



**NEW  
VILLAGE  
GIRLS  
ACADEMY**

**PARENT/STUDENT HANDBOOK  
2019-2020**

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# I. Introduction to New Village Girls Academy

## MISSION STATEMENT

The mission of New Village Girls Academy is to provide a high quality, engaging educational opportunity and integrated support services for young women, especially those experiencing challenging life circumstances.

## VISION STATEMENT

Our vision is to empower our students to become self-reliant women by helping them develop the skills, ambition, and self-confidence necessary for productive, successful lives.

## FOUR AREAS OF FOCUS

<p style="text-align: center;"><b>ACADEMICS</b></p> <p>Personalized, Interest-Based Academic Learning</p> <p>Through our Academics Program, students will pursue mastery of competencies while striving towards personally articulated goals.</p>	<p style="text-align: center;"><b>WELLNESS</b></p> <p>Physical, Social, and Emotional well-being</p> <p>Through our Wellness Program, students will be empowered to make self-informed decisions about their physical, emotional and social well-being.</p>
<p style="text-align: center;"><b>COLLEGE READINESS</b></p> <p>Counseling, Planning, Goal Setting</p> <p>Through our College Readiness Program, students have the option to attend and successfully graduate from college.</p>	<p style="text-align: center;"><b>CAREER READINESS</b></p> <p>Learning Through Internships</p> <p>Through our Career Readiness program, New Village students will prepare to be independent, self-driven women.</p>

## Board Members

**David Abel**

Founder, New Schools Better  
Neighborhoods

**Mike Babcock**

Past President, Pasadena Unified School  
Board

**Tamara Bagnard**

College Counselor

**Janice Bea**

USC- Special Projects and Grants, UC  
Berkeley Library Advisory Board, Former  
Pasadena Arts and Culture Commissioner

**Liza Bearman**

Founder & Director of Bearman Educational  
Services

**Karen Bertero**

Partner, Gibson, Dunn and Crutcher

**Andrew Bogen**

Retired Partner, Gibson, Dunn & Crutcher

**Alison Ra Choi**

Senior Vice President of Business Affairs,  
CBS Studios

**Nancy Chou**

Site Director, ASU Local

**Raquel de la Hoya**

Partner, Velah Group LLP

**Robert Denham**

Senior Partner, Munger, Tolles and Olson;  
Vice Chairman, Good Samaritan Hospital of  
Los Angeles; Chairman, John D. and  
Catherine T. MacArthur Foundation

**Megan Freeman**

Former Language Arts Teacher, Community  
Volunteer

**Brenda Freiberg**

Retired Executive in Satellite  
Communications, Healthcare, Government;  
Community Volunteer

**David Fuhrman**

Managing Director, West Zone Leader for  
Marsh & McLennan Companies

**Lori Guggenheim**

Attorney

**Anna Gumport**

Associate, Sidley Austin

**Laurie Owyang**

Community Volunteer, Retired Founder,  
Humanasaurus, human resources and  
consultants

**Justine Bae Poon**

Community Volunteer

**Dan Posel**

Board Member, Big Picture Schools  
California, Inc., Former Internship Program  
Director, Highline Big Picture High School

**Belen Vargas**

Associate Vice President for Operations &  
Chief Mission Officer at CSULA

**Winifred Woodward Rhodes**

Community Volunteer

**Belinda Smith Walker**

Community Volunteer; Founding Executive  
Director and Board Member (retired), Girls  
and Gangs; Founding Board Member  
(retired), California Women's Foundation

**Tom Weissenborn**

Senior Financial Advisor, Senior Vice  
President - Investment Office, Wells Fargo  
Advisors, LLC

**Mary Beth West**

Retired International Lawyer and Diplomat

**Chanel Young-Smith**

Los Angeles County Office of Education  
Coordinator, Division of Curriculum and  
Instruction

## School Administration

Jennifer Quiñones	Principal
Mercedes Ibarra	Assistant Principal
Yolanda Molina	Office Manager
Vivian Luna	Data & Compliance Manager
Elsa Valdivia	College Counselor
Jose Teposte	Social Worker
Crissel Rodriguez	Learning Through Internships Coordinator
Kyle Denman	Office Assistant

