



City Language Immersion Charter

# City Language Immersion Charter Family Handbook

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## School Structure and Operations

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### Welcome from the Principal

Dear CLIC Families,

I am so excited for this 2025-2026 school year. It is an honor to be a part of the CLIC and New LA Communities. This year we have so many exciting things happening for our students. I look forward to working with our returning families and getting to know our new families and students.

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

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

Just as we are committed to providing an exceptional educational program, we have high expectations for students and families which are outlined in this Handbook. At the start of the school year, we ask students and parents to make a commitment to upholding the Mission of our school by signing the Respect For Self and Others Agreement.

We look forward to an exciting year full of learning, making new friends and having fun. We feel honored that you have put your children in our care and we promise that we will strive to make CLIC a wonderful community of learners as we grow together.

Warmly,

Dr. Rebecca Heneise

## Welcome to City Language Immersion Charter (CLIC)

City Language Immersion Charter is a parent-initiated, tuition-free and non-sectarian public school. It offers a dual-immersion, inquiry-based, experienced-centered curriculum to serve the culturally rich and diverse populations of West Adams and the greater Los Angeles area. By law, admission is determined by lottery which is open to all children in California. As of July 1, 2023 CLIC is part of the New Los Angeles Charter Schools Network. In this handbook you may see policies referencing New LA meaning that these policies apply to all schools in the network.

## Our Mission Statement

CLIC provides an exceptional bilingual education to a diverse student body, through dynamic hands-on learning and a student-centered, multicultural approach. Our community is diverse in thought, experience, heritage, expression, class, and we see our diversity as our strength. In order to fulfill our mission, we:

- Provide a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking.
- Implement a dual language immersion program that develops bilingual fluency and multi-cultural understanding.
- Establish a culture that puts relationships and social-emotional support first so that every student is known and gets the support they need to succeed.
- Give faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicate regularly with students' families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure an inclusive learning community.

## CLIC's Vision

Our students emerge as critical thinkers who ask questions, solve problems, and express ideas creatively and thoughtfully. They engage in meaningful leadership and decision-making experiences, as they learn to think, speak, read, and write in two languages: English and Spanish. As members of a caring community, students feel comfortable, safe, and cared for, enabling them to take greater academic risks, express concerns and ask for help, develop character, and become leaders in and outside of school.

## CLIC's Values

**Educational Excellence:** Engaging every student in a child-centered, thoughtful, inspired education that challenges them to think critically, create, and problem-solve.

**Diversity:** Building a caring and inclusive community of diverse families that celebrate differences and learn from each other.

**Community:** Harnessing the energy and spirit of our community to create a unified community with a strong sense of belonging and responsibility across stakeholders.

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002). “To meet your students where they are, first you have to find them”. When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student’s progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess their own pedagogy’s effectiveness in promoting student learning by examining their practices through action research projects.

### **Nondiscrimination Statement**

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

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

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

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

New LA is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any

type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to New LA Uniform Complaint Procedures (“UCP”) Compliance Officer:

Chief Executive Officer  
New Los Angeles Charter School  
1919 S. Burnside Ave  
Los Angeles, CA 90016  
[Brios@newlosangeles.org](mailto:Brios@newlosangeles.org)  
323-939-6400

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

## **GENERAL OPERATIONS**

### **Daily Schedule**

#### TK-2nd Grade

Monday: 8:30AM-3:00PM  
Tuesday: 8:30AM-1:30PM  
Wednesday: 8:30AM-3:00PM  
Thursday: 8:30AM-3:00PM  
Friday: 8:30AM-3:00PM

#### 3rd Grade-5th Grade

Monday: 8:10AM-2:40PM  
Tuesday: 8:10AM-1:30PM  
Wednesday: 8:10AM-2:40PM  
Thursday: 8:10AM-2:40PM  
Friday: 8:10AM-2:40PM

School starts at 8:10AM for 3rd-5th graders and 8:30AM for TK-2nd graders every day. Students will be marked tardy for school after 8:10AM or 8:30AM respectively. On Tuesdays, faculty meetings are held and school is dismissed at 1:30PM for all students.

### **Hours of Operation**

The campus opens each day at 7:00AM and closes at 6:00 pm. The office closes at 4:00PM. Students may **not** be on campus before 7:00AM or more than fifteen (15) minutes after dismissal. Students who are enrolled in the After School Program are permitted to be on campus after school only under the supervision of After School staff.

## School Calendar

### August 2025

August 8: Welcome Day!  
August 11: First Day of School  
August 15: Assembly  
August 20: Cafecito with the Principal  
August 26: Back to School Night  
August 25-28: iReady Diagnostic #1  
August 29: Labor Day (No School)

### September 2025

September 1: Labor Day (No School)  
September 2: Minimum Day (12:35 dismissal)  
September 5: Assembly  
September 9: Cafecito with the Principal  
September 26: Staff Development (No School)

### October 2025

October 2: Yom Kippur (No School)  
October 3: Assembly  
October 7: Minimum Day (12:35 dismissal)  
October 14: Cafecito with the Principal  
October 14: Family Learning Night  
October 31: Fall Cultural Festival

