I. Introduction to New Village Girls Academy

Mission Statement
Vision Statement
Four Areas of Focus
Board Members
School Administration/Administrative Designees
Operations Team
School Faculty

II. Our Core Values

III. Unique to New Village

Advisory
Learning Through Internships
Project-Based Work

IV. Academic Policies

Individualized Learning Plans
Grading Policy
Internship Participation Policy
Classwork & Exhibitions
Report Cards
California Assessment of Student Performance and Progress (CAASPP)
California State University Early Assessment Program (CSU-EAP)
English Learner Proficiency Assessment for California (ELPAC)

V. Graduation Requirements

Exemption from District Graduation Requirements

VI. College & Career Planning

VII. Behavior Policies

Attendance Policy
Leaving During School Hours
Food Policy
Uniform/Dress Code Policy
Personal Cell Phones & Electronic Devices
Events and Fundraising
Transportation Policy
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 504</td>
<td>43</td>
</tr>
<tr>
<td>Sexual Health Education</td>
<td>43</td>
</tr>
<tr>
<td>Special Education /Students with Disabilities</td>
<td>44</td>
</tr>
<tr>
<td>State Testing</td>
<td>44</td>
</tr>
<tr>
<td>Student Records, including Records Challenges and Directory Information</td>
<td>45</td>
</tr>
<tr>
<td>Surveys About Personal Beliefs</td>
<td>48</td>
</tr>
<tr>
<td>Teacher Qualification Information</td>
<td>48</td>
</tr>
<tr>
<td>Tobacco-Free Schools</td>
<td>49</td>
</tr>
<tr>
<td>Uniform Complaint Procedure (“UCP”)</td>
<td>49</td>
</tr>
<tr>
<td>Use of Student Information Learned from Social Media</td>
<td>53</td>
</tr>
</tbody>
</table>

**XIV. Policy Handbook Acknowledgement**  
54

- Appendix A: Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy 55
- Appendix B: Suspension and Expulsion Policy & Procedures 67
- Appendix C: Suicide Prevention Policy 84
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

<table>
<thead>
<tr>
<th>ACADEMICS</th>
<th>WELLNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized, Interest-Based Academic Learning</td>
<td>Physical, Social, and Emotional well-being</td>
</tr>
<tr>
<td>Through our Academics Program, students will pursue mastery of competencies while striving towards personally articulated goals.</td>
<td>Through our Wellness Program, students will be empowered to make self-informed decisions about their physical, emotional and social well-being.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE READINESS</th>
<th>CAREER READINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling, Planning, Goal Setting</td>
<td>Learning Through Internships</td>
</tr>
<tr>
<td>Through our College Readiness Program, students have the option to attend and successfully graduate from college.</td>
<td>Through our Career Readiness program, New Village students will prepare to be independent, self-driven women.</td>
</tr>
</tbody>
</table>
Board Members

David Abel  
Founder, New Schools Better Neighborhoods

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  
Retired Partner, Gibson, Dunn and Crutcher

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

Phreda Devereaux  
Director/Head of Global Corporate & Investment Banking Compliance, MUFG Bank US

David Fuhrman  
Managing Director, West Zone Leader for Marsh & McLennan Companies

Lori Guggenheim  
Attorney

Anna Gumport  
Associate, Sidley Austin

Louise Nelson  
Vice Chancellor, Legal Affairs, at UCLA

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

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

Gabriela Tovar  
Associate Vice President at AltaMed Health Services

Belen Vargas  
Associate Vice President for Operations & Chief Mission Officer at CSULA

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

Mary Beth West  
Retired International Lawyer and Diplomat

Emily Williams  
Lead Strategist for County Department of Human Resources

Nicole Williams  
Vice President for J.P. Morgan Chase Bank

Chanel Young-Smith  
Los Angeles County Office of Education Coordinator, Division of Curriculum, and Instruction

School Administration/Administrative Designees

Jennifer Quiñones  
Principal

TBH  
Director of Learning & Teaching

Yolanda Molina  
Office Manager

Veronica Yanagisawa  
School Psychologist
## Operations Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivian Luna</td>
<td>Data &amp; Compliance Manager</td>
</tr>
<tr>
<td>Vanessa Diaz</td>
<td>Academic Counselor</td>
</tr>
<tr>
<td>Kyle Denman</td>
<td>Learning Through Internships Coordinator</td>
</tr>
<tr>
<td>Ana Aguirre</td>
<td>Development &amp; Compliance Manager</td>
</tr>
<tr>
<td>Vanessa Gutierrez</td>
<td>Parent &amp; Community Liaison</td>
</tr>
<tr>
<td>Coco Kornspan</td>
<td>Communications &amp; Community Relations Manager</td>
</tr>
<tr>
<td>Megan Molina</td>
<td>Plant Manager</td>
</tr>
<tr>
<td>Genevieve Gonzales</td>
<td>Para-Educator</td>
</tr>
</tbody>
</table>