## School Faculty

Jacqueline Benitez	Advisor/Spanish Teacher
Erica Guzman	Resource Specialist
Elizabeth Hermosillo	Advisor/History & Social Studies Teacher
Christa Hollis	Science Teacher
Bryan Howell	Advisor/English Teacher
Nicole Luque	Advisor/Math Teacher
Robert Montes	Advisor/EnglishTeacher/TOSA
Jesus Roman	Advisor/Math Teacher
Rodrick Terrence	PE/Health Teacher

## School Staff

Megan Molina	Plant Manager
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## II. Our Core Values

As members of a community, students should remember that their behavior and actions, on and off campus, reflect on the reputation of New Village Girls Academy. We expect that students will develop a deep commitment for the well-being of the school and exhibit a conscientious attitude about self, others and the community as a whole.

The following traits exemplify an upstanding New Village Girls Academy student:

- ❖ Pursue my passions and interests
- ❖ Ask for support
- ❖ Develop my ability to plan for long-term goals
- ❖ Make healthy personal choices
- ❖ Awaken and discipline my intellect
- ❖ Commit to improving my community

## III. Unique to New Village

- A. **Advisory:** Advisory is the heart of all programming at New Village. A student's advisor manages and supports her project and her progress toward graduation. An advisor is an academic, social, and emotional support and the primary point of contact for students and guardians with the school.
- B. **Learning Through Internships:** The Learning Through Internship (LTI) program is based on the belief that students learn best when they can connect their education to meaningful activities in the real world. Students spend twice a week in experiential internships in their areas of interest, where they obtain real-world skills and build networks that will serve them throughout their lives.
- C. **Project-Based Work:** Project-based learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying. Advisors create projects in collaboration with students tailored to their personal interest.

## IV. Academic Policies

- ❖ **Individualized Learning Plans:** Each student works with her advisor at the beginning of every semester to develop a plan to earn credit and pursue interests that semester. Advisors will co-construct the ILP with each student and invite parents and guardians to review the ILP each semester.
- ❖ **Grading Policy:** New Village Girls Academy holds high expectations for student performance and college readiness. Course grades are determined by the quality of student individual projects and products, standards-based projects and assessments. Students are expected to pass all A-G required coursework with a grade of “C” or better. Anything less than a 70% is considered an “F.” Advisors and content area teachers will work closely with students to help them create goals and strategies to stay on track for both graduation and college acceptance.
- ❖ **Internship Participation Policy:** Students are required to develop an interest-based project and pursue opportunities to learn from experts in the community. They are expected to complete assignments and maintain excellent attendance and punctuality. Internship placement is an expectation of our curricular design, and as such is an integral part of our academic record. Students who fail to attain an internship will not pass the course. Internships are reflected in the student transcript. When an appropriate internship cannot be secured, students will participate in shadow days, site visits, and informational interviews.
- ❖ **Classwork & Exhibitions:** Attendance is a *critical* aspect of success in our academic programs. Monday through Friday mornings, students participate in content area course rotations. On Monday, Tuesday, Thursday and Friday afternoons, students work with advisors and attend internships. Students are required to orally present final presentations called “Exhibitions” at the end of each semester that will showcase the work they have completed in personal projects, internship projects and classroom projects. Students grades will only be released at a semester’s end after an Exhibition has been presented.
- ❖ **Report Cards:** Every semester students will receive a mid-semester progress report and an end-of-semester report card. The reports show the courses being attempted for credit and the letter grade attained for each course. Only final semester grades are recorded on a student’s transcript.
- ❖ **California Assessment of Student Performance and Progress (CAASPP)**

The California Assessment of Student Performance and Progress, or CAASPP, is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and career. The CAASPP assessment system encompasses the following assessments:

- Smarter Balanced Summative Assessments for mathematics and English Language Arts (ELA) in grade 11
- California Science Test (CAST) for Science in grade 12

Student score reports will be provided for parents, and will include an overall score and a description of the student's achievement level for ELA and mathematics. Score reports will include Science test results. Early Assessment Program (EAP) results will be included on the score reports for students in grade 11, providing an early indication of readiness for college-ready coursework.