### November 2025

November 4: Minimum Day (12:35 dismissal)  
November 4: Cafecito with the Principal  
November 7: Assembly  
November 7: End of Trimester 1  
November 11: Veterans' Day (No School)  
November 18: Celebration of Learning  
November 20-21: Parent/Teacher Conferences (No School)  
November 24-28: Thanksgiving Break (No School)

### December 2025

December 2: Minimum Day (12:35 dismissal)  
December 1-5: iReady Diagnostic #2  
December 5: Assembly  
December 9: Cafecito with the Principal  
December 12: Winter Celebration  
December 12: Minimum Day (12:35 dismissal)  
December 15-January 2: Winter Break (No School)

### January 2026

January 5: School Recommences  
January 6: Minimum Day (12:35 dismissal)  
January 13: Cafecito with the Principal PAC/ELAC meeting  
January 19: Dr. Martin Luther King, Jr. Holiday (No School)

### February 2026

February 3: Minimum Day (12:35 dismissal)  
February 10: Cafecito with the Principal

February 13: Staff Development (No School)  
February 16: Presidents' Day (No School)  
February 24: Family Learning Night

### March 2026

March 3: Minimum Day (12:35 dismissal)  
March 2-6: iReady Diagnostic #3  
March 6: End of Trimester 2  
March 12-13: Parent/Teacher Conferences (No School)  
March 17: Celebration of Learning  
March 17: Cafecito with the Principal PAC/ELAC meeting  
March 20: Eid al-Fitr (No School)  
March 21: Fun Run  
March 27: Cesar Chavez Day of Service  
March 30-April 3: Spring Break (No School)

### April 2026

April 7: Minimum Day (12:35 Dismissal)  
April 14: Cafecito with the Principal  
April 20-23: Environmental Week  
April 24: Staff Development (No School)  
April 28: Family Learning Night

### May 2026

May 5: Minimum Day (12:35 dismissal)  
May 4-15: CAASPP/CAA for ELA and Math  
May 19: Cafecito with the Principal  
May 25: Memorial Day (No School)  
May 30: Festival de las Américas

### June 2026

June 5: Culmination Event  
June 5: Last Day of School

\*Dates are subject to change

## Drop Off and Pick Up Procedures

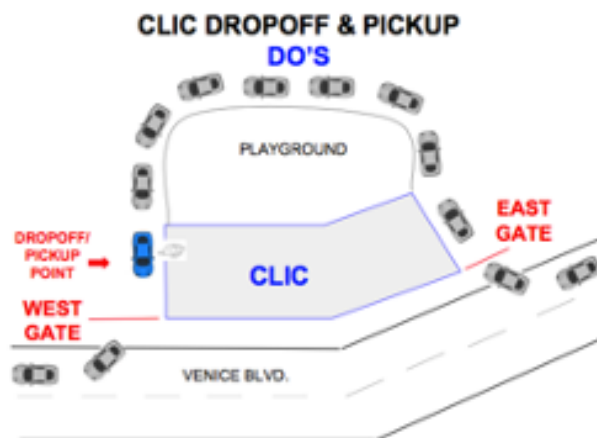
The objective for CLIC's drop off and pick up procedures are to keep children, families and staff safe at all times. In order for the carpool lane to function efficiently and with minimum potential hazards, caregivers must follow the following procedures:

### Walking your Child in to School

- Park in the neighborhood and walk to campus. Use the Main Pedestrian Entrance to enter campus, DO NOT use the driveway.
- DO NOT park in the red zone in front of the school.
- DO NOT block or park in the main driveway entrance or the east gate (carpool entrance).

### Carpool Procedures

- Enter the carpool lane turning Right using the East gate (gate closest to 6<sup>th</sup> Avenue).
  - DO NOT make a Left turn from Venice Blvd.
  - DO NOT drive in the bike lane to enter campus.
  - DO NOT block the driveway if gates are still closed. If you arrive early, you will need to drive around the block until the gates open.



- Keep your child/children in the car until you reach the Drop-off/Pick-up point (see diagram above).
- Keep your "CLIC CARLINE" card on your dashboard at all times. This will allow staff to move the carline efficiently.
  - DO NOT park on campus during carpool hours.
  - If you are picking students up early that normally stay for an afterschool program, you MUST notify the office at least 30 minutes prior to dismissal so that students are ready for the carline.
  - If you are picking students up early (siblings with later dismissal) you will need to park in the neighborhood and walk to the main pedestrian gate and sign the student out with the front office.
  - DO NOT request early dismissal students when you enter the carline. You will be asked to leave the carline and park in the neighborhood.
- Always be courteous, safe and follow the instructions of staff members.
  - Exit campus by turning Right onto Venice Blvd.

### **School Dismissal Changes**

If your child will be going home with someone other than legal guardians, they will only be released to those listed as authorized pick-ups (non-emergency situations) and emergency contacts. Those listed as authorized pick-ups and emergency contacts will be required to provide picture identification.

During an Emergency: Children will only be released to legal guardians and emergency contacts. Picture identification will be required.