## School Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonio Chavez</td>
<td>Math Teacher</td>
</tr>
<tr>
<td>Jesus Roman</td>
<td>Math Teacher/Advisor</td>
</tr>
<tr>
<td>Brenda Hernandez</td>
<td>Social Studies Teacher/Advisor</td>
</tr>
<tr>
<td>Caylin Anderson</td>
<td>Social Studies Teacher/Advisor</td>
</tr>
<tr>
<td>Christine Abela</td>
<td>English Teacher</td>
</tr>
<tr>
<td>Kimberly Ruppert</td>
<td>English Teacher/Advisor</td>
</tr>
<tr>
<td>Christa Hollis</td>
<td>Science Teacher</td>
</tr>
<tr>
<td>Melissa Guilkey-Santos</td>
<td>Spanish Teacher</td>
</tr>
<tr>
<td>John Cho</td>
<td>PE/Health Teacher/Advisor</td>
</tr>
<tr>
<td>Erica Guzman</td>
<td>Resource Specialist</td>
</tr>
</tbody>
</table>

## 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

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.

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.

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 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](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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
</table>

11
### Course Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Science</td>
<td>20</td>
</tr>
<tr>
<td>World History A/B</td>
<td></td>
</tr>
<tr>
<td>U.S. History A/B</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>English 9A/9B</td>
<td></td>
</tr>
<tr>
<td>English 10A/10B</td>
<td></td>
</tr>
<tr>
<td>English 11A/11B</td>
<td></td>
</tr>
<tr>
<td>English 12A/12B</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>Algebra 1A/1B</td>
<td></td>
</tr>
<tr>
<td>Geometry A/B</td>
<td></td>
</tr>
<tr>
<td>Algebra 2A/2B</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>Biology A/B</td>
<td></td>
</tr>
<tr>
<td>Chemistry A/B</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>20</td>
</tr>
<tr>
<td>Spanish 1A/1B</td>
<td></td>
</tr>
<tr>
<td>Spanish 2A/2B</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>10</td>
</tr>
<tr>
<td>Art History</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Government</td>
<td></td>
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<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Extra Electives</td>
<td>35</td>
</tr>
<tr>
<td>Advisory</td>
<td></td>
</tr>
<tr>
<td>Learning Through Internships</td>
<td></td>
</tr>
<tr>
<td>Other Course Requirements:</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 210**

**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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30</td>
<td>Any 3 English courses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
<td>2 Courses; 1 year must be Algebra I</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>2 courses; 1 Biological &amp; 1 Physical Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30</td>
<td>Must be the following 3 courses:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● U.S History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● 1 semester of American Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● 1 semester of Economics</td>
</tr>
<tr>
<td>Visual Arts OR Foreign Language</td>
<td>10</td>
<td>Need 1 year from either Arts or Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>4 semesters; UNLESS exempted</td>
</tr>
</tbody>
</table>

VI. College & Career Planning

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

The College & Career Center provides the following:
VII. Behavior Policies

**Attendance Policy**
All students will be in attendance daily at **8:30 a.m.**

**Absence Verification**
It is the parent's/guardian's responsibility to provide documentation to verify reason(s) for absence within three (3) school days after the student returns to school in order to prevent absences from being recorded as unexcused and counting towards truancy. Absences include coming to school late, leaving early, and missing class periods. Upon learning from a parent/guardian the reason(s) for a student's absence, the following staff may verify the validity of an absence due to illness or quarantine (CA Code of Regulations, Title 5, Section 421):

- An attendance supervisor
- A principal
- A front office employee at New Village assigned to make such verification.

School-site staff authorized to verify absence excuses of any kind may, when presented facts that call into question the authenticity of the excuse, request additional information in support of the absence excuse, and/or may refuse to excuse the absence (CA Code of Regulations, Title 5, Section 306).

**Absences - EXCUSED**
California Education Code Section 48205 provides that a student/pupil shall be excused from school when the absence is due to:

- Illness or injury of pupil
- Quarantine
- Medical, dental, optometric, or chiropractic services
- Attending the funeral of an immediate family member e.g., mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student (one (1) day within the state, three (3) days outside the state)
- Jury duty
- Illness or medical treatment of a child of whom the student is the custodial parent (no doctor’s note required for illness of child)

Justifiable Personal Reasons, which means that the student’s absence has been requested by the parent and approved by the principal. Absences that fall into this category include, but are not limited to:

- Appearance in court
- Attendance at a funeral service *(extended days)*
- Attendance at an educational conference offered by a non-profit organization *(legislative/judicial)*
- Attendance at an employment conference
- Attendance at a religious retreat (shall not exceed four (4) hours per semester)
- Entertainment industry work with valid work permit (no more than five (5) consecutive days or a maximum of five (5) absences per school year)
- Spending time with a family member called to duty for, on leave from, or just returned from active military duty in combat zone (immediate family member; maximum three (3) days)
- Medical exclusion or exemption
- Serving as a member of a precinct board for an election
- Observance of religious or cultural holiday, ceremony, or secular historical remembrance
- Religious instruction (attend a minimum school day; occurs no more than four (4) days per school month)
- Revoked suspension through appeals procedure
- Participation in not-for-profit performing arts organization (maximum five (5) days per school year)
- Pre-arranged mental health services *(Mental Health Day Treatment)*
- Take Your Child(ren) to Work Day
- Attending the pupil’s naturalization ceremony.

