

Melissa Peña
Community School Manager
1149 S. Hill St., Ste. 600
323-565-1600

The School Liaison shall ensure that:

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Green Dot.
3. Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs, and referrals to health care services, dental services, mental health services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
6. Enrollment/admissions disputes are mediated in accordance with law, the Green Dot charter(s), and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

Enrollment
Green Dot shall immediately admit/enroll the student (subject to the school's capacity and pursuant to any procedures stated in the charter), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school.

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

Enrollment Disputes
If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison.

The School Liaison shall carry out the dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute.

Written Notice

Green Dot shall provide written notice, at the time any child or youth seeks enrollment in Green Dot, and at least twice annually while the child or youth is enrolled in Green Dot, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

1. Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
2. Sets forth the general rights provided in this policy;
3. Specifically states:
   a. The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A);
   b. That no homeless child or youth is required to attend a separate school for homeless children or youths;
   c. That homeless children and youths shall be provided comparable services described in this policy, including transportation services, educational services, and meals through school meals programs; and
   d. That homeless children and youths should not be stigmatized by school personnel; and
4. Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Green Dot such as:

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Title I services
- School nutrition programs

Transportation

Green Dot shall ensure that transportation is provided for homeless students to and from Green Dot, at the request of the parent or guardian (or liaison).

*Rev. 06/2017*

**Enrollment Policy** **A. 6.1**

Policy: Foster Youth

Green Dot recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, Green Dot shall provide them with full

access to the school's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in Green Dot's local control and accountability plan (LCAP).

Definitions

*Foster youth* means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code Section 309, is the subject of a petition filed under Welfare and Institutions Code Sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code Sections 300 or 602.

*School of origin* means the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if there is some other school that the foster child attended with which the foster child is connected and that the foster child attended within the immediately preceding 15 months, the educational liaison, in consultation with, and with the agreement of, the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school that shall be deemed the school of origin.

Charter School Liaison

In order to help facilitate the enrollment, placement, and transfer of foster youth to Green Dot, the Governing Board shall designate a Green Dot foster youth liaison. The Governing Board designates the following position as the Charter School's Liaison for Foster Youth:

Melissa Peña
Community School Manager
1149 S. Hill St., Ste. 600
323-565-1600

The Liaison for Foster Youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in Green Dot, and checkout from the School of students in foster care.
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from Green Dot.
    - When a student in foster care is enrolling in Green Dot, the Liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, Liaison shall provide the student's records to the new school within two business days of receiving the new school's request.
3. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under Green Dot's charter; pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under Green Dot's charter; and, a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability under state and federal special education laws.
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
6. Develop protocols and procedures for creating awareness for Green Dot staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for Green Dot's foster youth.
8. Monitor the educational progress of foster youth and provide reports to the Principal or designee and the Governing Board based on indicators identified in Green Dot's local control and accountability plan.

9. This policy does not grant the Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the Liaison is advisory with respect to placement options and determination of the school of origin.

Enrollment

A student placed in a licensed children's institution or foster family home shall attend programs operated by Green Dot unless one of the following circumstances applies:

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to Green Dot indicating that determination and that he/she is aware of the following:

    a. The student has a right to attend a regular public school in the least restrictive environment.

    b. The alternate educational program is a special education program, if applicable.

    c. The decision to unilaterally remove the student from Green Dot and to place him/her in an alternate education program may not be financed by Green Dot.

    d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

    a. The student may continue in the school of origin for the duration of the court's jurisdiction.

    b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the academic school year.

    c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.

    d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Liaison for Foster Youth may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in Green Dot consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the Liaison for Foster Youth shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the Liaison for Foster Youth, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately

enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Complaints of Noncompliance

Complaints of noncompliance with this policy shall be governed by Green Dot's Uniform Complaint Procedures policy.

*Rev. 06/2019*

**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 on the date of enrollment.

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."

*Rev. 06/2018*

**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.

*Rev. 05/2015*

Policy: Student Records

In General

Student records are any items of information (in handwriting, print, tape, film, video or audio tape, microfiche, 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 that only contain information about an individual after he/she is no longer a student at Green Dot 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.

Other Definitions

*"Eligible Student"*is defined as a student who has reached eighteen (18) years of age.

*"School Official"* is defined as a person employed by Green Dot as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Green Dot. A school official also may include a volunteer or an independent contractor outside of Green Dot who performs an institutional service or function for which Green Dot would otherwise use its own employees and who is under the direct control of Green Dot with respect to the use and maintenance of personally identifiable information from education records.

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;
- 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;
- materials created and stored within a student's Google account
- routine discipline data; and
- verified reports of relevant behavior patterns.

Persons Granted Absolute Access to Student Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, Green Dot shall comply with the request. 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 or other legally authorized purpose without prior written consent of the parent or eligible student:

- 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 employee who have a legitimate educational interest as defined in this policy and 34 C.F.R. Part 99;
- members of a Green Dot Student Attendance Review Team;
- Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.
- 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;
- 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. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- any judge, district attorney, probation officer, counsel of record of a minor student pursuant to California Education Code Section 49076;
- a foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Green Dot for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been 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 without prior written consent from the parent or eligible student:

- appropriate persons in an emergency if the health and safety of the student or other persons are at stake;
- accrediting associations;
- 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 as outlined above, the school Principal should be contacted for a conference. Green Dot will respond within thirty (30) days of the receipt of the challenge. Green Dot's response will be in writing and if the challenge is denied, Green Dot will set forth the reason for the denial.

If the Principal sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Principal or Principal's designee must then inform the parent or eligible student of the amendment in writing. However, the Principal shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade. For requesting a grade change, please see Policy B. 5.0, Grade Changes and Withdrawal Grades.

Complaints

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

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

*Rev. 06/2018*

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. 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 may be eligible to graduate under the Minimum Green Dot Graduation Requirements option outlined in the table below. Minimum Graduation Requirements do not satisfy the requirements to apply to the UC system and CSUs. Green Dot shall provide students eligible for Minimum Graduation Requirements with information and support to post-secondary opportunities.

- **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 English Language Proficiency Assessment for California (EPLAC); and
  - at the end of the second year of high school, he or she is determined not able to graduate by the end of the fourth year of high school.;
  - 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.

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.

Students in Foster Care, Homeless Students, Migratory Children, Children of a Military Family, and Students Participating in a Newcomer Program

To obtain a high school diploma, students in foster care, homeless students, migratory children, children of a military family, and students participating in a newcomer program shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by Green Dot, and fulfill any additional graduation requirement prescribed by the Board.

However, when a student in foster care, a homeless student, a migratory child, a child of a military family, and a student participating in a newcomer program who has completed his/her second year of high school transfers into Green Dot, he/she shall be exempted from all Green Dot-adopted coursework and other Green Dot-established graduation requirements (the "Exempted Student"), unless the School makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of a foster youth's transfer, the Principal or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker, of the availability of the exemption and whether the foster youth qualifies for it.

To determine whether a student in foster care, a homeless student, a migratory child, a child of a military family, and a student participating in a newcomer program is in his/her third or fourth year of high school, Green Dot shall use either the number of credits the student has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The Principal or designee shall notify any Exempted Student and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the Exempted Student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Green Dot shall not require or request a student in foster care, a homeless student, a migratory child, a child of a military family, and a student participating in a newcomer program to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a student in foster care, a homeless student, a migratory child, a child of a military family, and a student participating in a newcomer program or any person acting on behalf of such student.

An Exempted Student may be eligible to graduate under the Minimum Graduation Requirements per California Education Code Section 51225.1 et seq. For the purposes of this Instruction Policy Section B. 1.0, the following definitions apply:

- "A student in foster care" is defined in Section A. 6.1 in this Student Policy Manual.
- "A homeless student" is defined in Section A. 6.0 in this Student Policy Manual.
- "A migratory child" is a student who meets the definition of "currently migratory child" under California Education Code Section 54441:
    - A child who has moved with a parent, guardian, or other person having custody, from one school district to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian, or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services.

- "Currently migratory child" includes a child who, without the parent or guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- "A child of a military family" is a student who meets the definition stated in California Education Code Section 49701: a school-aged child enrolled in kindergarten through 12th grade in the household of an active duty member.
- "A student participating in a newcomer program" is a student who meets the definition stated in California Education Code Section 51225.2(a): a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Upon making a finding that a student in foster care, a homeless student, a migratory child, a child of a military family, and a student participating in a newcomer program is reasonably able to complete Green Dot graduation requirements within his/her fifth year of high school, the Principal or designee shall:

1. Inform the Exempted Student and the person holding the right to make educational decisions for him/her of the Exempted Student's option to remain in school for a fifth year to complete the School's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the Exempted Student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the Exempted Student or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the Exempted Student to stay in school for a fifth year to complete Green Dot's graduation requirements.

<u>Students Completing Graduation Requirements while being Detained</u>

If a student completes the graduation requirements while being detained (e.g., at a juvenile court school), the Green Dot shall issue to the student a diploma from the school the student last attended before detention or, in the alternative, the county superintendent of schools may issue the diploma.