### **Early Pick-Up**

**Education Code 48260:** “(a) A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.”

When requesting to pick-up your child(ren) before the end of the school day, please keep the following in mind:

- Only individuals listed as legal guardians, emergency contacts or authorized pick-up will be allowed to take your child home.
  - Individuals must provide a picture ID
  - Please contact the main office if someone other than yourself will pick-up your child early from school.
- Call the office 10 minutes prior to your arrival to CLIC so that we have your child ready to go when you arrive (it will take your child time to gather his/her belongings, especially if you pick them up during their recess, lunch or P.E.).
- Early dismissal students will not be dismissed along with students being picked up through carpool.
  - You will need to enter the main office and sign your child out
- Students will not be dismissed during the last 30 minutes of the school day unless you provide written proof of an event that qualifies as an “excused absence” based on New LA’s Attendance Policy (see page 75).

### **SchoolPass**

All student dismissal changes must be made on SchoolPass before 1:00 pm by the legal guardian. The following changes include:

- Moving your child to “carpool” – for students who are signed up to an after-school program (Vineyard, SouthSeas or Think Together) but will be picked up at dismissal.
  - Please note that you will need to inform the after-school program that your child will not attend.
- Moving your child to another carpool - your child will go home with another CLIC parent.

## **FAMILY AND CAREGIVER INVOLVEMENT**

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

### **Visitors and Volunteers**

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

### **Supervision at Evening Events**

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

### **Parent and Family Engagement Policy**

CLIC aims to provide all students in our school a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). CLIC 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 CLIC's complete Policy is available upon request in the main office.

### **CLIC Caregiver Groups**

CLIC Parent Advisory Committee (PAC): The CLIC PAC is open to all parents and meets three times in the Spring to provide feedback on the school's LCAP. Additionally, the English Learner Parent Advisory Committee (EL-PAC) provides feedback specifically on issues pertaining to English Learners.

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

PAC Association: The PAC Association is responsible for supporting the school with regard to the daily tasks of ensuring the school's optimal functioning and growth. The PAC Association is made up of the principal, caregivers, and teachers. Much like a Booster Club, PAC Association meets regularly to organize parents to help

support the school. These efforts will include fundraising efforts, school spirit events and fostering caregiver and community engagement.

### **Expectations of Parents/Guardians/Family Members (Caregivers)**

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

### **Home/School Partnership**

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

Here are the ways you can partner with CLIC this year:

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

*Please note:* Charter schools are prohibited from requiring a caregiver to perform volunteer service as a condition of their child's admission, continued enrollment, and/or participation in the school's educational activities, or otherwise discriminating against a student because their caregiver cannot, has not, or will not provide voluntary service to the school. While caregiver involvement is a critical key to student success, no student would ever be punished or lose their place at a school based on a caregiver's volunteer hours.

### **New LA Diversity, Equity, Inclusion, and Justice Commitment**

At New LA Charter Schools, We strive for educational freedom for all students, especially students of color as we acknowledge historical inequality in accessibility to purposeful, meaningful, education for marginalized students. We acknowledge that education can be a tool for oppression or liberation, and work to make sure education at New LA is liberatory. We believe that it is our priority to provide a space where students, staff, and families can

safely show up as their full selves and where all pieces of their identity are valued, meaning they don't have to lose or deny any element of their identity or culture to achieve success. We believe that it is our responsibility to be critically conscious, acknowledge systems of inequity at work, and respond to disrupt those systems.

We commit to...

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

## Instructional Program

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### Parents' Right to Know

The Every Student Succeeds Act (“ESSA”) requires that, upon request, caregivers be notified of the professional qualifications of their child’s teacher including:

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

A caregiver may also request information regarding the professional qualifications of a teacher assistant who provides services to their child.

For questions about this document or to make a request, please contact the main office at 323-737-3013 or [xlira@newlosangeles.org](mailto:xlira@newlosangeles.org)

### Curriculum Overview

City Language Immersion Charter is a school grounded in dual-immersion and constructivist theory. Our commitment to constructivism and problem-based learning resides in our belief that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students’ lives and the diverse experiences they bring with them to school. Our integrated curriculum allows teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction, as necessary.

The Spanish Dual Immersion Program is designed to develop full bilingualism in both Spanish and English. English-speaking students and native Spanish speakers are taught together using both Spanish and English instruction to develop bilingual academic fluency. The program aims to:

- Develop bilingual proficiency and literacy in Spanish and English
- Promote academic achievement at or above grade level in both languages
- Foster positive cross-cultural attitudes in addition to increasing intercultural understandings
- Increase cognitive ability and intellectual flexibility

Dual language immersion, also known as Two-Way immersion, brings together native speakers of a “target” language, in this case Spanish, with native speakers of English, in the same classroom. The program begins in kindergarten and continues through fifth grade. The amount of English-language instruction increases as children progress through the grades. In kindergarten, 90% of the instruction is in Spanish and 10% is in English. Each year, the amount of English instruction increases by 10%. English-language instruction for this model typically reaches 50 percent by fifth grade. Parents do not need to be bilingual for their children to succeed in a dual-immersion program, and enrollment in such a program is always voluntary.

### Spanish/English Language Instruction per grade level

- TK/Kinder 90%/10%
- 1<sup>st</sup> Grade 80%/20%
- 2<sup>nd</sup> Grade 70%/30%
- 3<sup>rd</sup> Grade 60%/40%
- 4<sup>th</sup> Grade 50%/50%
- 5<sup>th</sup> Grade 50%/50%

### Animal Dissections

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

### LAUSD School for Advanced Studies Applications

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

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

### Independent Study

In the event of illness or other qualifying long-term absence, independent study arrangements should be approved and coordinated through the front office. The full Independent Study Policy is available upon request from the front office.