Upon receiving appropriate verification that an absence occurred due to one of the reasons listed above, the school will consider the absence to be excused.

A student who is absent from school for an excused reason shall be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit. The teacher of any class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to the tests and assignments that the student missed during the absence.
Absences - UNEXCUSED

Absences for which no explanation is provided or absences for reasons other than those listed as EXCUSED ABSENCES (above) may be considered unexcused. New Village is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences within three (3) days. Students with unexcused absences may be classified as truant (refer to Truancy section), and this could be grounds for referral to the School Attendance Review Board (SARB).

Examples of UNEXCUSED absences include:
- Running errands for family
- Babysitting
- Vacations or trips
- Weather conditions
- Transportation problems

Notification of Truancy

After (3) unexcused absences:
- A home visit (#1) will be conducted by the Parent & Community Liaison; If the Parent & Community Liaison is unable to make contact with the parent/guardian during their home visit (#1), then parent/guardian will need to meet with the principal on campus (preferably), over the phone, or video conference;

After (5) unexcused absences or inability to contact the parent/guardian or student,
- A home visit (#2) will be conducted by the Parent & Community Liaison; If the Parent & Community Liaison is unable to make contact with the parent/guardian by home visit (#2), then Parent & Community Liaison will begin to contact the numbers on the student’s emergency list;

After (10) unexcused absences or inability to contact the parent/guardian or student,
- A home visit (#3) will be conducted by the Parent & Community Liaison along with a staff member from the Administrative team;

After multiple unsuccessful attempts we are unable to contact parent/guardian of the students, and the student exceeds 10 consecutive days of unexcused absences, they will be flagged for removal from the school’s enrollment. The student can re-enroll and register for classes when accompanied by a parent/guardian.

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 with them to school for themselves only; outside food delivery is not allowed. 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. Attire with symbols of substance use, violence, or inappropriate language is not allowed.

**Personal Cell Phones & Electronic Devices**

Cell phones must not be used during class/instructional time, unless given permission by the 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 device 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 collected at registration, kept 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. Mental health must contact the School Psychologist regarding services and clinical consultation.
3. Provide your identification, sign into the visitor’s log, and wear a visitor’s sticker before proceeding to the classroom.
4. When applicable, undergo a health screening, show proof of COVID-19 vaccination and/or complete a rapid antigen test.
5. Enter and leave the classroom as quietly as possible.
6. Do not converse with students or staff during instructional time, unless other arrangements have been made.
7. Do not interfere with school activities.
8. Keep the length and frequency of the classroom visits reasonable (to be determined by the activity being observed).
9. Schedule an appointment with the teacher(s) and/or principal/designee after the classroom visit, if any follow-up communication is needed.
10. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. [MB1] Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be...
maintained by Charter School, consistent with the law. The Charter School Board of Directors and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

11. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Charter School reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

*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.

**Behavior Expectations in All Areas**

<table>
<thead>
<tr>
<th>Classroom/ Advisory</th>
<th>Courtyard/ Quad</th>
<th>Science Center</th>
<th>Main Office</th>
<th>Community</th>
<th>Restroom</th>
</tr>
</thead>
</table>

19
### Be Safe
- Ask permission before leaving the classroom
- Follow directions during an emergency
- Use supplies appropriately
- Watch for and remove any obstructions in the walkways

### Be Responsible
- Arrive to class on time
- Be prepared to learn and participate
- Follow the instructions of the teacher
- Stay on task with each lesson
- Try your best

### Be Respectful & Supportive
- Use academic language
- Consider opposing viewpoints
- Encourage & assist classmates with understanding content and completing work
- Maintain silence during TM

### 3 Tier System
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):
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.

Secondary Prevention is targeted and consists of specialized group systems for students with at-risk behavior. Secondary Prevention serves approximately 15% of the population.

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).