As the parent or guardian, you have the option of excusing your child from any part of the CAASPP program. If you would like to excuse your child from the test, you must submit your request in writing to the school. Please let the school know as soon as possible so that the school can make alternative arrangements for your student.

State standardized testing will take place during the second semester, during the month of May. If you have additional questions about the testing program, please contact the school assistant principal. Additional information is posted at <https://www.cde.ca.gov/ta/tg/ca/>

#### ◆ **California State University Early Assessment Program (CSU-EAP)**

The EAP is a joint program of the CDE, California State University (CSU) and California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from CSU and participating CCC English and/or mathematics placement tests that are required for entering freshman. To provide information to students on their college readiness, students may voluntarily release their results to the CSU and CCCs. The results will not be used for admissions.

Additional information about CAASPP and CSU-EAP can be found at: <https://www.cde.ca.gov/ci/gs/hs/eapindex.asp>

#### ◆ **English Learner Proficiency Assessment for California (ELPAC)**

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten



through twelve. The ELPAC is the state ELP assessment and consists of two separate assessments: one for 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 ELP. The ELPAC Initial Assessment is administered for the purpose of initial identification from August to June. The ELPAC Summative Assessment is administered during the spring semester. For more information about the ELPAC, please contact the school assistant principal. Additional information can be found at: <https://www.cde.ca.gov/ta/tg/ep>

## V. Graduation Requirements

In order to graduate from New Village Girls Academy, a student must attain a total of **210 credits in the REQUIRED A-G Courses and other Course Requirements.**

The following A-G courses must be successfully completed with a passing grade of C or higher for College Admittance.

<u>SUBJECT</u>	<u>CREDITS</u>	<u>REQUIRED COURSES</u>
A. History/Social Science	20	World History A/B U.S. History A/B
B. English	40	English 9A/9B English 10A/10B English 11A/11B English 12A/12B
C. Mathematics	30	Algebra 1A/1B Geometry A/B Algebra 2A/2B
D. Science	20	Biology A/B Chemistry A/B
E. Foreign Language	20	Spanish 1A/1B Spanish 2A/2B
F. Visual/Performing Arts	10	Art History
G. Electives	10	Government Economics

**OTHER COURSE REQUIREMENTS**

Health	5	
Physical Education	20	
Extra Electives	35	Advisory Learning Through
Internships		
<b>Total Credits = 210</b>		

**NOTE: Student Exhibitions-** Each student at NVGA will complete a final exhibition for each semester enrolled at New Village.

**Exemption from District Graduation Requirements:** The AB 216/1806/2121 graduation plan is available for students who have transferred schools after completing their 2nd year of high school and are unable to complete the high school graduation requirements in 4 years. The students who may qualify are those in the Foster Care system, experiencing homelessness, involved in the juvenile system, Military families, or those who have become migratory or newly arrived immigrant students (Assembly Bill 167/216/1806/2121.)

*\*If you feel you are eligible for this graduation option, please talk to the college counselor.\**

Need 130 credits in the following courses:

<u>SUBJECT</u>	<u>CREDITS</u>	<u>REQUIRED COURSES</u>
A. English	30	Any 3 English Courses
B. Mathematics	20	2 courses; 1 Year must be Algebra I
C. Science	20	2 courses; 1 Biological and 1 Physical Science
D. Social Studies	30	Must be the following 3 courses: - U.S. History - World History - 1 semester of American Government - 1 semester of Economics
E. Visual Arts <u>OR</u> Foreign Language	10	Need 1 year from either Arts or Language
F. Physical Education	20	4 semester; UNLESS exempted

## VI. College & Career Planning

Our College and Career Center is staffed with a full time College Counselor and our full time Learning Through Internships Coordinator. Through workshops and individual counseling, students develop the skills necessary to set goals, be qualified, and find success in life beyond high school.