## ACADEMIC EXPECTATIONS AND SUPPORTS

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

### Progress Reporting and Grading Scale

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

- E—Excelling at standards
- M—Meeting standards
- A—Approaching standards
- D—Does not meet standards

Additionally, CLIC’s focus is not just on grades but we are here to help your child learn how to be an excellent student. Our expectation is that you will work with us in supporting your student to:

- Take responsibility for their personal belongings, behavior, attendance, punctuality, and ability to work with others in-group situations.
- Take responsibility for classwork and homework assignments- submitting them in a timely manner and communicating to the teacher when they need extra time, support, assistance, etc. with their work.
- Self-advocate by speaking respectfully and directly to teachers when they have problems/concerns that need to be addressed.
- Be compassionate, respectful, and supportive to peers in the class that are working on their own academic, social, and emotional growth areas. Part of their growth as students is to contribute to the overall classroom and school community by accepting and embracing others across lines of difference.

### **Student Retention**

It is the school’s intent to meet the academic needs of all students throughout the school year with on-going intervention support. Social/emotional needs will be met through social/emotional curriculum implemented in the classroom. The decision to retain a student will involve a series of collaborative meetings with the teacher, grade level leaders, assistant principal, principal, and the student’s caregivers. The decision will be up to the caregiver. Factors impacting this decision will include: grades, test scores, teacher feedback, student retention history, age, emotional maturity, physical maturity, RSP, and support provided during the year.

#### Retention Process

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

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

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

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

### **Student Support and Progress Team (SSPT) Process**

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

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

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

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

### **TK Promotion Policy**

It is the school's intent to meet students' needs for a challenging academic environment in all grade levels. Some transitional kindergarten students master the kindergarten curriculum in just one year rather than the typical two-year TK program and may be eligible for promotion to 1st Grade at the end of the year. It is important to note that this is a rare occurrence. Factors impacting this decision will include: grades, test scores, teacher feedback, age, emotional maturity, physical maturity, RSP, and supports provided during the year. The policy and procedures used to promote a student from Transitional Kindergarten directly to 1st grade are the same as the process described above to retain a student. However the decision to promote lies with the school not the caregiver, however if the school wants to promote the caregiver can refuse.

### **Homework/Home Connection Activities**

City Language Immersion Charter does not assign traditional homework in grades Tk-2nd. We assign homework minimally in grades 3rd-5th. We believe that young children should have time outside the school day to play, participate in extracurricular activities, and be kids. Students work very hard during the day and should be sure to stimulate their brains outside the classroom in a variety of ways. CLIC does not believe that this can be accomplished through traditional homework. We do expect learning to continue at home and will support families in facilitating home connection learning activities including but not limited to the following:

- Daily reading
- Math games
- Counting
- Family conversations about learning
- Projects
- Skills practice

### 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 caregivers, 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.

## **STUDENT HEALTH & SAFETY**

### Availability of Health Insurance

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

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

[http://hbex.coveredca.com/toolkit/PDFs/ALL\\_IN\\_Flyer\\_EnrollGetCareRenew\\_CC.pdf](http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf)

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

### Panorama Stakeholder Engagement Survey

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

### Mental Health Services

CLIC 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 CLIC and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

At CLIC we believe in teaching students with a holistic approach. This requires looking at the whole child and may include addressing mental health concerns as a means to understanding behavior or academic needs. We want all students to feel supported socially and emotionally at school and beyond.

#### Available on Campus:

- School-based counseling services – At CLIC we have a partnership with Her Healing Counseling. Her Healing therapists see students once a week in one-on-one sessions or in small groups. Families who are interested in counseling are encouraged to contact the Assistant Principal by calling the office at 323-737-3013. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Director of Special Education at 323-737-3013 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the main office at 323-737-3013.

#### Available in the Community:

- Didi Hirsch, 888-807-7250
- The Maple Counseling Center, 310-247-4900
- Children’s Institute Inc., 213-385-5100
- Southern California Counseling Center, 323-937-1344
- Amanecer Community Counseling Center, 213-481-7464
- Ness Counseling Center, 310-360-8512
- Los Angeles Unified School Mental Health, 323-730-1920 x5005

#### Available Nationally:

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

#### **Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

#### **Physical Examinations and Right to Refuse**

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

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

### Illness

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

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

### Immunizations

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12<sup>th</sup> grade and all students advancing to 7<sup>th</sup> grade before entry. Any student who does not have a complete vaccination record or whose vaccines are overdue will be excluded from attendance resulting in unexcused absences which will count toward truancies. For more information on the required immunizations and recommended schedules go to

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/School/shotsforschool.aspx>.

### Unconditional Admission

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

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

### Conditional Admissions

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

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

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

- Review records of any pupil admitted conditionally at least every 30 days from the date of admission,

- Inform the parent or guardian of the remaining required vaccine doses until all required immunizations are received or an exemption is filed, and
- Update the immunization information in the pupil's record.