VIII. Community Partnerships

- **Advot Project** works with teens all over Los Angeles County, teaching communication skills and healthy relationships through a unique arts-based interactive curriculum.
- **Hillsides** is a premier provider dedicated to healing children and young adults, strengthening families, and transforming communities through quality comprehensive services and advocacy.
- **Koreatown Youth & Community Center** serves the evolving needs of the Korean American population in the greater Los Angeles area as well as the multiethnic Koreatown community. KYCC’s programs and services are directed toward recently immigrated, economically disadvantaged youth and families, and promote community socioeconomic empowerment.
- **St. Anne’s Maternity Home** is a 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.
- **Baby2Baby** is a non-profit organization that 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)** provides expectant and parenting teens 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 8:00 a.m. - 4:30 p.m. Students are welcome on campus during that period and expected to be at school by 8:30 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 2022-2023 BELL SCHEDULE**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:20</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Advisory</td>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>10:20-10:35</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
</tr>
<tr>
<td>10:35-12:25</td>
<td>Period 2</td>
<td>Period 2</td>
<td>Advisory</td>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>12:25-1:10</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-1:25</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
</tr>
<tr>
<td>1:25-3:30</td>
<td>Advisory</td>
<td>LTI</td>
<td>Science P.E. Art History</td>
<td>LTI</td>
<td>Advisory</td>
</tr>
</tbody>
</table>
NEW VILLAGE GIRLS ACADEMY QUARTER SCHEDULE

- Advisory Week: August 15-19, 2022
- Quarter 1: August 22, 2022 - October 7, 2022
- Quarter 2: October 10, 2022 - December 2, 2022
- Exhibition Weeks: December 5-16, 2022
- Advisory Week: January 9-12, 2023
- Quarter 3: January 17, 2023 - March 17, 2023
- Quarter 4: March 20, 2023 - May 26, 2023
- Exhibition Weeks: May 30, 2023 - June 9, 2023

*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 1:55pm.

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 (or other proof of age)
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.

Student Grade Level & Transcripts

At the time of enrollment, a student's grade level will be based on the amount of credits for which there is available documentation and proof of. If there are missing transcripts, then the student will remain in the grade level entered until we can obtain the missing transcripts. Once transcripts are received, the grade level will be updated to reflect the amount of credits they had at the time of enrollment.

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 2022-2023

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

XII. Annual Notices

Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.
**Availability of Prospectus**

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

**Cal Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1st.

**California Healthy Kids Survey**

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades nine and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

**Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school pupils" refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

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

**Kyle Denman**  
Learning Through Internships Coordinator  
147 N. Occidental Blvd.  
Los Angeles, CA  
(323) 387-3783  
k.denman@newvillagegirlsacademy.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.  
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s
charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child’s status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School’s additional graduation requirements and the student’s parent/guardian how any of the requirements that are waived will affect the pupil’s ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School’s additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student’s request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student’s exemption from the Charter School’s additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court’s jurisdiction terminates or the student no longer meets the
The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student’s social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School’s additional graduation requirements.

If a student who is exempted from the Charter School’s additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School’s graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School’s graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School’s graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These
students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.
**Education of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

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

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

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

**Coco Kornspan**  
Communications & Community Relations Manager  
147 N. Occidental Blvd.  
Los Angeles, CA  
(213) 385-4015  
c.kornspan@newvillagegirlsacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and...
referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School’s charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student’s school enrollment may be used, whichever will qualify the student for the exemption.
Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student’s educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School’s additional graduation requirements and the student’s educational rights holder of how any of the requirements that are waived will affect the student’s ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student’s parent/guardian or educational rights holder, or a student’s social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School’s additional graduation requirements.

If a student who is exempted from the Charter School’s additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student’s fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student’s fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student’s option to remain at the Charter School for a fifth year to complete the Charter School’s graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School’s graduation requirements will affect the student’s ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School’s graduation requirements upon agreement with the student, if the student is 18 years
of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School’s complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

**English Learners**

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

**Information Regarding Financial Aid**

The Charter School 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 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.
The FAFSA form and information regarding the FAFSA are available at:
  ○ https://studentaid.gov/h/apply-for-aid/fafsa

The California Dream Act Application and information regarding the California Dream Act is available at:
  ○ https://www.csac.ca.gov/post/resources-california-dream-act-application

National School Lunch Program: Free and Reduced-Price Meals

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

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

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School’s website for your review.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can
attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

<table>
<thead>
<tr>
<th>Child’s Grade</th>
<th>List of shots required to attend school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TK/K-12 Admission</strong></td>
<td>Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses</td>
</tr>
<tr>
<td></td>
<td>Polio - Four (4) doses</td>
</tr>
<tr>
<td></td>
<td>Measles, Mumps, and Rubella (MMR) - Two (2) doses</td>
</tr>
<tr>
<td></td>
<td>Hepatitis B (Hep B) - Three (3) doses</td>
</tr>
<tr>
<td></td>
<td>Varicella (chickenpox) – Two (2) doses</td>
</tr>
</tbody>
</table>

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
**Entering 7th Grade**

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)</td>
<td>One (1) dose</td>
</tr>
<tr>
<td>Varicella (chickenpox)</td>
<td>Two (2) doses</td>
</tr>
</tbody>
</table>

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

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**Involuntary Removal Process**

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action (“Involuntary Removal Notice”). The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student’s basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School’s expulsion procedures. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the
parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student’s last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

**Mental Health Services**
The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

**On-Site School Psychologist**
Students are never alone in a crisis. Our full-time School Psychologist and other staff offer immediate services for all counseling needs. Our students always have someone who knows them well and is ready to help. Your child is encouraged to directly contact the School Psychologist by coming into the counseling office during school hours and making an appointment to speak with a counselor. The School Psychologist supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.