### In the College & Career Center you will find:

- ❖ High school and college graduation requirements
- ❖ Testing materials for SAT and ACT
- ❖ Scholarship opportunities
- ❖ Financial aid materials
- ❖ Career and vocational information
- ❖ College tours for 9th - 12th graders
- ❖ Spring Break college tours
- ❖ College application workshops
- ❖ Visits from College Representatives
- ❖ Information about Dual Enrollment in Community College
- ❖ Summer Internship Information
- ❖ Workplace Readiness Certification
- ❖ Paid internships
- ❖ Professional development

## VII. Behavior Policies

- ❖ **Attendance Policy:** – All students will be in attendance daily at 8:00 a.m. **PLEASE call school before 8:00 a.m. if your child will not be attending due to illness.** Absences must be cleared with a written note on the day the student returns. If a student will be attending a doctor's appointment, court appointment or other personal matter, parent/guardian permission must be given. If a student exceeds **10 consecutive days of unexcused absences**, she will be removed from the school's enrollment. The student can re-enroll and register for classes when accompanied by a parent.
- ❖ **Leaving During School Hours:** Students may not leave the school campus during school hours. It is disruptive for both the student and the class. In an emergency, or for doctor or dental appointments that cannot be scheduled after school hours, students will be released to a parent or adult (18 years or older) designated on the emergency card. To pick up a student during school hours, parents must come into the main office and sign out the student. The office staff will then check the emergency card information and notify the teacher.
- ❖ **Food Policy:** Students are encouraged to participate in our free and reduced lunch program. Students can bring food from home if they choose. Please make

the front office aware of any food restrictions or allergies. We cannot always accommodate every restriction, but we will make every reasonable effort to do so.

- ❖ **Uniform/Dress Code Policy:** At New Village, we have a dress code created to establish an environment of professionalism and respect. Because our students are required to be at work (Internship) sites that have specific dress codes, it's important that the student follow dress code requirements. Professional dress code is defined as wearing items of clothes that do not focus on showing private body parts and undergarments. For example, NO transparent clothes that can show underwear are allowed on campus, NO showing of your midriff, chest or bottom.
- ❖ **Personal Cell Phones & Electronic Devices:** Cell phones must not be used during class/instructional time, unless given permission by teacher. Cell phones MUST be turned off and stowed away in your personal bag. Students are allowed to use cell phones ONLY during lunchtime and after school hours. **Electronic Devices** – Use of personal electronic devices, like iPods, are not allowed inside classrooms during instruction. ONLY if a teacher permits, can a student use their iPod (music device only) for an activity. The school is not responsible for lost, damaged or stolen items.
- ❖ **Events and Fundraising:** Students are required to obtain permission from the Principal for any activity proposed as a school activity that involves using our school facilities or outdoor field trips during school hours. The Principal will approve any request and require adult supervision and money handling rules be met. The Principal will not approve requests with less than 24 hours notice.
- ❖ **Transportation Policy:** Often times, a staff member might be required to transport a student to a place outside school campus in a personal vehicle. Parents must authorize the transportation of their child by NVGA staff members, per the student transportation policy, and have a signed release form on school file. Transportation includes (not exclusively) transport to/from job shadows, informational interviews, meetings, and special events as required by NVGA as a Big Picture Learning school.
- ❖ **TapCard (Metro/Bus) Passes:** All students will be given a free monthly pass for students to use for transportation to and from school, including internship sites. If a student loses their TapCard, the student must report it to the front office IMMEDIATELY, which will then be resolved by one of the two following options: (1) student will have to wait about 7-10 business days for their new card to arrive in the mail AND wait until the next TapCard fill day, OR (2) after reporting their card lost to Metro it is the responsibility of the student and parent to pay a \$5 fee for a TapCard that will be ready for pickup at one of the Metro stations. **School will not lend temporary bus passes and bus tokens are also not**

**available.** \*Newly enrolled students may have to wait up to 30 days to receive their Metro/Bus Pass.

- ❖ **Internet Use Policy:** Students will have access to internet use with specific school filters and adult supervision. Use of internet sites that contain violent content that include language and actions is not allowed. This includes web pages of music videos and/or sexual innuendos or acts.