**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 | Exempted Students (Identified Above) Minimum Graduation Requirements |
|---|---|---|---|---|
| **History/Social Science**<br>UC/CSU Requirement A | **30 Semester Credits**<br>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**<br>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**<br>(Equivalent to two year-long courses or four semesters) of history/social science courses are required. Coursework must include one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. | **25 Semester Credits**<br><br>Student must complete one full year of World History, one full year of US History and one semester of US Government |
| **English**<br>UC/CSU Requirement B | **30 Semester Credits**<br><br>Equivalent to three year-long English courses of college preparatory composition and literature are required. | **40 Semester Credits**<br><br>Equivalent to four year-long English courses of college preparatory composition and literature are required. | **40 Semester Credits**<br><br>Equivalent to four year-long courses or eight semesters) of college preparatory English composition and literature (classic and modern) are required. Both reading and writing components must be included in the courses. | **30 Semester Credits**<br><br>Equivalent to three year-long English courses |
| **Mathematics***<br>UC/CSU Requirement C | **20 Semester Credits**<br><br>Two years, including Algebra I and a higher level Algebra 1 math course are required | **30 Semester Credits**<br><br>Equivalent to three one-year courses) of college preparatory mathematics are required | **30 Semester Credits**<br><br>Equivalent to three one-year courses) of college preparatory mathematics are required. **Forty Semester credits are strongly recommended.** | **20 Semester Credits**<br><br>Two year-long courses, including Algebra and a higher level Algebra 1 match course. |

| | | | | |
|---|---|---|---|---|
| **Lab Science**<br>UC/CSU<br>Requirement D | **20 Semester Credits**<br><br>Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.). | **20 Semester Credits**<br><br>Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.). | **20 Semester Credits**<br>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.**). 30 credits are strongly recommended.** | **20 Semester Credits**<br><br>Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.). |
| **Language Other Than English***<br>UC/CSU<br>Requirement E | **10 Semester Credits**<br><br>Equivalent to one year-long course of either visual and performing arts or single language**.** | **20 Semester Credits**<br><br>Equivalent to two, one-year courses of coursework in a single language. | **20 Semester Credits**<br>(Equivalent to two, one-year courses) of coursework in a single language. **30 credits are strongly recommended.** | **10 Semester Credits**<br><br>Equivalent to one year-long course of either visual and performing arts or single language |
| **Visual and Performing Art**<br>UC/CSU<br>Requirement F | | **10 Semester Credits**<br><br>one year-long course required in any of the following categories: dance, drama/theater, music, or visual art | **10 Semester Credits**<br><br>one year-long course required in any of the following categories: dance, drama/theater, music, or visual art | |
| **Physical Education****<br><br>**20 Semester Credits**<br>Equivalent to two years of physical education | | Varies based on charter language | Not required for UC or CSU admission. | **20 Semester Credits**<br><br>Equivalent to two years of physical education |

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| **College Prep Elective**<br>UC/CSU Requirement G | **Not applicable** | **10 Semester Credits**<br><br>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**<br><br>(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. | **N/A** |
| **Green Dot Electives*** ** | **90 Semester Credits**<br><br>Any elective courses applicable | **80 Semester Credits**<br><br>Any elective courses applicable | Not required for UC or CSU admission. | None |
| **Total Credits** | **220 credits**<br>130 core<br>90 elective | 240 credits<br>160 core<br>80 elective | 150 core + 90 elective credits | **130 credits** |
| | | | | |

* The UC and CSU allow what is known as validation to meet the requirements for math and Language other than English: refer to http://admission.universityofcalifornia.edu/counselors/files/quick-reference-2017.pdf pages 17-19 Recommend to add language: The mathematics requirement may be satisfied via meeting UC/CSU validation rules however, students are required to recover any missing credits to meet the total credits required for high school graduation."

** Physical Education Waivers may be granted for students from participating in a physical education course under special circumstances outlined in the PE Waiver Guideline.

***10 elective credit waivers may be granted for students under special circumstances by submitting a 10 credit waiver form to Principal.

**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

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students to apply for financial aid, all grade 12 students are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school or school district official. A student, or the parent/guardian of a student under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent/guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out the student. All grade 12 students' GPA will be sent to CASC by March 2nd. The Cal Grant application submission deadline is October 1 of the grade 12 year.

*Rev. 06/2019*

**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.

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

*Rev. 06/2019*

**Instruction Policy** **B. 3.0**

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 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.*

Green Dot may confer an honorary high school diploma upon a student who is terminally ill, so long as the diploma is clearly distinguishable from Green Dot's regular diploma of graduation.

Green Dot may grant a high school diploma retroactively to a person who:

1. has departed California against his or her will; and
2. at the time of his or her departure, was enrolled in grade 12; and
3. did not receive a high school diploma because his or her education was interrupted due to his or her departure; and
4. was in good academic standing at the time of his or her departure (considering any coursework that may have been completed by the student outside the United States or that may have been completed by the student through online or virtual courses).

For purposes of this policy, "departed California against his or her will" means the person was:

a. in custody of a government agency and was transferred to another state; or
b. subject to a lawful order from a court or government agency that authorized the person's removal from California; or
c. subject to a lawful order pursuant to subparagraph (b) above and was permitted to depart California before being removed from California pursuant to the lawful order; or
d. removed or is permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act (8 U.S.C. § 1229c).

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, and met all of the school's commencement ceremony requirements (see below);
2. the student is deficient 10 or less credits, has met all of the school's commencement ceremony requirements (see below), and has signed up to make up the credits the summer immediately following graduation; and/or

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, and do not require students/parents/guardians to incur any fees):

1. a senior project/portfolio; and/or
2. 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 Area Superintendent's approval.

Students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at the commencement ceremony, unless likely to cause a substantial disruption of, or material

interference with, the ceremony, as determined by Green Dot. For purposes of this policy: "adornment" means something attached to, or worn with, but not replacing, the cap and gown customarily worn at school graduation ceremonies; and "cultural" means recognized practices and traditions of a certain group of people.

*Rev. 06/2019*

**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, and History.

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:

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 Area Superintendent's approval.

Students may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at the commencement ceremony, unless likely to cause a substantial disruption of, or material interference with, the ceremony, as determined by Green Dot. For purposes of this policy: "adornment" means something attached to, or worn with, but not replacing, the cap and gown customarily worn at school graduation ceremonies; and "cultural" means recognized practices and traditions of a certain group of people.

*Rev. 06/2019*

**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

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| 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, other unusual circumstances, or an eligible student's participation in the school's Extended Semester Program warrant giving the student additional time to fulfill the course work. These grades must be removed within eight 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 Area Superintendent's approval.

*Rev. 06/2019*

**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.

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| 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.

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 Area Superintendent within 15 school days. The Area Superintendent 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 Area Superintendent 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 school 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, homeless, probation, migrant, and newcomer 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 and administrator. This form, once complete with signatures from the Principal and student's counselor, shall be placed and maintained in student's cumulative file.

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

- 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
- College courses with a value of 1-2 units will be given a high school value of 10 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.**

Effect of Absences on Grades for Foster Youth
The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school.
2. A verified court appearance or related court-ordered activity.

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. Honors courses approved for the 11th and 12th grades on the school A-G course list will receive an additional point for the CSU and UC college applications.

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. Students must complete the Physical Education waiver in order to qualify for this exemption.

Granting Credit from Non-Green Dot schools:

The Principal or designee 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.

Transfer of Coursework and Credits for Students in Foster Care, Homeless Students, Migratory Children, Children of a Military Family, Students Participating in a Newcomer Program, and Student in Juvenile Court School*

When a student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school transfers into Green Dot, the School shall accept and issue full credit for any coursework that the student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school to retake the course.

If the student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion

of the course that he/she completed at his/her previous school. However, Green Dot may require the student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school to retake the portion of the course completed if, in consultation with the holder of educational rights for the student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school, Green Dot finds that the student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall Green Dot prevent a student in foster care, a homeless student, a migratory child, a child of a military family, a student participating in a newcomer program, or a student in juvenile court school from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

**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.

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.

*Rev. 06/2019*

**Instruction Policy** **B. 9.0**

Policy: Release of Student Records to Other Schools, including Colleges

Upon request from other K-12 schools, colleges or universities for information pertaining to an applying student's record, including disciplinary record, Green Dot administrators and counselors must honestly and fully disclose the education records, including information regarding events resulting in suspension or expulsion, so long as the disclosure is for purposes related to the student's enrollment or transfer in the K – 12 school, college, or university. Green Dot administrators and counselors will make a reasonable attempt to notify the parent or student, if he/she is over 18, of the request for records at his/her last known address, unless the disclosure is initiated by the parent or student over age 18. Additionally, Green Dot will give the parent or student over age 18, upon request, a copy of the record that was disclosed and give the parent or student over age 18, upon request, an opportunity for hearing pursuant to the School's pupil record challenge procedures. The administrator and/or counselor will also encourage students to respond honestly and timely to such requests on their own.

*Rev. 06/2017*

**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 mental or physical 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

Green Dot schools are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Green Dot provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and procedures of the Los Angeles Unified School District. These services are available for special educations students enrolled at Green Dot. Green Dot offers high quality educational programs and services for all our students in accordance with the assessed needs of each student. Green Dot collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student. Students and parents/guardians have the complaint rights afforded to them under state and federal law, including the right to file a due process complaint.

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.

*Rev. 06/2017*

Policy: Required Testing

Green Dot schools shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to Green Dot officials to excuse his or her child from any or all parts of the state assessments shall be granted. Please see below for more information regarding the various types of state tests.

California Assessment of Student Performance and Progress

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

- Smarter Balanced Assessment Consortium ("SBAC") summative assessment for English–Language Arts ("ELA") and Mathematics in grades 3-8 and 11.
- California Science Test in grades 5, 8, and 11.
- California Alternate Assessments ("CAA") for ELA and Mathematics in grades 3-8 and 11 and the field test in Science in grades 5, 8, and 11.
- 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 Assessments

As noted above, the CAAs for ELA and Mathematics are given in grades 3-8 and 11. The CAA for Science is given in grades 5 and 8 and one time in high school. Only eligible students may participate in the administration of the CAAs.

California Science Test

California Science Test ("CAST") will be first operational in spring 2019. Students will be administered the CAST in grades 5 and 8 and once in high school. The CAST is aligned with the California Next Generation Science Standards.

Smarter Balanced Assessments Consortium

The Smarter Balanced assessment consortium utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards for ELA and Mathematics.

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.

English Language Proficiency Assessments for California ("ELPAC")The ELPAC is only given to students whose primary language is not English. The ELPAC is given as an initial assessment to newly enrolled students whose primary language is not English and as an annual assessment for all English Learners. It is comprised of two separate assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of English language proficiency.