## Injuries

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

## No Tobacco and No Controlled Substances

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

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

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

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

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

## Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must submit a "REQUEST FOR MEDICATION TO BE TAKEN DURING SCHOOL HOURS" form completed by the physician and bring the medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases

where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised. If your child takes medication regularly during non-school hours, you should leave a short-term supply in the office in the event that your child needs to take it in an emergency. Please fill out the Medication Request Form and label it in red "For Emergency Use Only."

### **Transportation Safety**

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

### **School Safety Plan**

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

### **Human Trafficking Prevention**

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

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

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

## **Behavioral Expectations & Student Discipline**

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A critical component of being a member of our school community is adhering to the high behavioral expectations City Language Immersion Charter has established in order to create an atmosphere of academic excellence, as well as social and emotional safety.

Incorporating our Community values into all aspects of our lives includes ensuring that City Language Immersion Charter students are accountable to themselves, their peers, and their school community.

City Language Immersion Charter is a physically, cognitively, and emotionally safe learning environment. Inherent in all aspects of our curriculum is a commitment to creating and maintaining a school culture that embodies the following community values, which students will discuss and explore at school:

*Commitment, communication, creativity, empathy, hard work, honesty, integrity, perseverance, respect, and responsibility.*

### Academic Integrity

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

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

The following are possible consequences for Academic Integrity poor choices:

- Parent notification
- Loss of privileges
- Record of infraction on progress report

### Expectations for Students

Students at New LA will:

- Have a positive attitude;
- Demonstrate ownership and self-responsibility through community engagement;
- Respect themselves and others;
- Take advantage of the opportunities presented at New LA and explore their passions for learning;
- Be safe on campus and promote a safe learning environment for others.

### Support for Students

The purpose of the New LA Respect for Self and Others Agreement is to support students to make meaningful and positive contributions to their school and community through their personal choices. Students receive the following support to help them make good choices and understand the expectations at New LA Charter:

- Morning meeting
  - *Respect for Self and Others Agreement* is discussed in class
  - Students participate in discussions and activities to clarify expectations throughout the year
  - Students will participate in community-building activities including restorative and practices
- Mindfulness
- Second Step Social Emotional Learning Curriculum
- Bullying and Harassment Education
- Online Safety and Digital Footprint Training

### Safe Campus/Zero Tolerance

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

- Possession, sale or otherwise furnishing a firearm, explosive or other destructive device

- Brandishing a knife
- Selling controlled substances
- Committing or attempting to commit sexual assault or battery

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

### Hate Speech and Hate Crime Policy

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

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

1. Stop the harmful behavior
2. Ensure the physical and psychological safety of those impacted by the act/incident
  - Provide a safe physical place for each individual by separating students, and if appropriate everyone involved
  - Maintain privacy and confidentiality.
  - The emergency response team (principal and assistant principal of each site) will be activated immediately when warranted
  - Let all individuals involved know they are cared for; wisdom, firmness, and understanding should be utilized, centering on the victim's comfort first
  - Address the offending individual with a calm firmness that sets the foundation for restorative practices
3. Denounce the act clearly, directly, and as immediately as possible
  - A clear and direct message should be given to all people involved as soon as possible. This will include the following language and main points:
    - Name the behavior and state that it is unacceptable
    - Explain why the behavior is unacceptable by discussing why acts of hate, racism, and discrimination are wrong. Emphasize: "Our school stands for the safety and inclusion of all students."
    - Explain there will be follow up and an investigation of what happened
    - Communicate that staff and administrators will work together and create a plan to make all feel safe and begin repairing the school community
    - Empower the bystanders with appreciation if they were supportive to the student who was harmed or with information about how to act in the future
4. Report the incident to an administrator if they were not immediately activated
  - At New LA Schools, hate speech is always a referral to administration
  - The timeliness of reporting an incident is of the utmost importance to not only the investigation of the incident, but to address the needs of those harmed
  - When you become aware of an incident:

- If a student's response to the incident requires immediate separation, call for administration to resort to where the incident took place
- If it makes more sense, separate the student that was harmed, and report the incident to administration at the end of that period

#### 5. Investigate the incident

- All investigations may include interviewing involved parties, obtaining and reviewing evidence and gathering written statements
- Administrators will meet with all individuals involved that have witnessed or responded to the incident to determine the impact and use a restorative practice framework as part of the investigation process
- Both the offender(s), victim(s) and their families will be invited to and prepared for participation in restorative circles when appropriate
- Building administrator(s) are responsible for determining the outcomes of the investigation, whether or not they are confirmed or unfounded

#### 6. Create an action plan that supports all affected individuals

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

#### 7. Provide clear and timely communication

- To bring closure to the immediate incident and lay a foundation for next steps, clear and timely communication to stakeholders is essential
- Guidelines for communication:
  - Determine who is the target audience of the communication
  - Create a unified, coherent message to share with all affected members of the school community
  - Administrators will:

- Collaborate with a diverse group of staff when developing community correspondence to ensure clarity of message; prepare for this collaboration in advance by having networks that include the different targeted groups referenced throughout this protocol
- Communicate with stakeholders. In communicating with stakeholders, focus on communicating the District’s commitment to equity, affirming student identity, safety, repairing harm, and community.