- ❖ **Visitor's Policy**

As we welcome visitors to our school, the following guidelines should ensure an enjoyable, productive experience for all:

1. Request and obtain approval for a classroom visitation from the principal/designee.
2. Provide your identification, sign into the visitor's log, and wear a visitor's sticker before proceeding to the classroom.
3. Enter and leave the classroom as quietly as possible.
4. Do not converse with students or staff during instructional time, unless other arrangements have been made.
5. Do not interfere with school activities.
6. Keep the length and frequency of the classroom visits reasonable (to be determined by the activity being observed).
7. Schedule an appointment with the teacher(s) and/or principal/designee after the classroom visit, if any follow-up communication is needed.

\*All minors who are not enrolled at the school are not to be on the campus unless accompanied by a parent or guardian, or prior approval by the principal/designee has been obtained.

- ❖ **Discipline Policy: Positive Behavioral Interventions and Supports (PBIS)** is a system designed to ensure students continued access to the general education curriculum in the classroom while maintaining inclusion as a member of the greater learning community. It is a whole school approach. Therefore, all personnel must have the skills and knowledge necessary to improve the academic achievement and functional performance of students.

- ❖ **Behavior Matrix of School-Wide Expectations:** A primary school-wide support fundamental to PBIS is the Behavior Matrix. A Behavior Matrix is a table with three to five positively stated expectations or social skills (Simonson, Myers, Everett, Sugai, Spencer, & LaBreck, 2012).

Expectations most often consist of the following: Respect, Responsible, Safety, and Ready to Learn, as examples (Lynass et al., 2012). Each expectation is defined and/or exemplified within an intersecting school setting or routine (Simonson et al., 2012). Behavior indicators defined under Respect may consist of: kind words and actions, voice level, listen, treat others and property with respect, follow directions, and raise hand. Responsibility may be exemplified by follow instructions, be prepared, complete and turn in work, keep organized and clean, stay on task, do your best, and take care of equipment and property. Safety can be practiced by hands and feet to self, walk, use materials and equipment properly and safely, sit appropriately, and follow rules and instructions, while Ready to Learn may be exhibited by have materials prepared, do your best, follow instructions, complete work, be on time, and listen (Simonson et al., 2012). Each year, the student body determines the actions to meet the specific behavior expectations per environment.

## NEW VILLAGE GIRLS ACADEMY

	Classroom/ Advisory	Courtyard/ Quad	Science Center	Main Office	Community	Restroom
<b>Be Safe</b>	<p>Ask permission before leaving the classroom</p> <p>Follow directions during an emergency</p> <p>Use supplies appropriately</p> <p>Watch for and remove any obstructions in the walkways</p>	<p>Walk</p> <p>Eat/Stay hydrated</p> <p>Interact with positive intent</p> <p>Stay within the sight of supervisors</p> <p>Report any danger of suspicious activity to an adult</p>	<p>Remain seated while on the bus</p> <p>Stay with your group</p> <p>Be careful with science equipment and chemicals</p> <p>Follow lab procedures</p> <p>Ask for assistance if/when necessary</p>	<p>Walk</p> <p>Sign-in/Sign-out</p> <p>Keep hands to self</p> <p>Inform staff prior to leaving campus and using office phone</p> <p>Be aware of crossing foot traffic</p>	<p>Avoid conversations with strangers</p> <p>Be aware of surroundings and situations</p> <p>Obey the law</p> <p>Travel with a friend</p> <p>Go directly to your destination</p>	<p>Watch for slippery surfaces</p> <p>Report any necessary maintenance</p> <p>Keep the floor and faucet dry</p> <p>Refrain from physical interactions with classmates</p>
<b>Be Responsible</b>	<p>Arrive to class on time</p> <p>Be prepared to learn and participate</p> <p>Follow the instructions of the teacher</p> <p>Stay on task with each lesson</p> <p>Try your best</p>	<p>Water the garden</p> <p>Pick up after yourself</p> <p>Use the restroom during lunch</p> <p>Take care of personal belongings</p> <p>Return misplaced/lost items</p>	<p>Attend class</p> <p>Arrive to Science Center on time</p> <p>Bring all required supplies</p> <p>Complete and turn in work</p> <p>Use science equipment, materials, and chemicals as instructed</p>	<p>Arrive to school on time</p> <p>Sign-in/Sign-out</p> <p>Contact office in regards to attendance and/or an emergency</p> <p>Provide/Return required paperwork in a timely manner</p> <p>Enter the office with a purpose</p>	<p>Properly dispose of litter</p> <p>Take care of personal belongings</p> <p>Go directly to all school-related activities</p> <p>Arrive on time to LTI</p> <p>Contact mentor if arriving late or absent</p>	<p>Use restroom when necessary</p> <p>Properly dispose of waste</p> <p>Wash your hands</p> <p>Turn off water faucet</p> <p>Return directly to class after use</p>
<b>Be Respectful &amp; Supportive</b>	<p>Use academic language</p> <p>Consider opposing viewpoints</p> <p>Encourage &amp; assist classmates with understanding content and completing work</p> <p>Maintain silence during TM</p>	<p>Welcome new students &amp; visitors</p> <p>Wait for your turn in the lunch line</p> <p>Maintain a conversational voice level</p> <p>Respect personal space; provide privacy when desired</p>	<p>Be mindful of cellphone use</p> <p>Use language apt for a public learning space</p> <p>Listen to all staff</p> <p>Maintain the cleanliness of the facility</p>	<p>Be courteous to all office staff &amp; visitors</p> <p>Be patient when seeking assistance</p> <p>Maintain a conversational voice level</p> <p>Use language representative of NVGA</p>	<p>Empathize with members of the community</p> <p>Report any suspicious/criminal activity</p> <p>Volunteer for community service</p> <p>Respect public and private property</p>	<p>Be mindful of time spent in the restroom</p> <p>Respect the privacy of others</p> <p>Be patient while waiting next for the restroom</p> <p>Accompany ill classmates</p>