*Rev. 06/2019*

- **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 ELPAC assesses student performance in the following areas: Listening, Speaking Reading and Writing. In order to be reclassified as fluent English proficient, as indicated in the following chart, students must: (1) meet an ELPAC minimum score; (2) meet a minimum Lexile range; (3) receive a grade of a C or better in ELA or a teacher recommendation; and (4) obtain parent approval:

| 1. **ELPAC Minimum Score** | 2. **Minimum Lexile Range** | 3. **ELA Grade or Teacher Recommendation** | 4. **Parent Notification** |
|---|---|---|---|
| Overall ELPAC proficiency of Level 4 with no less than a 3 on the Oral or Written Composite. | **Language proficient Lexile range automatically qualifies for reclass:**<br>6th ≥800<br>7th ≥ 850<br>8th ≥900<br>9th ≥ 925<br>10th-12th 950 | Grade of C or better in ELA **OR** Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition | Yes |
| | **Low Lexile range requires teacher override to reclass:**<br>6th: 650-799<br>7th: 650-849<br>8th: 650-899<br>9th: 750-924<br>10th-12th: 800-949 | Grade of C or better in ELA OR Teacher may complete a teacher evaluation form to explain why student's grade is not due to language acquisition AND Provide evidence for why the SRI does not reflect language proficiency. | Yes |

Green Dot shall 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 Green Dot 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, as such policies apply to charter school students. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations, as such policy applies to charter school students.
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)

*Rev. 06/2018*

**Instruction Policy** **B. 13.0**

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- 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<br>• CELDT Overall= B<br>• Lexile Score 0-400<br>• Language Gains= Level ½ | Early Intermediate<br>• CELDT Overall= EI<br>• Lexile Score 400-650<br>• Language Gains= Level 3 | Intermediate<br>• CELDT Overall= I<br>• Lexile Score 650-900<br>• Language Gains= Level 4 | Reclassified<br>• CELDT Overall= EA/A<br>• Lexile Score= 900+<br>• Language Gains= Level 4 |
|---|---|---|---|---|
| **Structured English Immersion (SEI)**<br>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)**<br>Long-term ELs with 6 or more years in the country and who are reasonably fluent | 1. Sheltered ELA<br>2. Clustered Literacy Intervention<br>• EL Literacy Enrichment (R180 6, 7 or 9th grade)<br>• EL English 3D (8th grade only)<br>• EL Academic English Essentials (10-11th grade) | 1. Sheltered ELA<br>2. Clustered Literacy Intervention<br>• EL Literacy Enrichment (R180 6, 7 or 9th grade)<br>• EL English 3D (8th grade only)<br>• EL Academic English Essentials (10-11th grade) | 1. Sheltered ELA<br>2. Clustered Literacy Intervention<br>• EL Literacy Enrichment (R180 6, 7 or 9th grade)<br>• EL English 3D (8th grade only)<br>• EL Academic English Essentials (10-11th grade) | 1. Mainstream ELA<br>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 Lexile's 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 Lexile's 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 Lexile's 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 Early Assessment 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.

Policy: Mathematics Placement Policy

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, Green Dot systematically takes multiple objective academic measures of student performance into consideration, including:

    a. i-Ready Diagnostic Adaptive Assessment aligned to the Common Core Math standards;
    b. Statewide summative mathematics assessments through the CAASPP;
    c. Placement tests that are aligned to state-adopted content standards in mathematics;
    d. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
    e. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    f. Final grade in mathematics on the student's official, end of the year 8th grade report card; or
    g. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. Green Dot will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, updated i-Ready Adaptive Diagnostic scores, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Green Dot Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Green Dot shall annually report the aggregate results of this examination to the School Board.

4. Green Dot offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th grade student may submit a written request to the Green Dot Principal, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Green Dot Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that Green Dot relied upon in determining the student's mathematics placement.

ii. Requests that the student retake the i-Ready Diagnostic or placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Green Dot Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.

c. If, after reconsideration of the student's mathematics placement by the Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

5. Green Dot shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

*Rev. 06/2018*

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);
- quarantine under the direction of the county or city health officer;
- attending funeral services of an immediate family member:
    - excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
    - "immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
- court summons;
- observance of a religious holiday, instruction, or exercises, as described below; school approved activity;
- serious family emergencies, or other justifiable personal reasons, subject to approval by the Principal or designee; and
- attendance at the pupil's naturalization ceremony to become a United States citizen.

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 without a valid excuse is considered an unexcused absence. Excessive tardies will result in disciplinary action and may result in an appearance before the Student Attendance Review Team ("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. In addition, students shall be classified as a habitual truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date. 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 certificated personnel. 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 Unexcused Absences:**

| | Totals by Semester | Contact | Person(s) Responsible | Interventions/Consequence |
|---|---|---|---|---|
| **Phase 1** | 4 Absences | 4-Day Letter | Meet with Counselor or Administrator | Conference to Complete Intervention Checklist |
| **Phase 2** | 7 Absences | 7-Day Letter with Notice of Student Agreement | Administrator | Student Agreement; home visit and/or case management may be possible. |
| **Phase 3** | 10 Absences | Certified 10-Day Letter with Notice of SART | SART | Student Agreement Reviewed and Updated by SART; meeting convened with parent/guardian or asked to attend evening assembly for parents/guardians of chronically absent students. |
| **Phase 4** | 15 Absences | Certified 15-Day letter with Notice of SART | SART | Student Agreement Reviewed and Updated<br>Potential Loss of Course Credit<br>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 Student Agreement | Administrator | Student Agreement |
| **Phase 3** | 15 Tardies from a Class Period | Certified letter with Notice of SART | SART | Student Agreement Reviewed and Updated<br>Potential Loss of Course Credit<br>Potential Referral to Judicial System |

**<u>Detailed Description of Working Through the Unexcused Absence Matrix, Above</u>**

1. After two (2) days of unexcused absence, the school will call the parent/guardian. The student's classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching fourth (4th) unexcused absences in a school year, the parent/guardian will receive "4 Day Letter" from the School. All SART-related communications with the parent/guardian shall be tracked in the School's student information system (e.g., PowerSchool).
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "7 Day Letter with Notice of SART," and a parent/guardian conference will be requested to review the student's records and any student agreements, which may include terms requiring regular student attendance, abiding by all school rules and policies, among others. In addition, the School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon reaching ten (10) unexcused absences, the student will be referred to the SART. In addition, the parent/guardian will receive a 10 Day Letter," and will be asked/invited to attend an evening assembly for parents/guardians of chronically absent students.
5. The SART will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

a. The SART shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

b. The SART will review and update the previously drafted Student Agreement. Parent shall be required to sign the updated Agreement formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The Agreement will identify the corrective actions required in the future, and indicate that the SART shall have the authority to order one or more of the following consequences for non-compliance with the terms of the Agreement:

i. Parent/guardian to attend school with the child for one day
ii. Student retention
Iii. After school detention program
iv. Required school counseling
vii. Loss of school event privileges
viii. Required remediation plan as set by the SART

c. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART Agreement are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.
7. For all communications set forth in this process, Green Dot will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Green Dot with any new contact information.
8. If student is absent fifteen (15) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to Green Dot's communication attempts, as set forth above, the student will be in violation of the SART Agreement and shall be disenrolled. Notification of the disenrollment shall be sent to the student's district of residence.

**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.

*Rev. 06/2017*

**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. Additionally, a student may be entitled for excused absences for participation in religious instruction or exercises provided, again, they adhere to the school's Attendance Notification procedures. 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. A student may be granted an "Excused Absence" for participation in religious instruction or exercises for no more than four (4) school days per month. 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.

*Rev. 06/2018*

**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 sign 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.

No student shall be involuntarily removed (i.e., disenrolled, dismissed, transferred, or terminated) from school for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the DRP hearing procedures specified in this Policy C. 3.0 before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the specified DRP hearing procedures, the student shall remain enrolled and shall not be removed until the DRP issues a final decision, subject to any appropriate interim placement while the DRP proceedings are pending.

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, or minor inappropriate conflicts with others). 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 to provide 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 ensure the school environment is safe and free from disruption upon the student's return.

A student may only be suspended for misconduct that is related to a school activity occurring within a school under the jurisdiction of the Principal or occurring related to 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 shall 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.

For suspensions of ten consecutive days or more, the Charter School shall provide:

i. timely, written notice of the charges against the student and an explanation of the student's basic rights; and
ii. a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

**Matrix for Suspension/Expulsion Recommendations**

| **Category I**<br>Student Offenses with<br>**No** Principal Discretion (except as otherwise precluded by law) | **Category II***<br>Student Offenses with **Limited** Principal Discretion | **Category III***<br>Student Offenses with **Broad** Principal Discretion |
|---|---|---|
| Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus.<br><br>1. Possessing, selling, or furnishing a firearm. | 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**.**<br>1. Causing serious physical injury to another person, except in self-defense. | Principal **may** suspend and recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.<br><br>1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious.**<br>2. First offense of possession of marijuana of not more than one ounce, or alcohol.<br>3. Sold, furnished, or offered a substitute substance represented as a controlled substance. |
| 2. Brandishing a knife at another person. | 2. 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 property.<br>5. Stole or attempted to steal school or private property.<br>6. Possessed or used tobacco.<br>7. Committed an obscene act or engaged in habitual profanity or vulgarity. |
| 3. Unlawfully selling a controlled substance. | 3. 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 paraphernalia.<br>9. Knowingly received stolen school or private property.<br>10. Possessed an imitation firearm.<br>11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. |
| 4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). | 4. Robbery or extortion. | 12. Engaged in sexual harassment.<br>13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.<br>14. Made terrorist threats against school officials or school property, or both.<br>15. Willfully used force or violence upon the person of another, except in self-defense. |
| 5. Possession of an explosive | 5. Assault or battery upon any school employee. | 16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action.<br>17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.<br>18. Engaged in, or attempted to engage in, hazing, as defined in Section 32050.<br>19. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel.<br>20. Aided or abetted the infliction of physical injury to another person (suspension only).<br>21. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.<br>22. Intentionally "hacked" or broken into a School or School affiliated technology system. |

To order a student expelled for discretionary offenses, findings must include: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

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);
- 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; and
- possession of an explosive.