### **Behavioral Consequences [NOT including Suspension or Expulsion]**

CLIC teachers and staff may assign a variety of consequences for behavioral infractions and violation of school rules, based on the nature and severity of the offense. These consequences may include:

1. Phone call/email/letter home
2. Written reflection
3. Parent/teacher conference
4. Behavioral contract
5. Loss of privileges (social events, field trips)
6. Saturday School
7. Conflict mediation
8. Discussion circle
9. After School detention [at the discretion of the teacher and not to exceed one (1) hour after the end of the regular school day.

### **Restorative Practices at New LA Schools**

At New Los Angeles Schools we use Restorative Practices to build and sustain a culture of kindness, respect, responsibility, and justice. This is achieved through emphasizing the importance of relationships, building community, maintaining safety, and repairing relationships when harm has occurred. We work to ensure that those harmed have a voice and are able to rebuild their sense of safety while holding the person who caused harm accountable and implementing logical consequences.

When students cause harm including but not limited to:

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

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

- Required reflection about the impact of the harm they caused
- One to one Teacher student conversations and reminders of agreements

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

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

- Restorative practices include responding to each situation specifically. This means that choices will be made depending on the details of every situation, but will always prioritize ensuring that those harmed are supported and that the person who caused the harm does the heavy lifting when it comes to reflecting and taking action to repair the harm through a logical consequence and reenter safely into our community.

### Suspension and Expulsion

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

## STUDENT POLICIES AND PROCEDURES

### Nutritional Guidelines

New LA is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students in grades TK-5 will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages served at school meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school provides nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services. New LA does not allow non-nutritional snacks (candy, soda, hot chips) unless provided by the school for a special event. **Parents/guardians are strongly encouraged to support the Charter School's nutrition education efforts by considering nutritional quality when selecting any snack or lunch they provide.**

Additionally, we ask that families do not bring lunch to students from fast food restaurants in the middle of the day. This is in violation of our healthy food policy and it causes a distraction for the other students.

### **National School Lunch Program: Free and Reduced-Price Meals**

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

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

### **Personal Electronic Devices**

The goal of the New LA Electronic Devices Expectations is to ensure that students are present and focused while at school and are safe online. New LA Students will:

- Turn off all personal electronic devices upon entering the school and place them in the backpack;
- Use electronic devices for instructional purposes with teacher approval and supervision;
- Not photograph or videotape someone without their consent.

Personal electronic devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a personal electronic device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a personal electronic device is necessary for the health or well-being of the student.
- When the possession or use of a personal electronic device is required in a student's individualized education program ("IEP").

Students who choose to use electronic devices at times or in ways not in compliance with what is listed above will be given a warning. If the student still does not comply they will be required to turn them in to CLIC staff. Caregivers must arrange an appointment with the assistant principal to discuss the situation and retrieve the electronic devices.

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

### **Lost or Damaged School Property**

If a student willfully damages New LA's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or

guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

### **Student Fundraising**

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

- Students wishing to sell items or solicit donations must first seek approval from the Assistant Principal.
- Students may not sell items for personal gain, including food, school supplies or other goods.
- School sponsored organizations (Student Council, Parent Booster Club) may organize student sales and fundraisers in collaboration with teachers/advisors and administrators.

### **School Socials/Community Events**

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

### **Birthdays**

The goal of the New LA Birthday policy is to ensure that all students are celebrated in an equitable way and so the instructional day is not significantly impacted. CLIC recognizes that birthdays are an exciting time in the lives of a young child while at the same time valuing the time spent in school as time reserved for academics.

New LA will celebrate students on their birthday in a variety of ways, some possibilities are listed below:

- Special recognition at school-wide assemblies;
- Sticker, crown or other identifying object;
- Special duties in the classroom;
- Card signed by their whole class;
- Line leader for the day;
- Option to choose an activity for the whole class

At CLIC we will celebrate all birthdays for a month together. Families may drop off a treat for the class to share and should connect directly with the classroom teacher to coordinate.

If a student is having a birthday party outside of school and will be inviting classmates we request that invitations not be distributed at school unless the entire class is invited.

### **Toys and Personal Belongings**

The goal of the Toy and Personal Belonging Policy is to ensure that students are focused on their learning activities while at school. CLIC students are not permitted to bring toys, Pokemon cards, slime, balls or any other items that are not necessary for the day's learning activities unless expressly permitted by school staff.

Students who bring unapproved toys or play items will be required to turn them in to New LA staff. Parents must arrange an appointment with the assistant principal to discuss the situation and retrieve the items, toys will not be returned directly to the student.

In the event that a personal item brought to school becomes lost or damaged the school is not responsible for the item.

### Education of Homeless Children and Youth

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

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

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

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

Rosa Manzo  
Assistant Principal  
4001 Venice Blvd., Los Angeles, CA 90019  
323-737-3013  
[rmanzo@newlosangeles.org](mailto:rmanzo@newlosangeles.org)

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

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at New LA.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by New LA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, New LA's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. New LA Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from New LA Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

### **Special Education /Students with Disabilities**

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

Pursuant to the IDEA and relevant state law, New LA is responsible for identifying, locating, and evaluating children enrolled at New LA with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. New LA shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Special Education and Student Services at 323-556-9500.