**After School Physical Fitness**
Our regular afterschool physical fitness program offers exercise, sports, and recreation that includes boot camp, volleyball, soccer, dance, yoga, and more.

**Free Medical Care and Mental Health Services**
Access to regular medical care is provided through our collaboration with community clinics. For many of our students, this marks their first access to regular physical examinations. Access to free Mental Health Services is offered through our collaboration with St. Anne’s. In addition, New Village regularly offers Art Therapy workshops, ongoing 9th grade Health Education sessions, and whole-school Monthly Wellness days.

**Outdoor Education**
Students have opportunities to regularly spend time in nature through the New Village Urban-Wild Connection. From local hikes in Griffith Park to our Annual Yosemite
Backpacking Trip, students who choose to participate develop self-confidence, teamwork, fitness, and an appreciation of the natural world.

“Quiet Time” Meditation Program
The entire New Village community practices Meditation for 15 minutes, twice a day, at the beginning and end of school. This program offers a valuable tool to help students deal with challenging life circumstances and the daily transition from home to school.

How to Access Mental Health Services
If you have questions or want your student to access counseling and other mental health services offered at school or through referral to other mental health providers, please call the school at (213) 385-4015 and ask to speak to the School Psychologist.

Prescription Medication While on Campus
If your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the main office at (213) 385-4015.

Resources:
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Nondiscrimination Statement
The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability,
neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

New Village Girls Academy Board of Directors, Attention: Dan Posel, Board Chair
New Village Girls Academy
147 N. Occidental Blvd., Los Angeles, California 90025
(213) 385-4015
info@newvillagegirlsacademy.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.
Parent and Family Engagement Policy

The Charter School aims to provide all students in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School’s complete Policy is available upon request in the main office.

Physical Examinations and Right to Refuse

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

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student’s physician, which the student may take before the birth of the student’s infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student’s regular school program are excused until the student is able to return to the regular school program.
Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student’s leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures (“UCP”) of the Charter School. The complaint may be filed in writing with the compliance officer:

New Village Girls Academy Board of Directors, Attention: Dan Posel, Board Chair
New Village Girls Academy
147 N. Occidental Blvd., Los Angeles, California 90025
(213) 385-4015
info@newvillagegirlsacademy.org

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Principal.

**School Bus and Passenger Safety**

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

**School Safety Plan**

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

**Section 504**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the Charter School’s Section 504 policies and procedures is available upon request at the main office.
Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 9-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 9-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code
requirements, and applicable policies and procedures of the Los Angeles Unified School District. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Principal, Jennifer Quinones, j.quinones@newvillagegirlsacademy.org, (213) 385-4015.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"]). Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Student Records, including Records Challenges and Directory Information

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

1. The right to inspect and review the student’s education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Principal or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School’s Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent
or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student’s education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the
FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent’s or eligible student’s last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the
current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Principal at: j.quinones@newvillagegirlsacademy.org. A copy of the complete Policy is available upon request at the main office.

**Surveys About Personal Beliefs**

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

**Teacher Qualification Information**

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act
("ESSA"), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

Whether the student’s teacher:
- Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- Is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal at j.quinones@newvillagegirlsacademy.org to obtain this information.

**Tobacco-Free Schools**

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Principal or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.
Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

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

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

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer identified below.

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

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

New Village Girls Academy Board of Directors, Attention: Dan Posel, Board Chair
New Village Girls Academy
147 N. Occidental Blvd., Los Angeles, California 90025
(213) 385-4015
info@newvillagegirlsacademy.org

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

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School’s Board of Directors approved the LCAP or the annual update was adopted by the Charter School.
The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School’s receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School’s Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School’s Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

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

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

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

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

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant’s right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Principal.

**Use of Student Information Learned from Social Media**

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student’s educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School’s records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student’s parent or guardian may access the student’s records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Principal.
XIV. 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 may be subject to involuntary removal, in accordance with school policy and state law, 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 2022-2023. I have read and understood 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                  Date

________________________  ________________________  ____________
Parent or Guardian Name                Parent or Guardian Signature         Date
XIII. Appendix

Appendix A: Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, New Village Girls Academy (“NVGA” or the “Charter School”) prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. 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 mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, the Charter School 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. NVGA school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom NVGA does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. NVGA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. NVGA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.
Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Yolanda Molina
Office Manager
147 N. Occidental Blvd.
Los Angeles, CA 90026
(213) 385-4015
y.molina@newvillagegirlsacademy.org

Definitions

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

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

NVGA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through 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 themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student’s or employee’s performance more difficult because of the student’s or the employee’s sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

**Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute 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:

1. Placing a reasonable student [1] or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student’s academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by NVGA.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
   2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
   3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in NVGA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that NVGA investigate the allegation of sexual harassment.
**Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Bullying and Cyberbullying Prevention Procedures**

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

1. **Cyberbullying Prevention Procedures**

   NVGA advises students:
   
a. To never share passwords, personal data, or private photos online.
   