A student may only be expelled for misconduct that is related to a school activity occurring within a school under the jurisdiction of the Principal or occurring related to 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 by the DRP following a DRP hearing. The DRP will consist of the following members:

- Chief Academic Officer, Vice President of Schools, or designee;
- two administrators from a campus not bringing forth the expulsion; and
- two teachers or counselors 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 Area Superintendent, Vice President of Schools, Vice President of Curriculum and Programs, 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.

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that

extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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. Appeals must be submitted to:

Green Dot Public Schools California
ATTN: Chief Academic Officer
1149 S. Hill St., Ste. 600
Los Angeles, CA 90015

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 Act of 1973.

*Rev. 06/2019*

**Rights and Responsibility Policy** **C. 4.0**

Policy: Due Process

The school shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. 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 Area Superintendent 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.

*Rev. 06/2018*

**Rights and Responsibilities Policy** **C. 5.0**

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;
- tear gas (e.g., pepper spray)
- ammunition; 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 → 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.

*Rev. 06/2018*

**Rights and Responsibilities Policy** **C. 6.0**

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. Students 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. Logos bearing the school name are available for free for all students upon request in the school office. 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. Logos bearing the school name are available for free for all students upon request in the school office. 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.

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).

*Rev. 06/2017*

**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.***

Educational Purpose

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

- **"Educational purpose"** means classroom activities, research in academic subjects, career or professional development activities, Green Dot approved personal research activities, or other purposes as defined by the School from time to time.
- **"Inappropriate use"** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

- Green Dot shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

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

Safety

- Green Dot shall ensure that all School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While Green Dot is able exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Green Dot nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.
- To reinforce these measures, the Green Dot Principal or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.
- The Green Dot Principal or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.
- The Green Dot Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Students are expected to follow safe practices when using School technology.
- Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.
- Student use of School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Principal or designee shall block access to such sites on School computers with Internet access. The Director or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.
- All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information

about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

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

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 not be considered private and/or confidential. Green Dot may access any records, files, records/logs of any Internet Web Sites stored or visited, or communications on any School computer at any time.
- 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.
- Students should not intentionally interfere with the performance of Green Dot's network or intentionally damage any Green Dot technology resources. Students shall not use hacking tools on the network or intentionally introduce malicious code or viruses into Green Dot's network.
- Students may not create unauthorized wireless networks to access Green Dot's network. This includes establishing wireless access points, wireless routers, and open networks on personal devices.

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 firewall 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 and 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.

Protection Measures

While Green Dot is able exercise reasonable control over content created and purchased by Green Dot, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither Green Dot nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold Green Dot or any Green Dot staff responsible for the failure of any technology protection measure, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless Green Dot and its personnel for any damages or costs incurred.

*Rev. 06/2017*

**Rights and Responsibility Policy**

**C. 8.0**

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, consistent with the law.

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.

*Rev. 06/2017*

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 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.

*Rev. 06/2017*

Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying

Green Dot Public Schools is committed to providing a learning environment that is free from discrimination, sexual harassment, harassment, intimidation, or bullying of any kind, in compliance with applicable law, including, but not limited to, California Education Code Section 234.4. Harassment, sexual harassment, discrimination, intimidation, or bullying 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. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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

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

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

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.

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

[INSERT NAME]
[INSERT TITLE]
[INSERT CONTACT INFO, INCLUDING PHONE NUMBER]

**Definitions**

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

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

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

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

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

Verbal Harassment

Harassment can include verbal conduct such as epithets, derogatory jokes, comments, or slurs. 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, on the basis of any of the protected classes described above.

Visual Harassment

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

Sexual Harassment

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

Includes unwelcome sexual advances, request for sexual favors, 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 having a negative impact onthe individual's academic performance or creating an intimidating, hostile or offensive educational environment; and/or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Harassment also includes retaliation for reporting or threatening to report such harassment. The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

It is the responsibility of Green Dot 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, sexual harassment, or harassment
5. Designate a Coordinator to whom any employee or student who believes they have been subject to misconduct prohibited by this Policy can immediately report such misconduct.

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

Grievance Procedures:

**1. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance,

and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

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

[INSERT NAME]
[INSERT TITLE]
[INSERT CONTACT INFO, INCLUDING PHONE NUMBER]

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

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

**2. Investigation**
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Green Dot, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when she the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

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

**3. Consequences**
Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

**4. Right of Appeal**
Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student Policy Manual (e.g., filing a complaint under the Uniform Complaint Procedures). In addition, when harassment or bullying is based upon one of the protected characteristics set forth

in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Student Policy Manual.

*Rev. 06/2019*

**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 includes an act that is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. :

<u>Transportation Guidelines</u>

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.

*Rev. 06/2017*

- Policy: Transportation of Students

Green Dot is committed to transporting students safely; accordingly, students shall be provided safety instruction regarding school bus safety and emergency procedures. Green Dot's Transportation Safety Plan is located on its website. Additionally, Green Dot 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; <u>and</u>
- 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.

<u>Transportation of Foster Youth</u>
Green Dot shall not be responsible for providing transportation to allow a foster child to attend school, unless required by federal law. Green Dot is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

*Rev. 06/2017*

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

*Rev. 05/2015*

**Rights and Responsibility Policy** **C. 15.0**

Policy: Conflict Resolution

The Green Dot 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 ten (10) 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 within ten (10) school days.

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. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to Green Dot's Chief Academic Officer or designee, who may conduct a fact-finding or authorize a third party investigator on behalf of Green Dot. In a reasonable amount of time, depending on the circumstances, the Chief Academic Officer or designee, or investigator, will report his/her findings to Green Dot for review and action, if necessary.

*Rev. 06/2018*

**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, retaliation, or bullying. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. Green Dot shall seek to resolve the following types of 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.:

(1) Green Dot shall use the UCP to resolve any complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying against any protected group in Green Dot programs including actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, medical condition, marital or parental status, physical disability, 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.

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee, as defined in California Education Code Section 49011, for participation in an educational activity.

(4) Complaints of Green Dot's failure to comply with the requirements governing 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 Sections 47606.5 and 47607.3 of the Education Code, as applicable; or

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on campus. If the School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the School shall provide a remedy to the affected pupil. (*see* California Assembly Bill No. 302 (2015-2016) and California Education Code section 222).

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. LAUSD's UCP brochure shall be available at Green Dot school sites under its jurisdiction.

**Compliance Officers**

The following compliance officer(s) to receive and investigate complaints and to ensure the school's compliance with law:

NAME
TITLE
ADDRESS
PHONE
FAX

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

Should a complaint be filed against the Principal, the compliance officer for that case shall be the Chief Academic Officer.

Procedures

The following procedures shall be used to address all complaints which allege that the school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. Prior to filing a formal complaint, Green Dot encourages the early, informal resolution of complaints at the school site level whenever possible.

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

**Step 1: Filing a Complaint**

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 shall be filed not later than one (1) year from the date the alleged violation occurred. Pupil fees complaints may also 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 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 acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a way that maintain confidentiality of the involved parties to the maximum extent practicable without obstructing the investigation. Green Dot cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Green Dot will attempt to do so as appropriate. Green Dot may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

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

**Step 2: Complaint Investigation**
The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. 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 unless the complainant agrees, in writing, to an extension of the timeline. The complainant and/or his or her representative shall have an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

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

**Step 3: Final Response**
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 date of filing an appeal with the CDE before pursuing civil law remedies. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law shall also such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

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

The Compliance Officer 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. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

**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 is applicable only if Green Dot has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

*Rev. 06/2017*

**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.

**Rights and Responsibilities Policy** **C. 18.0**

Policy: Directory Information

The Family Educational Rights and Privacy Act mandates that Green Dot adopt a policy identifying those categories of personally identifiable information (as defined in Student Records, Policy A. 9.0, above) 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.

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

*Rev. 06/2017*

**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).

An itemized record of such fees is kept in PowerSchool and is placed solely on the student's parent/guardian, unless the student is emancipated at the time the fee is incurred.

Parents/guardians are expected to pay promptly any accrued fees by their child, without constant reminders. Green Dot shall provide the parent/guardian with an itemized invoice for any amount owed that includes a reference to this Student Fees policy and the rights established by California Education Code Sections 49014 and 49557.5. Upon receiving payment for any invoice for student fees, Green Dot shall provide a receipt to the parent/guardian. 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 cut, defaced, or otherwise injured or 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. Additionally, notwithstanding Section 1714.1 of the Civil Code, the parent or guardian of a minor pupil who willfully cuts, defaces, or otherwise injures or damages in any way any real or personal property of the School, or personal property of any School employee, shall be liable for all damages caused by the minor child. The liability of the parent or guardian may not exceed $10,000 (ten thousand dollars). The parent/guardian shall also be liable for all property belonging to the School that is loaned to a minor student and not returned upon proper request.

*Rev. 06/2019*

**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 and instructional materials. Should a textbook or instructional materials be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new textbook is, or instructional materials are, issued or at the end of the academic year. Students are required to keep textbooks and instructional materials covered (when feasible) and in good condition. Students may not write in or deface their textbooks or instructional materials. Pursuant to the language above, students and/or parents/guardians may be liable for up to $10,000 (ten thousand dollars) for damage to textbooks or instructional materials.

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

All instructional materials, including, but not limited to, teacher's manuals, films, tapes, or other supplementary material that may 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. 06/2019*

**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.

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. However, if the student is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the student attends, Green Dot and the Principal are prohibited from denying the work permit on the basis of the student's grades, grade point average, or 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. 06/2019*

**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.
- sign and return an acknowledgement of receipt and review of the Sudden Cardiac Arrest symptoms information sheet posted on the CDE's website.

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.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

*Rev. 06/2017*

**Rights and Responsibilities Policy** **C. 24.0**

Policy: Student Organizations

Green Dot believes that encouraging students to organize according to a wide variety of interests is part of accomplishing its mission statement. No student organization shall be denied based solely on its topic or subject. However, no student organization shall be formed that, through its bylaws or practices, excludes or harms any member of the student body 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, religious affiliation, sexual orientation, immigration status, 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,
or that in philosophy or practice does not comply with the mission, expectations, and rules of Green Dot or the school.