A continuum of procedures for discouraging disruptive behaviors can be found in a three tier system as "a general approach for improving instructional and intervention decision making for all students." (Sugai & Horner, 2009, p. 223)

The 3 Tier System consists of **Primary Prevention (Tier 1)**, **Secondary Prevention (Tier 2)**, and **Tertiary Prevention (Tier 3)**.

1. **Primary Prevention** is universal. It is a school wide system for all students, staff, and settings. When effective, Primary Prevention is adequate for no less than 80% student compliance.
2. **Secondary Prevention** is targeted and consists of specialized group systems for students with at-risk behavior. Secondary Prevention serves approximately 15% of the population.
3. **Tertiary Prevention** is an intensive individual system for students with high-risk behavior. Tertiary Prevention accommodates no more than 5% of students most in need of behavioral interventions (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

**Suspension and Expulsion:** 48900. CHAPTER 6, Pupil Rights and Responsibilities, enacted in 1976, and Article 1: Suspension or Expulsion, Chapter 498, Section 91, repealed and added in 1983, are the foundation of what is commonly referred to as 48900 code. Section 48900 reads:

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any subdivisions (a) to (r).

Assembly Bill No. 1729 (2012) authorizes “a superintendent of the school district or principal of the school to use alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior, as specified” (para. 1).

Subdivision (w) states, “It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities” (EDC 48900, 1983).

Education Code 48900.5 (2012) and 48900.6 (2000) provide a comprehensive list of general suggestions for alternative means of correction. Upon violation of a 48900 subdivision, 48900.5 (b) states the superintendent of the district or principal of the school may arrange “a conference between school personnel, the pupil’s parent or guardian, and the pupil,” refer a student “to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling” or “for a comprehensive psychosocial or psychoeducational assessment, including

for purposes of creating an individualized education program” (EDC 48900.5, 2012). The administrator may form “study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents,” enroll a student “in a program for teaching prosocial behavior or anger management,” prompt participation “in a restorative justice program,” and develop “after-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups” (EDC 48900.5, 2012).

Education Code 48900.6 (2000) “may require a pupil to perform community service on school grounds during non-school hours” and “may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs” (para. 1).

## VIII. Community Partnerships

- ❖ **The David Lynch Foundation:** This Los Angeles based foundation teaches our students how to meditate. By using Transcendental Meditation, students have reduced stress levels, anxiety, depression, violence, and substance abuse. These behavioral changes result in reduced absenteeism, dropout rates, suspensions, and expulsions.
  