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
   
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
   
d. To consider how it would feel receiving such comments before making comments about others online.

   NVGA informs Charter School employees, students, and parents/guardians of NVGA's policies regarding the use of technology in and out of the classroom. NVGA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

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

   Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

   NVGA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

   NVGA informs NVGA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.
3. **Professional Development**

NVGA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other NVGA employees who have regular interaction with students.

NVGA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by NVGA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

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

**Grievance Procedures**

1. **Scope of Grievance Procedures**

NVGA will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

1. Are written and signed;
2. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
3. Submitted to the NVGA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a
uniform complaint. For formal complaints of sexual harassment, NVGA will utilize the following grievance procedures in addition to its UCP when applicable.

2. 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 when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

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:

Yolanda Molina
Office Manager
147 N. Occidental Blvd.
Los Angeles, CA 90026
(213) 385-4015
y.molina@newvillagegirlsacademy.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. NVGA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. 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 they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

NVGA 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 to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

NVGA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth
in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures
Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to NVGA’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or NVGA’s educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. NVGA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of NVGA to provide the supportive measures.

4. Investigation and Response
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of NVGA, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when 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, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.
For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- **Notice of the Allegations**
  - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
    - A statement that NVGA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- **Emergency Removal**
  - NVGA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with NVGA’s policies.
  - NVGA may remove a respondent from NVGA’s education program or activity on an emergency basis, in accordance with NVGA’s policies, provided that NVGA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- **Informal Resolution**
  - If a formal complaint of sexual harassment is filed, NVGA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If NVGA offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties’ right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - NVGA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- **Investigation Process**
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. NVGA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Prior to completion of the investigative report, NVGA will send to each party and the party’s advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator’s consideration prior to the completion of the investigation report.

The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party’s advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

If the investigation reveals that the alleged harassment did not occur in NVGA’s educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable NVGA policy.

NVGA may dismiss a formal complaint of sexual harassment if:

■ The complainant provides a written withdrawal of the complaint to the Coordinator;
■ The respondent is no longer employed or enrolled at NVGA; or
■ The specific circumstances prevent NVGA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of sexual harassment or any of the claims therein are dismissed, NVGA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person’s status as a complainant, respondent, or witness.

NVGA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

■ The allegations in the formal complaint of sexual harassment;
■ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
■ The findings of facts supporting the determination;
■ The conclusions about the application of NVGA’s code of conduct to the facts;
■ The decision and rationale for each allegation;
Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and

The procedures and permissible bases for appeals.

5. Consequences
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from NVGA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by NVGA in response to a formal complaint of sexual harassment.

6. Right of Appeal
Should the reporting individual find NVGA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of NVGA's decision or resolution, submit a written appeal to the President of the NVGA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:
· The complainant and the respondent shall have the same appeal rights and NVGA will implement appeal procedures equally for both parties.
· NVGA will notify the other party in writing when an appeal is filed.
· The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

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

NVGA will maintain the following records for at least seven (7) years:
· Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
· Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
· Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
· All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
· Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.
TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: ________________________________ Date: __________________

Date of Alleged Incident(s): ________________________

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

List any witnesses that were present: ________________________________

Where did the incident(s) occur? ________________________________

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

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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

__________________________ Date: __________________
Signature of Complainant

__________________________
Print Name

To be completed by the Charter School:

Received by: __________________________ Date: __________________

Follow up Meeting with Complainant held on: __________________________
Appendix B: Suspension and Expulsion Policy & Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

“(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

“(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

“(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

“(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

“(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code §47605(b)(5)(J).

GENERAL PROVISIONS

Charter 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.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.
Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**
Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**NOTIFICATION OF THE DISTRICT**
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for
providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
  · If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP

  · If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
    B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion.

Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION
Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon Completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion
order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

**DISCIPLINE FOUNDATION POLICY**

New Village does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at New Village are dealt with through a variety of other strategies. These include, among other things, PBIS, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent or guardian, social worker or probation officer, and ineligibility for particular privileges. Student confidentiality as defined under FERPA and HIPAA are always considered when communicating confidential or potentially confidential information.

The discipline policy is not discriminatory or arbitrary; all faculty and staff receive extensive professional development on our discipline policies and procedures. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook.

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

In addition to a positive school-wide behavior system, through our MTSS program, our SST utilizes a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful throughout their high school years and beyond. The Principal leads SST efforts to support individual students’ needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher
input) and implementing behavior monitoring and coordinated behavior plans, including target goals, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems.