*Rev. 06/2018*

**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 freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community.

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 state law, 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. Leaflets, pictorial, and other printed matter to be distributed shall be submitted to the Green Dot principal or designee at least one (1) school day prior to distribution. Distribution, free or for a fee, may take place any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Green Dot principal.) The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Green Dot principal.)

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.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this policy.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

This policy does not prohibit or prevent the Green Dot Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each MPS school.

No Green Dot employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this policy, or refusing to infringe upon conduct that is authorized under this policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

*Rev. 06/2017*

**Rights and Responsibilities** **C. 26.0**

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.

**Rights and Responsibility** **C. 28.0**

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.

**Rights and Responsibility** **C. 29.0**

Policy: Collecting and Retaining Student Information

The Principal or desginee shall maintain in writing Green Dot's policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures. If Green Dot possesses information that could indicate immigration status, citizenship status, or national origin information, the Green Dot shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, Green Dot shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school. Green Dot shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

**Rights and Responsibility** **C. 30.0**

Policy: Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

Green Dot personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, Green Dot personnel shall solicit that documentation or information separately from the school enrollment process. Where permitted by law, the Principal or designed no shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status. Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, Green Dot's procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

**Rights and Responsibility** **C. 31.0**

Policy: Inquiries About Social Security Numbers or Cards

Green Dot shall not solicit or collect entire Social Security numbers or cards. Green Dot shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, Green Dot shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school. Green Dot shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

**Rights and Responsibility** **C. 32.0**

Policy: Information Sharing

Green Dot shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. Green Dot personnel shall take the following

action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- Notify a designated Green Dot official about the information request.
- Provide students and families with appropriate notice and a description of the immigration officer's request.
- Document any verbal or written request for information by immigration authorities.
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Green Dot shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests. Green Dot shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

Green Dot's request for written or parental or guardian consent for release of student information must include the following information:

(1) the signature and date of the parent, guardian, or eligible student providing consent;
(2) a description of the records to be disclosed;
(3) the reason for release of information;
(4) the parties or class of parties receiving the information; and
(5) if requested by the parents, guardians or eligible student, a copy of the records to be released.

Green Dot shall permanently keep the consent notice with the record file. The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Green Dot shall not release the information.

**Rights and Responsibility** **C. 33.0**

Policy: Annual Information Notice to Parents and Guardians

Green Dot must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that Green Dot will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by Green Dot.
- A list of the circumstances or conditions under which Green Dot might release student information to outside people or entities.
- A statement that, unless Green Dot is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, Green Dot shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

Per California Education Code Section 51225.8, commencing with the 2020-2021 school year, Green Dot shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid ("FAFSA") or the California Dream Act Application, as appropriate, at least once before the student enters grade 12. The information shall be provided according to applicable state and federal privacy laws and regulations, shall be provided through various options that include, but are not limited to: information dissemination through in-class instruction; an existing program; family information sessions; or group or individual sessions with school counselors. and shall include, but not limited to, material related to:

- the types of documentation and personal information that each student financial aid application requires, including, but not necessarily limited to, documents relating to income taxes, finances and income, college choices, academic status, and personal identification such as social security or taxpayer identification numbers;
- an explanation of definitions used for each application;
- eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application.
- application timelines and submission deadlines; and
- the importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-served basis.

Green Dot shall provide a paper copy of the FAFSA or the California Dream Act Application, upon request by that student or upon request of the student's parent/guardian.

*Rev. 06/2019*

**Rights and Responsibility** **C. 34.0**

Policy: Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of Green Dot during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

Green Dot shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices. Green Dot shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration. Green Dot personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

**Rights and Responsibility** **C. 35.0**

Policy: Responding to On-Campus Immigration Enforcement

As early as possible, Green Dot personnel shall notify the Chief Executive Officer of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.). In addition to notifying the Chief Executive Officer, Green Dot personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Chief Executive Officer.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Green Dot personnel should comply with the officer's orders and immediately contact the Chief Executive Officer.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    - an ICE (Immigrations and Customs Enforcement) administrative warrant, Green Dot personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Chief Executive Officer or Green Dot's legal counsel.
    - a federal judicial warrant, prompt compliance with such a warrant is usually legally required. If feasible, consult with the Chief Executive Officer or Green Dot's legal counsel before providing the agent access to the person or materials specified in the warrant.
    - a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, Green Dot personnel shall inform Green Dot's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.
8. While Green Dot personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, Green Dot personnel shall document his or her actions while on campus.
9. After the encounter with the officer, Green Dot personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    - List or copy of the officer's credentials and contact information;
    - Identity of all school personnel who communicated with the officer;
    - Details of the officer's request;
    - Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    - Green Dot personnel's response to the officer's request;
    - Any further action taken by the agent; and
    - Photo or copy of any documents presented by the agent.
10. Green Dot personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Chief Executive Officer or Green Dot's legal counsel.
11. In turn, the Chief Executive Officer or Green Dot's legal counsel shall submit a timely report to the Green Dot's governing board regarding the officer's requests and actions and the Green Dot's response(s).
12. E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

**Rights and Responsibility** **C. 36.0**

Policy: Parental Notification of Immigration-Enforcement Actions

Green Dot personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order. Green Dot personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

**Rights and Responsibility** **C. 37.0**

Policy: Responding to the Detention or Deportation of a Student's Family Member

Green Dot shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported. Green Dot shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

- Green Dot shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.
- Green Dot shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Green Dot shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Green Dot shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Green Dot shall only contact Child Protective Services if Green Dot personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

**Rights and Responsibility** **C. 38.0**

Policy: Responding to Hate Crimes and Bullying

<u>Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy</u>

Green Dot shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English. Green Dot shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General.

- Green Dot shall inform students who are victims of hate crimes of their right to report such crimes. Processing Complaints of Harassment and Bullying

Green Dot shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics: The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
- Green Dot shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- Green Dot shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

Green Dot shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. Green Dot shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

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, amount, 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. (See the Request for Assisted Administration During School Hours form.) 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 or foster parent 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. (See the Request for Self-Administration During School Hours form.)

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. EpiPens are ordered centrally and restocked annually. 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 School Operation 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 School Operation 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. 06/2017*

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 provide the required documentation for readmission. Proper readmission documentation is determined by the communicable disease and can include: (a) a permit issued by the Public Health Department or physician before he or she is readmitted to school; or (b) a Proof of Treatment Form (for lice and ringworm only).

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. 06/2017*

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
- School Operations 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.

*Rev. 06/2017*

**Health and Safety Policy** **D. 4.0**

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, with written documentation from a medical physician or psychiatrist, he/she shall seek home and/or hospital based instruction. This written documentation must include the reason and duration for requesting 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 or individual instruction in another residential health facility on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. During this temporary time of home and/or hospital schooling or individual instruction in another residential health facility, the student shall remain enrolled in his or her Green Dot school of record. **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.** After 60 days, a conference must be held with the school administrator and the parent/ guardian to determine if home and hospital services or individual instruction in another residential health facility should be extended. A student who requires home

and/or hospital schooling or individual instruction in another residential health facility 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 or individual instruction in another residential health facility 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. The student shall be allowed to return to the school attended immediately before receiving the home and/or hospital schooling or individual instruction in another residential health facility, if the student returns during the same school year in which the home and/or hospital schooling or individual instruction in another residential health facility was initiated.

Long-term Hospitalization

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.

*Rev. 06/2019*

**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
- Active shooter/killer threats
- 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. School Site Incident Command System Team.
3. Training for all staff on the elements of the plan, as well as an instruction program in first-aid and CPR.
4. A stockpile of emergency and medical supplies, back up communication equipment, and three days of food and water at the school site.
5. Placards posted in classrooms and offices which indicate evacuation routes.
6. Emergency cards on file for all students and staff.
7. Established policy on the release of students to parents or guardian.
8. Clearly understood policy on the release of school, district staff, and their emergency assignments.
9. 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.

*Rev. 06/2018*

**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. Utilize the V-Soft Raptor System (commonly referred to as "Raptor"), a visitor registration and management system. The Raptor system will replace all manual paper-based logs, and will allow the front office staff to produce visitor badges, and electronically check visitors against state and federal sex offender databases. 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.
3. 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.

4. 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

Green Dot recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest learning environment possible.

**Professional Boundaries**

This policy is intended to guide all Green Dot employees in conducting themselves in a way that reflects the high standards of behavior and professionalism required of employees who interact with students and to specify the boundaries between students and staff. Trespassing the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

Although this policy gives specific, clear direction, it is each employee's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" Some activities may seem innocent from an employee's perspective, but can be perceived as inappropriate from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to, or may be perceived as, sexual or other misconduct. Employees must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

**Examples**

*Examples of Unacceptable Behaviors (Violations of This Policy) Absent Extraordinary Circumstances (e.g., a familial relationship)*

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation, including hugging a student.
- Intentionally being alone with a student away from the school.
- Cursing or making or participating in inappropriate comments related to sex, sexual orientation, race, or other characteristic protected by law.
- Failing to intervene when students curse or make inappropriate comments related to sex, sexual orientation, race, or other characteristic protected by law.
- Seeking emotional involvement with a student for your benefit, including involving students in adult issues.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Allowing students in your home.
- Sending emails, text messages, posts, or letters to students if the content is not about school activities.
- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.

*Examples of Acceptable and Recommended Behaviors*

- Getting school and parental written consent for any after-school activity.
- Obtaining formal approval (using the Green Dot Transportation Policy and Guidelines) to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present when you must be alone with a student.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.