#### Section 504

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

#### Education of Foster and Mobile Youth

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

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

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

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

Rosa Manzo  
Assistant Principal  
4001 Venice Blvd., Los Angeles, CA 90019  
[rmanzo@newlosangeles.org](mailto:rmanzo@newlosangeles.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:** New LA will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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

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

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

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

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

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

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

In accordance with New LA’s Educational Records and Student Information Policy, under limited circumstances, New LA may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

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

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

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

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

### **Student Records, including Records Challenges and Directory Information**

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

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

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

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

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

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

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

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

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

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

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

FERPA permits the disclosure of PII from 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 New LA to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

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

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

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. The most recent educational agency or institution attended
13. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want New LA to disclose directory information from your child's education records without your prior written consent, you must notify New LA in writing at the time of enrollment or re-enrollment. Please notify the Principal. A copy of the complete Policy is available upon request at the main office.

#### **Uniform Complaint Procedure ("UCP")**

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

#### **Scope:**

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

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;

- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

- (3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
  - d. If Charter School finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
- (5) Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

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

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

### Compliance Officer

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

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

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

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

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

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

1. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's Decision is inconsistent with the law.
5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

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

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

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

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

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

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

### **Involuntary Removal Process**

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

student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

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

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

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

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

# **APPENDIX – COMPLETE POLICIES**

## **PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY**

Adopted/Ratified: August 1, 2020

Revision Date: August 1, 2020

### **Employee Code of Conduct**

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

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

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

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

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

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

### Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

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

### Duty to Report Suspected Misconduct

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

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

*Unacceptable Staff/Student Behaviors (Violations of this Policy)*

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

*Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission*

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

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

*Cautionary Staff/Student Behaviors*

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

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

*Acceptable and Recommended Staff/Student Behaviors*

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

## **SUICIDE PREVENTION POLICY**

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

In compliance with Education Code section 215, this policy has been developed in consultation with New LA and community stakeholders, New LA school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, the county mental health plan, first responders, and community organizations to identify additional resources to ensure this policy is aligned and includes similar research and resources, as well as to assist in planning, implementing, evaluating, and updating the New LA’s strategies for suicide prevention and intervention. New LA shall work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. To ensure the policies regarding suicide prevention are properly adopted, implemented, updated, and easily accessible to all. New LA shall appoint an individual (or team) to serve as the suicide prevention point of contact for New LA. The suicide prevention point of contact for New LA and the CEO shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least every five (5) years in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, New LA created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students. The SPCT includes the following individuals:

1. Brooke Rios, CEO
2. Kate O’Brien, Chief of Schools
3. Xochitl Lira, Chief Operations Officer
4. Terrence Wright, New LA Middle School Principal
5. Jenna Rosenberg, New LA Elementary School Principal
6. Rebecca Heneise, CLIC Principal
7. Christiana Cobb-Dozier, School Counselor

To ensure the SPCT reflects the student body’s perspective, New LA has designated the following volunteer student representatives to provide consultative insights:

1. Eighth Grade, Student Representative

New LA designates the following employees to act as the primary and secondary Suicide Prevention Liaisons to lead the SPCT:

- Primary Liaison: Kate O'Brien, Chief of Schools, [kobrien@newlosangeles.org](mailto:kobrien@newlosangeles.org), 323-939-6400
- Secondary Liaison: Xochitl Lira, COO, [xlira@newlosangeles.org](mailto:xlira@newlosangeles.org), 323-939-6400

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the school website;
- Ensure compliance with Education Code section 215;
- Collaborate with community mental health organizations;
- Identify resources and agencies that provide evidence-based or evidence-informed treatment;
- Help inform and build skills among law enforcement and other relevant partners; and
- Collaborate to build community response.

### **Employee Qualifications and Scope of Services**

Employees of New LA shall 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, screen and assess and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

### **Suicide Awareness and Prevention Training for School Staff**

New LA, along with its partners, has carefully reviewed available staff training to ensure the curriculum is evidence-based, evidenced informed, aligned with best practices in suicide prevention, and promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training and professional development shall be provided for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool program staff).

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists, social workers, or nurses) who have received advanced training specific to suicide prevention. Charter School has collaborated with Her Healing, Share and Care and Safe Schools to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.
3. Charter School shall ensure that training is available for new hires during the school year.
4. At least annually, all staff shall receive training on prevention and protective factors such as the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention). Core components of the general suicide prevention training shall include:
  - a. How to identify youth who may be at risk for suicide including suicide risk factors, warning signs, and protective factors.
  - b. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or having thoughts of suicide including skill building to ask directly about suicide thoughts.
  - c. Charter-approved procedures for responding to suicide risk (including programs and services in a Multi-tiered System of Support (MTSS) and referral protocols). Such procedures will emphasize the student should be under constant supervision and immediately referred for a suicide risk assessment.
  - d. Charter-approved procedures identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
6. **In addition to** core components of suicide prevention, ongoing annual staff professional development for all staff shall include the following components:
  - a. The impact of traumatic stress on emotional and mental health.
  - b. Common misconceptions about suicide.
  - c. Charter School and community mental health and suicide prevention resources.
  - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
  - e. Ways to identify youth who may be at risk of suicide including suicide warning signs, risk, and protective factors.
  - f. Appropriate ways to approach, interact, and respond to a youth who is demonstrating emotional distress or is having thoughts of suicide. Specifically, how to talk with a student about their thoughts of suicide, including skill building to ask directly about suicide thoughts and warm handoffs.