There are a variety of other alternatives to suspension that are also used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

NVGA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, the Charter School is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on Charter school grounds.
- While going to or coming from Charter school.
- While using Charter school-owned computers and servers.
- During the lunch period whether on or off the Charter school campus.
- During, or while going to or coming from, a Charter school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not
include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. For students who are truant, tardy, or otherwise absent from assigned Charter school activities, alternatives to suspension or expulsion are attempted first.

NVGA’s policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School’s process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal’s office or designated space.

Students receive written assignments and tests during the duration of their in-school suspension to ensure they receive continued instruction. Students with disabilities will continue to be provided with all supports and services as described in their IEP. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Principal or other certificated staff provide support. During the in-school suspension, the Principal addresses behaviors that may have contributed to the students’ in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Parents/guardians of students assigned to in-school suspension are notified by the Charter School Principal by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. For suspensions of fewer than 10 days, if the pupil denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. The Principal makes the final decision about whether the student shall be suspended.

To ensure the safety of all students, staff, and visitors to NVGA, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded from in-school suspensions.

GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION
Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.\(^7^6\)

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- School-Wide Positive Behavior Intervention and Support (SWPBIS)

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- Alternatives to suspension and positive behavior interventions and supports
  Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.

- School discipline and school-based arrest and citation data available for viewing
  LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic status and offense, but provided in a way to maintain the privacy of individual students.

- Restorative Justice (RJ) approaches that resolve student interpersonal conflict
  Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm that was caused, and develop an agreement on how to restore harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school
disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

- A District SWPBIS Task Force

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- Guidelines regarding the roles and responsibilities of School Police Officers on campus

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.

- A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented.

- Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.

A single suspension may not be issued for more than 5 consecutive school days and no more than 20 days within the academic year. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ANNOTATED EXCERPTS FROM THE CURRENT CALIFORNIA EDUCATION CODE

New Village Girls Academy will be following the § 48900. Grounds for Suspension or Expulsion and procedures specified:

A pupil shall not be suspended from Charter School or recommended for expulsion, unless the Principal of the Charter School in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated Charter School employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to Charter School property or private property.

(g) Stolen or attempted to steal Charter School property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) [Removed per Assembly Bill No. 420]

(l) Knowingly received stolen Charter School property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or Charter School personnel.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to Charter School activity or Charter School attendance occurring within a Charter School under the jurisdiction of the superintendent of the Charter School district or principal or occurring within any other Charter School district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to
Charter School activity or attendance that occur at any time, including, but not limited to, any of the following:
(1) While on Charter School grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a Charter School sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) A superintendent of the Charter School district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
(w) 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 Charter School activities.

Grades 4-12
48900.2 – Committed sexual harassment.
48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
48900.4 – Engaged in harassment, threats, or intimidation directed against Charter School personnel or pupils.
48900.7 – Made terroristic threats against Charter School officials, Charter School property or both.

The following Categories shall define the degree of Principal discretion in suspended students and recommending expulsion:

Category I
The Principal shall immediately suspend and recommend expulsion when the following occur while on Charter 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, or any of the following reasons (E.C.48915.1[c]) for grades 4-12:
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

Category II

The Principal has limited discretion student offenses listed below. The Principal must recommend an expulsion or suspension when any of the following occur while on Charter 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 (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any Charter School employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The remaining offenses include the following student offenses that require limited principal discretion. The Principal may recommend expulsion or suspension when any of the following occur at any time, including, but not limited to, while on Charter 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.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to Charter School or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal Charter School or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Knowingly received stolen Charter School or private property. E.C. 48900(l); 48915(e)
10. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School district personnel. E.C. 48900.4; 48915(e)
12. Committed sexual harassment. E.C. 48900.2; 48915(e)
13. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e)
14. Made terrorist threats against Charter School officials or Charter School property, or both. E.C. 48900.7; 48915(e)
15. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
17. Any behavior listed in Category I or II that is related to Charter School activity or Charter School attendance but that did not occur on campus or at a Charter School activity off campus. E.C. 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or Charter School personnel. E.C. 48900(r); 48915(e)

OUT-OF-SCHOOL SUSPENSION
A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, during school, or after school, including in the evening) while suspended, except to take state assessments.

SUSPENSION PROCEDURES
Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians
At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. When a student is suspended, the parent/guardian shall be notified in writing by the Principal of the suspension and the date of return following suspension. 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. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal requests that the parent/guardian confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Length of Suspension
The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, or more than 10 days for a student with an IEP, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Expulsion Procedures
As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal completes the appropriate misconduct report and provides a copy to a neutral and impartial Administrative Panel appointed by the NVGA Board of Directors. The Panel will consist of 3 objective and unbiased members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors (teachers/administrators from nearby charter schools). The Panel will be presided over by a designated neutral hearing chairperson. The decision to expel a pupil shall be based on the finding of one or both of the following (Education Code section 48915(b)):

· Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
· Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**Expulsion Hearing**
Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the expulsion recommendation if requested by the educational rights holders, after the Principal determines that an act subject to expulsion has occurred.