**Duty to Report Suspected Misconduct**

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

**Use of Electronic Media by Staff to Communicate with Students**

Although Green Dot employees enjoy free speech rights guaranteed by the First Amendment to the United States Constitution, certain types of communication, typically by virtue of their subject-matter connection to campus, may relate enough to school to have ramifications for the author or subject at Green Dot. Knowing participation by Green Dot employees with students in social media (e.g., Facebook, Snapchat, Twitter, Instagram, video games) or other similar means can lead to violations of the following that may result in disciplinary action, up to and including termination from employment from Green Dot:

- Use of personal technology for non-Green Dot business should be limited to off-duty time and designated breaks.
- Any participation by any Green Dot employee with students, including through the use of electronic media or technology, should always be limited to school business.
- Green Dot employees must maintain a clear distinction between their personal social media use and any Green Dot-related social media sites.
- Green Dot employees' social networking profiles, personal blogs, or other personal online platforms should not be linked to Green Dot students' online profiles.
- Green Dot employees shall not invite students to join social networks unless authorized by Green Dot.

- When in doubt about contacting a Green Dot student during off-duty hours using either Green Dot-owned communication devices, network services, and Internet access route or those of the employee, employees must begin by contacting the student's parent(s) or legal guardian(s) through their phone number registered with Green Dot.

Green Dot employees must be mindful that any Internet information is ultimately accessible to the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social networking websites to which they choose to subscribe and be aware that information posted online, despite privacy protections, is easily and often reported to administrators or exposed to Green Dot students. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor.

**Health and Safety Policy** **D. 10.0**

Policy: Immunizations

Initial student enrollment, and continued 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, and maintains full immunizations, 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 for initial enrollment. Currently enrolled students who fail to maintain full immunizations against all of the diseases listed in California Health and Safety Code section 120335 shall be excluded for attending school until presenting documentary proof of being fully immunized.

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 Tests for Pupils

As part of the comprehensive health screening required for school entry, parents/guardians shall provide evidence within ninety (90) days after their child's entry into first grade that their child has been screened for risk of tuberculosis within the preceding 18 months. (Cal. Health and Saf. Code, §§ 124040 and 124085.)

Green Dot is required to cooperate with the county or city health officer in carrying out any programs ordered by the health officer for the tuberculosis examinations of individuals applying for first admission to any elementary or secondary school in Green Dot. (Cal. Health and Saf. Code, § 121515.) Whenever ordered by the local health officer, students seeking admission for the first time to a Green Dot school at any grade level shall submit to tuberculosis testing. Any student subject to the order shall be admitted to school as follows:

- The Principal or designee shall unconditionally admit the student if he/she, prior to admission, submits a certificate, signed by any public or private medical provider, indicating that he/she has completed an approved tuberculosis examination and is free from active tuberculosis. (Cal. Health and Saf. Code, §§ 121485, 121490, and 121500; 22 CCR §§ 41305, 41311, and 41313.)

  A student shall not be required to obtain the certificate if his/her parent/guardian or custodian provides the Principal or designee with an affidavit stating that the required examination is contrary to his/her beliefs. If there is probable cause to believe that such a student has active tuberculosis, he/she may be excluded from school until the Principal or designee is satisfied that he/she is not afflicted. (Cal. Health and Saf. Code, § 121505.)

- A student who has not submitted the certificate may be conditionally admitted provided that he/she receives an approved tuberculin skin test within ten (10) school days after admission. A student who had a positive skin test and has not subsequently obtained a chest x-ray may be conditionally admitted if he/she receives a chest x-ray within twenty (20) school days after admission. Any student who fails to provide the certificate within those time periods shall be prohibited from further attendance until he/she provides the certificate. (Cal. Health and Saf. Code, § 121495; 22 CCR §§ 41315, 41311, and 41327.)

- Whenever the local health officer so orders, a student may be required to complete an additional examination and provide another certificate indicating that he/she is free of communicable tuberculosis. (Cal. Health and Saf. Code, § 121485.)

- At the discretion of the local health officer, Green Dot may admit a student without a certificate if he/she is undergoing or has already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease. (22 CCR § 41319.)

Whenever the Principal or designee suspects that a student who has not been examined for tuberculosis either has the disease or has been exposed, he/she shall immediately report by telephone to the local health officer. When required by the local health officer, Green Dot shall exclude the student from school until he/she is certified to be free of communicable tuberculosis. (22 CCR § 41329.)

The Principal or designee shall maintain a record of any student's tuberculosis examination as part of the student's mandatory permanent student record. (22 CCR § 41323.)

The Principal or designee shall annually file a report with the local health department on the results of tuberculosis examinations for all individuals required to complete such examinations in accordance with items delineated above, including, but not necessarily limited to, the number of individuals unconditionally and conditionally admitted and the number of individuals exempted on the basis of their personal beliefs. (22 CCR § 41325.)

Green Dot Public schools™

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**Entry Requirements by Age and Grade:**

| Vaccine | 4-6 Years Old<br>Elementary School at Transitional-Kindergarten/ Kindergarten and Above | 7-17 Years Old<br>Elementary or Secondary School | 7th Grade* |
|---|---|---|---|
| **Polio (OPV or IPV)** | **4 doses**<br>(3 doses OK if one was given on or after 4th birthday) | **4 doses**<br>(3 doses OK if one was given on or after 2nd birthday) | |
| **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, or Tdap)** | **5 doses of DTaP, DTP, or DT**<br>(4 doses OK if one was given on or after 4th birthday) | **4 doses of DTaP, DTP, DT, Tdap, or Td**<br>(3 doses OK if last dose was given on or after 2nd birthday. At least one dose must be Tdap or DTaP/ DTP given on or after 7th birthday for all 7th-12th graders.) | **1 dose of Tdap**<br>(Or DTP/DTaP given on or after the 7th birthday.) |
| **Measles, Mumps, and Rubella (MMR or MMR-V)** | **2 doses**<br>(Both doses given on or after 1st birthday. Only one dose of mumps and rubella vaccines are required if given separately.) | **1 dose**<br>(Dose given on or after 1st birthday. Mumps vaccine is not required if given separately.) | **2 doses of MMR** or any measles-containing vaccine<br>(Both doses given on or after 1st birthday.) |
| **Hepatitis B (Hep B or HBV)** | **3 doses** | | |
| **Varicella (chickenpox, VAR, MMR-V or VZV)** | **1 dose** | **1 dose** for ages 7-12 years.<br>**2 doses** for ages 13-17 years. | |

*New admissions to 7th grade should also meet the requirements for ages 7-17 years.

| GRADE | NUMBER OF DOSES REQUIRED OF EACH IMMUNIZATION[1, 2, 3] | | | | |
|---|---|---|---|---|---|
| K-12 Admission | 4 Polio[4] | 5 DTaP[5] | 3 Hep B[6] | 2 MMR[7] | 2 Varicella |
| (7th-12th)[8] | | 1 Tdap | | | |
| 7th Grade Advancement[9,10] | | 1 Tdap[8] | | | 2 Varicella[10] |

1. Requirements for K-12 admission also apply to transfer pupils.
2. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Doses of DTP count towards the DTaP requirement.
3. Any vaccine administered four or fewer days prior to the minimum required age is valid.
4. Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
5. Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.
6. For seventh grade admission, refer to Health and Safety Code section 120335, subdivision (c).
7. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.
8. For 7th-12th graders, at least one dose of pertussis-containing vaccine is required on or after the seventh birthday.
9. For children in ungraded schools, pupils 12 years and older are subject to the seventh grade advancement requirements.
10. The varicella requirement for seventh grade advancement expires after June 30, 2025.

DTaP/Tdap = diphtheria toxoid, tetanus toxoid, and acellular pertussis vaccine
Hep B = hepatitis B vaccine
MMR = measles, mumps, and rubella vaccine
Varicella = chickenpox vaccine

*Rev. 06/2019*

**Health and Safety Policy** **D. 11.0**

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. 12.0**

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. 13.0**

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. 14.0**

Policy: Child Abuse or Neglect Reporting

Green Dot has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and/or neglect. All Green Dot employees may not be mandated reporters, as defined by law and related regulations, but Green Dot applies this policy to all of its employees, including part-time, temporary, and seasonal employees whose employment exceeds six weeks from the first date of paid service. Any such Green Dot employee who has a reasonable suspicion that a student has been abused and/or neglected must report immediately, but in no event later than thirty-six (36) hours after such reasonable suspicion arises, to agencies responsible for investigating and prosecuting cases of child abuse and/or neglect.

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. A child who is to be interviewed at school is authorized by law select an adult who is a member of the school staff to be present at the interview. However, the staff member shall neither participate in the interview nor 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 Child Protective Service representative

**Child Abuse Reporting Procedures**

An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, report such suspicions to an appropriate child protective agency or the local law enforcement department serving the school per applicable state law. The employee will also inform his/her supervisor.

**Prohibited Actions**

- Never contact the child's or the alleged perpetrator's parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.
- No removal or arranging of any clothing is permitted to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

**Consequences for False Reporting/Failure to Report**

- A violation of Green Dot policies may lead to disciplinary action, up to and including suspension, demotion, and/or termination.
- Generally, school employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- A violation of the law (e.g., making a false report) and/or failure to report suspected child abuse varies from state to state but may include a misdemeanor, imprisonment, and/or a monetary fine.

***California Mandated Reporting Procedures and Reporting Agencies***

Child abuse or neglect includes the following (Cal. Pen. Code §§ 11165.5 and 11165.6):

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in California Penal Code § 11165.1.
3. Neglect of a child as defined in California Penal Code § 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in California Penal Code § 11165.3.
5. Unlawful corporal punishment or injury as defined in California Penal Code § 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors. (Cal. Pen. Code §§ 11165.6.)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Cal. Pen. Code §§ 11165.6.)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Cal. Ed. Code § 44807.)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Cal. Ed. Code § 49001.)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Cal. Ed. Code § 49001.)

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Cal. Pen. Code § 11166.)

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Cal. Pen. Code § 11166.)

When two (2) or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Cal. Pen. Code § 11166.)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Cal. Pen. Code § 11166.)

**Child Abuse Reporting Agencies and Procedures**

- Department of Children and Family Services ("DCFS") – (800) 540-4000
- Los Angeles Police Department – Child Abuse Unit – (213) 486-0530
- Los Angeles County Sheriff's Department – (323) 267-4800
- City Police Department serving the school

Within thirty-six (36) hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Cal. Pen. Code §§ 11166 and 11168.)