- ❖ **Youth Policy Institute (YPI)** – Our free after-school program offers a diverse number of academic and extracurricular programs. Our After School Program Coordinator is Carlota Merino, and you may contact her through our main office for enrollment in the program. During the after school program our students receive a free afternoon snack and are able to participate in a number of activities and classes. These activities and classes enrich our learning environment and engage our students in meaningful ways, enabling them to become both college-ready and socially active. Some of the classes include:
  - Academic Support and Tutoring
  - Culinary Arts
  - College Prep Courses (APEX Online Learning)
  - Field Trips
  - Computer Graphics
  - Club Sports (Soccer, Basketball, Volleyball)
  - Outdoor Wilderness Activities (Hiking)



- ❖ **St. Anne's Maternity Home:** This non-profit organization is one of Southern California's most highly regarded social service agencies confronting the issues of teen pregnancy and parenting, strengthening families to become self-sufficient and independent. Mental Health services are available to all our students through St. Anne's.
- ❖ **Akasa:** This Los Angeles based nonprofit organization is dedicated to providing a diversified Wellness Curriculum through gardening and cooking classes for our students.
- ❖ **Baby2Baby:** This non-profit organization provides low-income children ages 0-12 years with diapers, clothing, and all the basic necessities that every child deserves. Through partnerships across the city and country, Baby2Baby distributes to homeless and domestic violence shelters, Head Start programs, foster care programs and children's hospitals.
- ❖ **GRYD (Gang Reduction Youth Development):** Through a partnership with the Los Angeles Mayor's Office, this foundation focuses on creating safe places and providing vital resources and platforms for community members to build trust and healthy relationships with each other and with law enforcement. GRYD offers case management and supportive services to assist youth in reaching their goals.
- ❖ **NATEEN CHLA (Children's Hospital Los Angeles) :** Through NATEEN, expectant and parenting teens receive supportive services, including: health education, parent education and support, counseling, and incentives. Young parents, their families and partners work with specially-trained advocates to identify needs and the paths to accomplish them.

## IX. Bell Schedule/Hours of Operation

School is open from 7:30 a.m. - 4:00 p.m. Students are welcome on campus during that period and expected to be at school by 8:00 a.m. when classes begin. Parents and guardians are always welcome to visit the school and should check in at the front office upon arrival.

## NEW VILLAGE GIRLS ACADEMY 2019-2020 BELL SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:50	<b>Period 1</b>	<b>Period 3</b>	<i>Advisory</i>	<b>Period 3</b>	<b>Period 1</b>
9:50-10:05	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>
10:05-11:55	<b>Period 2</b>	<b>Period 4</b>	<i>Advisory</i>	<b>Period 4</b>	<b>Period 2</b>
11:55-12:40	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
12:40-12:55	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>	<b>Meditation</b>
12:55-3:00	<b>Advisory</b>	<b>LTI</b>	<i>Science P.E. Art History</i>	<b>LTI</b>	<b>Advisory</b>

\*Students taking Science *MUST* show up to school before lunch and leave from the school campus on time to begin class at the California Science Center at 1:00 pm.

# X. Enrollment & Transfer

## Admission Process

New Village strives to enroll any high school aged students wanting to attend. If interest exceeds capacity, a lottery will be run annually and a waiting list will be maintained.

Enrollment packets may be picked up from our main office. In addition to the other forms necessary to complete enrollment, you must provide the following documents in order to complete the enrollment process:

1. Copy of birth certificate
2. Updated HRS Immunization Form – available from your physician's office
3. Copy of parent/legal guardian identification card (if student is over 18 she may provide her own)
4. Unofficial transcripts with current report card
5. Copy of IEP and/or 504 Plan from previous school
6. Pupil Accounting Record (PAR) from previous school (if applicable)
7. Provide proof of disenrollment from previous school (if applicable)

**Note:** Students will not be officially enrolled in school until receipt of all documents.

## Records and Information Changes

Please inform the Data and Compliance Manager immediately if there is a change in mailing address, telephone numbers or emergency contact names. Keeping our records up to date ensures you receive important notices about your child's education.