The Principal will prepare a written notice of the hearing in the parent/guardian’s native language, which will be emailed and mailed, within 48 hours of the expulsion recommendation, and it will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
9. The availability of reasonable accommodations and/or language support.
The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

**Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. Education rights holders may request a copy of the record of the hearing and the school will make this available to them via a digital file.

**Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no recommendation to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel or Governing Board on appeal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program at the Charter School.

After the expulsion hearing, the Administrative Panel will then make a written report within two school days to the Principal, the student, and his/her parent/guardian, summarizing the grounds for expulsion and the evidence presented at the hearing. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Panel chairperson to summarize the evidence cited at the hearing and the Panel’s conclusion. There will be reasonable accommodations for language support and opportunity for counsel and advocates to represent stakeholders through interpretation and translation of documents, while observing due process protections and rights. The report will include the Panel’s decision as to whether or not to expel the student and if so, for what period of time. The report will include the Panel’s decision as to whether or not to expel the student and if so, for what period of time. If this Panel decides against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If the decision is to expel the student, the length of the expulsion should not exceed one academic year and the student can apply for reinstatement upon completing the year.
A student and his/her parent/guardian may appeal an expulsion decision by the Panel to the Charter School's Board of Directors, consistent with the appeal procedures described below.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the
presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Written Notice to Expel**
Following a decision of the Panel to expel, the Principal shall send written notice of the decision to expel, including the Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.
3. Notice of any appeal rights/procedures
4. Information about alternative placement options

The Principal shall send a copy of the written notice of the decision to expel to the education office for the student’s district of residence and to the authorizer. This notice shall include the following:
1. The student’s name
2. The specific expellable offense committed by the student

**Expelled Pupils/Alternative Education**

The Charter School will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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**Appendix C: Suicide Prevention Policy**

**Introduction**

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246).

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at [http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp](http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp) and the Directing Change For Schools Web page at [http://www.directingchange.org/schools/](http://www.directingchange.org/schools/).

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

The Governing Board of New Village Girls Academy (NVGA) recognizes that suicide is a leading cause of death among youth and that 17% of high school students consider and over 8% attempt suicide (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from school staff. We understand that we are ethically and legally responsible for providing an appropriate and timely response to and work to prevent suicidal ideation, attempts, and deaths.
Recognizing that it is the responsibility of schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the School Principal or Designee, , shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. The School Principal shall also ensure shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

**Overall Strategic Plan for Suicide Prevention**

**Prevention**

A. **Policy Implementation**

The school suicide prevention coordinator, as assigned by the Principal, will be responsible for planning and coordinating implementation of this policy, and will act as point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

B. **Suicide Prevention Training and Education**

NVGA will carefully review 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 who come into regular contact with students.
Training:

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

- All suicide prevention trainings shall be offered under the direction of school-affiliated mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices. 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 School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should 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 how to respond to such thinking;

· 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;

· 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.

● The professional development also shall include additional 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;

· Youth who have suffered traumatic experiences;

C. Employee Qualifications and Scope of Services

Employees of NVGA 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.
D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (e.g., school counselors, psychologists, social workers, and nurses) employed by NVGA.

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the NVGA suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the NVGA Web page and included in the parent handbook.

F. Student Participation and Education

NVGA along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school’s suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
- Coping strategies for dealing with stress and trauma, meditation;
- 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., health class, science, and physical education, school orientation).
NVGA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., during wellness days, in advisory, and through wellness intakes).

**Intervention, Assessment, Referral**

**A. Staff**

Two NVGA staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. 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.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the Principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The Principal, assistant principal, school psychologist, or social worker shall then notify, if appropriate and in the best interest of the student, the student’s parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the 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.

- Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- The School Principal or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

**B. Parents, Guardians, and Caregivers**
A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student’s emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

NVGA shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers 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 point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
Listen and prompt the student to talk;

- Review options and resources of people who can help;

- Be comfortable with moments of silence as you and the student will need time to process the situation;

- Provide comfort to the student;

- Promise privacy and help, and be respectful, but do not promise confidentiality;

- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

- The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being. If the suicide prevention coordinator or designee find that the student is not safe to send home, the LA County Department of Mental Health will be called for a consultation, and they will most likely send a Psychological Emergency Team (PET) to determine whether or not the student needs to be hospitalized. If the latter is recommended, NVGA’s suicide prevention coordinator or designee will remain with the student until she is transported to the hospital.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of NVGA facilities, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;

- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;

- Designate a staff member to handle media requests;

- Provide care and determine appropriate support to affected students;

- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis
It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student’s teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.
I. 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 students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (school site administrator);
  - Identify a staff member to contact deceased’s family (within 24 hours);
  - 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;
- Consider 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;
- Include long-term suicide postvention responses:
· Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

· Support siblings, close friends, teachers, and/or students of deceased

· Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

J. Student Identification Cards

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