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Principal, or Area Superintendent or designee. (Cal. Pen. Code § 11166.)

**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. (Cal. Pen. Code § 11174.3.)

A staff member or volunteer aide 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. (Cal. Pen. Code § 11174.3.)

**Notifications**

Green Dot shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code § 11166, and their confidentiality rights under California Penal Code § 11167. Green Dot also shall provide these new employees with a copy of California Penal Code §§ 11165.7, 11166, and 11167. (Cal. Pen. Code §§ 11165.7 and 11166.5.)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under California Penal Code § 11166 and will comply with those provisions. The signed statement shall be retained by Green Dot's Human Resources Department. (Cal. Pen. Code § 11166.5.)

Green Dot also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Cal. Pen. Code § 11172.)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Cal. Pen. Code § 11166.)

3. No employee shall be subject to any sanction by Green Dot for making a report. (Cal. Pen. Code § 11166.)

*Rev. 06/2018*

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.

**Scoliosis/Vision/Hearing/*Acanthosis Nigricans* Testing**
Green Dot conducts health screenings at no cost to parents/guardians for scoliosis, vision, hearing, and *acanthosis nigricans* by appropriately qualified screeners and in accordance with state law. If you have questions, please contact the Green Dot principal.

**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 Green Dot that:

- Nutritional standards adopted by Green Dot 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 Green Dot's ability to provide nutritious meals and snacks, all Green Dot schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs at the discretion of the principal.

Green Dot 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.

*Rev. 06/2017*

**Health and Safety Policy** **D. 16.0**

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 all or part of 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.

*Rev. 06/2019*

**Health and Safety Policy**

**D. 17.0**

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. 18.0**

Policy: Pregnant or Parent Students

Pregnant or parenting students, regardless of their parental, family, or 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 and parenting students safe on campus and facilitate their continued opportunity to succeed academically while protecting their health and the health of their children. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes; home schooling during absences due to pregnancy related illness or recovery; up to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. Students shall 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 parenting students, so long as the staff also informs the student that she/he has the right to continued attendance at Green Dot.

Green Dot shall notify known pregnant and parenting students, and parents and guardians of pregnant and parenting students, of the rights and options available to pregnant and parenting pupils under the law through this annual Student Policy Manual and through independent study packets (when applicable).

A complaint of noncompliance with the requirements of this policy may be filed with Green Dot under its Uniform Complaint Procedures set forth in Section C. 16.0 in this Student Policy Manual.
*Rev. 06/2019*

**Health and Safety Policy** **D. 19.0**

Policy: Banned Substances

Smoking
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.

Drugs and Alcohol
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. 20.0**

Policy: Suicide Prevention

Green Dot 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 and families, Green Dot has developed prevention strategies and intervention procedures.

In compliance with Education Code Section 215, this policy has been developed in consultation with Green Dot and community stakeholders, Green Dot school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Green Dot' strategies for suicide prevention and intervention. Green Dot must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Green Dot shall appoint an individual (or team) to serve as the suicide prevention point of contact for Green Dot. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

## A. Staff Development

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

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

Training:

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

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
    - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
    - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
    - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California Healthy Kids Survey should also be analyzed to identify school climate deficits and drive program development.
    - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
        - Youth affected by suicide;
        - Youth with a history of suicide ideation or attempts;
        - Youth with disabilities, mental illness, or substance abuse disorders;
        - Lesbian, gay, bisexual, transgender, or questioning youth;
        - Youth experiencing homelessness or in out-of-home settings, such as foster care; and
        - Youth who have suffered traumatic experiences.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
    - The impact of traumatic stress on emotional and mental health;
    - Common misconceptions about suicide;
    - School and community suicide prevention resources;
    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
    - The factors associated with suicide (risk factors, warning signs, protective factors);
    - How to identify youth who may be at risk of suicide;
    - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Green Dot guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Green Dot guidelines;
    - Green Dot-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
    - Green Dot-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
    - Responding after a suicide occurs (suicide postvention);
    - Resources regarding youth suicide prevention;
    - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
    - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

## B. Employee Qualifications and Scope of Services

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

## C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this suicide prevention policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

## D. Student Participation and Education

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

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

Green Dot' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Green Dot' suicide prevention, intervention, and referral procedures.

The content of the education may include:

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

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., Advisory, College Readiness, Seminar, physical education).

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

## E. Intervention and Emergency Procedures

Green Dot designates the following positions to act as the primary and secondary suicide prevention liaisons:

- School Psychologist
- Social Worker
- Clinical Supervisor
- School Counselor

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

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

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

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

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

1. Ensure the student's physical safety by one of the following, as appropriate:
    - Securing immediate medical treatment if a suicide attempt has occurred;
    - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    - 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.
    - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
    - Moving all other students out of the immediate area;
    - Not sending the student away or leaving him/her alone, even to go to the restroom;
    - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
    - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, Green Dot shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If

parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Green Dot may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Green Dot.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Green Dot campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Green Dot' safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Green Dot staff may receive assistance from Green Dot counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Green Dot to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall identify a media spokesperson if needed.
5. Provide care and determine appropriate support to affected students.
6. Follow Green Dot's re-entry protocol, including, but not limited to, provide an opportunity to the student and parent/guardian to participate in a re-entry planning meeting with the Principal or designee, and Green Dot's mental-health staff. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate administrators maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

## F. Supporting Students during or after a Mental Health Crisis

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

## G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff.

Green Dot shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Principal or designee to:
  - Confirm death and cause;
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Provide information regarding funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
  - Support siblings, close friends, teachers, and/or students of deceased
  - In the case of any death, consider any short-term or long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

*Rev. 06/2018*

**Health and Safety Policy** **D. 21.0**

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 certified by Flinn Scientific Laboratory Safety Course on science safety and laboratory procedure every 3 years.

Green Dot will ensure that all students receive instruction on, and demonstrations of, science classroom safety rules and procedures. Green Dot will also notify parents and guardians of science safety rules and procedures. Science classrooms will contain appropriate safety equipment for any hazardous materials present or any experiments being carried out. Chemicals will be stored and disposed of appropriately, and Green Dot shall conduct inspections annually to ensure safety of chemical storage and disposal. Eye safety or other individual safety devices will be provided by Green Dot during class but can be sold to students for an amount not to exceed their actual cost to Green Dot.

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/ Guardian Policy** **E. 1.0**

Policy: Power School and Parent/ Guardian 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/ Guardian 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/ Guardian 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.

Right to Ask for Teacher Qualifications
All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

*Rev. 06/2017*

**Parent/ Guardian 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 with which you are comfortable.

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

*Rev. 06/2018*

**Parent/ Guardian Policy** **E. 4.0**

Policy: Student Privacy and Parent/ Guardian 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/ Guardian Policy** **E. 5.0**

Policy: Parent / Guardian 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 in close proximity with students 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 may 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 in close proximity with students 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 have on file a certificate showing the volunteer submitted a Tuberculosis (TB) risk assessment and, if TB risk factors were identified, the volunteer was examined and found to be free of TB infections, if the volunteer's functions require or include frequent or prolonged contact with students. If no risk factors were identified, an examination is not required. The cost of the risk assessment may 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 risk assessment, 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 risk assessment/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. 06/2018*

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 three 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 complaint, 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 Area Superintendent 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. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to Green Dot's Chief Academic Officer or designee, who may conduct a fact-finding or authorize a third party investigator on behalf of Green Dot. The Chief Academic Officer or designee, or investigator, will report his or her findings to Green Dot for review and action, if necessary.

For additional information, refer to the Uniform Complaint Procedures described in C. 16.0 of the Student Policy Manual.

*Rev. 06/2018*

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- **ARTICLE I**
  **Name**

The name of this Committee shall be the Ánimo ------ Charter 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 October 1st 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 the Elementary and Secondary Education Act of 1965 (last reauthorized as the Every Student Succeeds Act). 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. 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.

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

- **ARTICLE III**
  **Membership**

**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 October 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.

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

*Rev. 06/2017*

District English Learner Advisory Committee (DELAC)
Bylaws

Each school with more than 20 English Learners will establish an elected DELAC.

**Functions:** The major function of the DELAC 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:

- Development of a district EL master plan including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSA
- Conducting of a district-wide needs assessment on a school-by-school basis
- Establishment of district program, goals, and objectives for programs and services for ELs
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements
- Review and comment on the LEA's reclassification procedures
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on development of the Local Control and Accountability Plan (LCAP).

**Composition of the DELAC**

- Parent members: Parents and legal guardians of English Learner (EL) students not employed by Green Dot Public Schools constitute membership on DELAC 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 and approve non-parent community members.