## Transferring out of New Village

If a student is transferring out from our school, please inform the main office in order to make the transition to a new school as smooth as possible. A **Student Check Out and Request to Transfer Form** may be requested at the front office.

Before transfer is completed, the new school of attendance must complete the Transfer form in order to receive transcripts and finalized check out from New Village Girls Academy. Students who do not complete this process will be considered a drop-out.

# XI. Complaint and Conflict Resolution

New Village Girls Academy respects the voice of students, parents and guardians, staff, and community members. There are many ways stakeholders can be involved and be heard in the school. For students and parents, the advisor is the primary point of contact. Questions, concerns, and ideas should be brought to the advisor first.

Additionally, the administrative staff, including the Principal and Assistant Principal have an open door policy and are available in the main office. All staff will try to accommodate walk-ins, but appointments are recommended.

If any student, parent, or community member has a complaint or is in need of conflict resolution with the school, that person should voice the complaint to the school's Principal. If the complaint is about the school's Principal or is not satisfactorily resolved, the complainant should communicate directly with the Chairperson of the Board of Directors. Contact information for the Board Chair is available in the front office.

**Uniform Complaint Procedure**

A Uniform Complaint Procedure (UCP) covers allegations of discrimination, harassment, intimidation, and/or bullying of students based on protected characteristics, set forth in Penal Code 422.55 and California Education Code 220. Protected characteristics include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived categories, in any program or activity it conducts or to which it provides significant assistance.

A UCP may be filed with the New Village Board Chair within 6 months from the date of the alleged incident. Forms for filing a Uniform Complaint Procedure are available in the front office. All UCPs will be investigated by a designee of the Board of Directors. A written Report of Findings will be given to the complainant within 60 days of receipt of the original complaint. Anyone needing assistance with completing the UCP form may ask for assistance from any staff in the front office.

New Village Girls Academy Board Chair 2019-2020

**Dan Posel**

147 North Occidental Blvd  
Los Angeles, California 90026  
(213) 385-4015

If a complainant disagrees with the Report of Findings offered by the Board of Directors, he or she can appeal in writing to the California Department of Education. The appeal must include a copy of the original complaint as well as a copy of the Board's Report of Findings.

**California Department of Education**

1430 North Street  
Sacramento, California 95814

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## XII. Policy Handbook Acknowledgement

### Academic Commitment

Students will commit to learning in our project based curriculum that requires students to be self-disciplined and pushes her to achieve high expectations. Students will complete final semester Exhibitions that must showcase work completed in each class.

### Internship Commitment

- ❖ Parent(s)/Guardian understands that internships and learning outside the school facility are MANDATORY for students and an essential part of New Village Girls Academy curricular model. All students are enrolled in the "Learning Through Internships" Course. This requires attendance and punctuality.
- ❖ Parent(s)/Guardian **will not** schedule doctor and dentist appointments on internship days.
- ❖ Parent(s)/Guardian are aware that their child is OFF CAMPUS, during Internship time and is not supervised by a school employee. Transportation to and from Internship site is left to the discretion of the parent and student to use public transportation or personal car.

### Attendance Policy

Absences will be excused with a formal medical or court excuse or by a personal note signed and dated by the parent/guardian. Parent/Guardian must provide verbal clearance to the school the day of the absence. Student will be removed from school rosters, when absences exceed 10 consecutive days of unexcused absences.

### Discipline Policy

Students will abide by the school wide discipline expectations and policy. Failure to follow these policies will result in disciplinary action by the school's Principal/Assistant Principal. Disciplinary action can include school service, mandatory after-school tutoring, in-school suspension, Saturday School, at-home suspension, transfer and/or expulsion.

I ACKNOWLEDGE that I have received a copy of the **New Village Girls Academy- Policy Handbook 2019-2020**. I have read and understand the contents of the Policy Handbook, and I have been given the opportunity to ask questions I might have about the policies. I have read and do agree, by signing below, to abide by all of the New Village Girls Academy policies and procedures as outlined above.

*I have read, understand, and agree to the policies and responsibilities described above.*

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent or Guardian Name

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Date