**Election of DELAC Members**

- Each DELAC 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.
- <u>To elect parent members of DELAC</u>: 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 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 a DELAC consist of a Chair, (or Co-Chairs), and a Secretary.
  - If DELAC membership exceeds 25 parents, group may elect a Vice Chair, Assistant Secretary, and Parliamentarian.
  - Any member of a DELAC 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 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. A minimum of four (4) meetings must be held each school year, which includes the orientation and election meeting.
- 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 may designate a School Advisory Council (SAC) to function as site's advisory council for English Learners (Education Code 54425). The DELAC may delegate authority to an established SAC. Education Codes 52870, 54425, and 54733 provide that the DELAC 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. However, a DELAC 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 with identifiable members.
  - DELAC members are informed and knowledgeable of their legal responsibilities before they vote to delegate.
  - At a scheduled DELAC meeting, discuss and vote by ballot to delegate the DELAC legal responsibilities to the SAC.
  - This decision is recorded in the DELAC 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 legal responsibilities to the SAC. SAC members must be trained and must address all DELAC 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 four (4) regular meetings shall be held during the school year, which includes an orientation and election meeting at the beginning of 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 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 Chairperson | DELAC Co-Chairperson |
| _____ | |
| School Principal | |

**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 | Exempted Students (Identified Above) Minimum Graduation Requirements |
|---|---|---|---|---|
| **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 one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. | **25 Semester Credits** Student must complete one full year of World History, one full year of US History and one semester of US Government |
| **English** UC/CSU Requirement B | **30 Semester Credits** Equivalent to three year-long English courses of college preparatory composition and literature are required. | **40 Semester Credits** Equivalent to four year-long English courses of college preparatory composition and literature are required. | **40 Semester Credits** Equivalent to four year-long courses or eight semesters) of college preparatory English composition and literature (classic and modern) are required. Both reading and writing components must be included in the courses. | **30 Semester Credits** Equivalent to three year-long English courses |
| **Mathematics*** UC/CSU Requirement C | **20 Semester Credits** Two years, including Algebra I and a higher level | **30 Semester Credits** Equivalent to three one-year courses) of college preparatory | **30 Semester Credits** Equivalent to three one-year courses) of college preparatory mathematics are required. **Forty** | **20 Semester Credits** Two year-long courses, including Algebra and a higher |

| | | | | |
|---|---|---|---|---|
| | Algebra 1 math course are required | mathematics are required | **Semester credits are strongly recommended.** | level Algebra 1 match course. |
| **Lab Science**<br>UC/CSU Requirement D | **20 Semester Credits**<br><br>Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.). | **20 Semester Credits**<br><br>Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.). | **20 Semester Credits**<br>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.**). 30 credits are strongly recommended.** | **20 Semester Credits**<br><br>Equivalent to two one-year courses of laboratory science, one of which must be a life science course (biology, etc.) and the other must be a physical science course (chemistry, physics, etc.). |
| **Language Other Than English***<br>UC/CSU Requirement E | **10 Semester Credits**<br><br>Equivalent to one year-long course of either visual and performing arts or single language**.** | **20 Semester Credits**<br><br>Equivalent to two, one-year courses of coursework in a single language. | **20 Semester Credits**<br>(Equivalent to two, one-year courses) of coursework in a single language. **30 credits are strongly recommended.** | **10 Semester Credits**<br><br>Equivalent to one year-long course of either visual and performing arts or single language |
| **Visual and Performing Art**<br>UC/CSU Requirement F | | **10 Semester Credits**<br><br>one year-long course required in any of the following categories: dance, drama/theater, music, or visual art | **10 Semester Credits**<br><br>one year-long course required in any of the following categories: dance, drama/theater, music, or visual art | |
| **Physical Education**** | **20 Semester Credits**<br>Equivalent to two years of physical education | Varies based on charter language | Not required for UC or CSU admission. | **20 Semester Credits** |

| | | | | |
|---|---|---|---|---|
| | | | | Equivalent to two years of physical education |
| **College Prep Elective**<br>UC/CSU Requirement G | **Not applicable** | **10 Semester Credits**<br><br>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**<br><br>(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. | **N/A** |
| **Green Dot Electives*** ** | **90 Semester Credits**<br><br>Any elective courses applicable | **80 Semester Credits**<br><br>Any elective courses applicable | Not required for UC or CSU admission. | None |
| **Total Credits** | **220 credits**<br>130 core<br>90 elective | 240 credits<br>160 core<br>80 elective | 150 core + 90 elective credits | **130 credits** |
| | | | | |

* The UC and CSU allow what is known as validation to meet the requirements for math and Language other than English: refer to http://admission.universityofcalifornia.edu/counselors/files/quick-reference-2017.pdf pages 17-19 Recommend to add language: The mathematics requirement may be satisfied via meeting UC/CSU validation rules however, students are required to recover any missing credits to meet the total credits required for high school graduation."

** Physical Education Waivers may be granted for students from participating in a physical education course under special circumstances outlined in the PE Waiver Guideline.

***10 elective credit waivers may be granted for students under special circumstances by submitting a 10 credit waiver form to Principal.

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

**From 9th to 10th:** 60 semester credits
**From 10th to 11th:** 120 semester credits
**From 11th to 12th:** 180 semester credits
**Graduation:** 240 semester credits

Non-credit Requirements
*Required for participation in graduation ceremony

- ☐ Physical Fitness Test
- ☐ 40 Hours Community Service*
- ☐ College-Readiness Portfolio and DOL Presentation*

**G. 5.0**

**Academics/Grading:**

**Grading Scale:**

| | | | |
|---|---|---|---|
| **A: 85-100%** | **B: 84-65** | **C: 40-64** | **F: 0-39** |

**Changes to the grading scale may be made at the Principal's discretion and with the approval of the Area Superintendent.*

**Academic Materials:**
Students are required to bring all necessary materials to class, preferably in a school book bag/ backpack EVERYDAY. This includes:

- Binder(s)/Notebook(s) containing sections for each class. (Refer to individual teacher's syllabi.)
- Student planner
- Pens, pencils, highlighters and paper
- Any other materials required by the classroom teacher

**Homework:**
Students should plan to spend an average of 2 – 3 hours each night completing homework daily. Students who fail to complete homework will be assigned phone calls and/or office hours.

**Office Hours:**
Office hours are times when you can meet with your teachers to discuss the material being presented in class that you find difficult. Course-related discussions include asking for extra help, seeking clarification of material presented in class and following up on aspects of the class you find difficult. Students who do not complete homework and/or are failing a course are strongly encouraged to attend office hours. (Refer to each course syllabi for office hours.)

**Incomplete Grades:**

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 (6) weeks of the next semester, or they become an "F".

Students and parents may view their grades on PowerSchool. We recommend checking student's grades frequently and if you have any questions, reach out to your teacher, counselor and/or administrator.

**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 and/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.

**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, cell phone, electronic device, etc.) on an exam; copying; requests to copy from peers to copy their own work.

**Consequences for Violating Academic Integrity**
1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found participating in cheating will receive, at the discretion of the school, a grade of "F" for the test, quiz, or assignment.
3. The student will be placed on an Academic Integrity contract and will remain on the contract for the duration of that semester. If the violation happens within 6 weeks of the second semester, the contract will continue to first semester of the following year.
4. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
5. Repeated violations or a single serious violation may lead to more serious disciplinary actions at the Principal's discretion.

**G. 3.0**

**Discipline:**
Any violations of the expectations outlined in the Student Policy Manual are subject to consequences at the discretion of the school administration.

**G. 6.0**

**Uniform Requirements:**
It is the goal of Ánimo Watts College Preparatory Academy to create a safe, orderly, and academically focused environment.

Belts: Recommended but not required. A belts is required if a student is wearing lose fitting pants that do not fit snugly at the waist. It must be a 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: Dress shoes or tennis shoes must be black, beige, white, gray or navy blue. All footwear must have closed toes and closed heels. No house shoes, slippers, slides, Crocs, or sandals of any kind are allowed. Students will refrain from wearing high heeled shoes, stilettos, platforms or wedges over two inches unless they are in professional dress.

Headwear: No hats, bandanas, wave caps, du-rags, bonnets, earphones or visors are allowed in class. Students may not wear their hoods in class and/or hallways under any circumstance. Students may wear ribbons, rubber bands, barrettes, or headbands.

Jackets/Coats/Sweatshirts/Sweaters: Must be black, beige, white, gray or navy blue with NO writing, emblems or logos of any kind except that of Ánimo Watts College Preparatory Academy. V-neck pullover, crew-neck pullover or cardigan in solid black, beige, white, or navy blue may be worn. All sweaters must be worn with a uniform shirt underneath.
**ONLY COLLEGE SHIRTS AND SWEATSHIRTS OF ANY COLOR ARE ACCEPTABLE.**

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 (and/or below the student's finger tips with hands at their side). Pants and shorts must be worn at the waist, NOT at the hip. All shorts, pants, skirts, etc. should NOT be too tight nor too baggy.

Shirts: Only polo-style, black shirts with the school logo and/or polo-style, black shirts without a logo. The only approved logo or name is that of Ánimo Watts College Preparatory Academy.

Skirts/Skorts: Khaki skirts/skorts must be the appropriate size and must fall just above the student' s kneecaps, (and/or below the student's finger tips with hands at their side). All shorts, pants, skits, etc. should NOT be too tight nor too baggy.

Tights/Leggings/Undergarments: Only solid beige, navy blue, black, or white tights/leggings may be worn under skirts of the appropriate length. Leggings may NOT be worn as pants. Undergarments should not be exposed at any time.

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

- Students are permitted to wear casual pants, including clean and appropriately torn jeans
- Clothing must not reveal undergarments
- Students are permitted to wear t-shirts, sweatshirts or other casual shirts/blouses provided they are modest (not exposing chest, midriff or shoulders) and do not make reference to inappropriate items such as: drugs, alcoholic beverages, offensive activities or sexually explicit, "double meaning" t-shirts are not permitted.

- Crop tops are not permitted. If a student lifts his/her arms, their midriff should not show.
- Students 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.
- Sandals are not permitted for students.
- Neither boys nor girls are permitted to wear caps, bandanas, beanies, head covers, or hats unless it is an approved Hat Day.
- Any student, who has doubt about what to wear, should simply not wear it and bring your uniform.

**Professional Dress**
Make sure the attire you wear for formal dress is business/interview appropriate. No tight/short skirts, shirts or stiletto heels. If you are dressed inappropriately you will be given a loner to wear the rest of the day.

**Clothing for Formal Dances**
The Free 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: suits, dress pants and blazers/jackets. 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/or parents will be called to pick up student. No refunds will be given.

**Physical Education Uniform**
All students taking physical education courses are required to "dress" for physical education every day in the proper PE uniform. A supervised changing area with separate areas for males and females will be available. The physical education uniform is only to be worn for P.E. Students will be required to change back into the school uniform when the class ends each day.

**If a student arrives to school out of compliance with the Dress Code, he/she will be given a loaner and/or asked to call home for a change of clothes. If a change of clothes are not available, the student will be asked to remain in the main office for the duration of the school day.*

## 20190-2020 Student Policy Manual Signature Page

This Student Policy Manual contains important information about Animo Watts College Preparatory Academy 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: _____