- g. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures will emphasize that the student should be constantly supervised until a suicide risk assessment is completed.
- h. Charter School-approved procedures for identifying the role educators, school staff, and volunteers play in supporting youth and staff after a suicide or suicide death or attempt (postvention).
- i. 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.

**Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

## **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

## **Parents, Guardians, and Caregivers Notification, Participation and Education**

1. New LA includes parents/guardians/caregivers in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the New LA Web page and included in the parent/student handbook. Parents/guardians/caregivers are invited to provide input on the development, review, and implementation of this policy.
3. New LA shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. New LA shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
5. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
6. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
7. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

- a. Suicide risk factors, warning signs, and protective factors.
  - b. How to approach and talk with their child(ren) about thoughts of suicide.
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any child/youth judged to be at risk for suicide and referral for an immediate suicide risk assessment.
  - d. Charter School's referral processes and how they or their children can reach out for help, etc.
8. Parent/guardians are provided with information on suicide prevention resources including crisis hotlines, local warmlines, and school and community-based supports and crisis resources including the National Suicide Prevention Lifeline, Crisis text line, and local crisis hotlines and includes information that hotlines/resources are not just for crisis but also for friends/family and referral.
  9. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

### **Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, New LA along with its partners has carefully reviewed and will continue to review potential student curricula to ensure it includes information on recognizing and responding to signs and symptoms (within themselves and friends), learning coping skills, encourage help-seeking behavior and being knowledgeable of supports and resources.

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

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

New LA provides instruction to middle and high school students on general mental health and suicide prevention. The Charter School's instructional curriculum shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. The instruction is provided under the supervision of Charter School employed mental health professionals, with input from county and community mental health agencies, and middle and high school students. The instruction is developmentally appropriate, student-centered, and includes:

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

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education). New LA maintains a list of current student trainings, which is available upon request.

New LA has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

New LA supports the creation and implementation of programs and/or activities on campus that increase awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs).

Charter School will include the following information on all student identification cards:

1.
  - National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
    - Call or Text "988"
    - Call 1-800-273-8255
  - National Domestic Violence Hotline: Call 1-800-799-7233
  - Crisis Text Line: Text "HOME" to 741741
  - Teen Line: Text "TEEN" to 839863
  - Trevor Project: Text "START" to 678678
  - Trans Lifeline: 1-877-565-8860
  - Local suicide prevention hotline telephone number
2. In addition to listing the above resources on student identification cards, Charter School shall include the following language: *"If you or someone you know is struggling emotionally or having trouble coping, there is help. Students in distress or those who just want to talk about their problems, can call or text the phone numbers listed here for free, confidential support."*

New LA shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to

notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

### **Intervention and Emergency Procedures**

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

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

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

#### ***A. Action Plan for Suicide Attempts on Campus or During School-Sponsored Activity***

New LA shall implement the following response protocol for suicide attempts during the school day.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. providing immediate first aid as needed, until a medical professional is available.
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened and report any medications taken, and access to weapons, if applicable.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
  - e. Moving all other students out of the immediate area.
  - f. Not sending the student away or leaving him/her alone, even to go to the restroom.
  - g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
  - h. Promising privacy and help, but not promising confidentiality.

- i. Students should only be released to parents/guardians/caregivers/families or to a person who is qualified and trained to provide help.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**
4. After a referral is made, New LA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow up care is still not provided, New LA should consider contacting Child Protective Services to report neglect of youth.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at New LA.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

### ***B. Action Plan for Off Campus Suicide Attempts***

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

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

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like New LA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

### **Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in New LA activities to notify a teacher, the CEO another New LA administrator, psychologist, New LA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. New LA shall implement the following steps during or after a crisis:

1. Treat every threat with seriousness and approach with a calm manner; make the student a priority.
2. Listen actively and non-judgmentally to the student. Let the student express their feelings.
3. Acknowledge the feelings and do not argue with the student.
4. Offer hope and let the student know they are safe, and that help is available. Do not promise confidentiality or cause stress.
5. Explain calmly and get the student to a skilled mental health professional or designated staff to further support the student.
6. Keep close contact with the parents/guardians/caregivers/families and mental health professionals working with the student.

### **Re-Entry to School After a Suicide Attempt**

A student who has verbalized ideation 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.

New LA shall implement the following steps upon the student’s re-entry:

1. The Principal shall obtain a written release of information signed by parents/guardians/caregivers/families and providers.
2. School mental health professionals shall confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
3. School-based mental health professionals shall confer with the student and parents/guardians/caregivers/families to develop a safety plan.
4. School- based mental health professionals shall inform the student’s teachers about possible days of absences.
5. Teachers and administrators shall allow accommodations for student to make up work (understanding that missed assignments may add stress to student).
6. Mental health professionals or trusted staff members shall maintain ongoing contact to monitor student’s actions and mood.
7. School-based mental health professionals shall work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
8. School-based mental health professionals shall provide parent’s/guardians/caregivers/ families local emergency numbers for after school and weekend emergency contacts.

**Messaging About Suicide Prevention**

New LA along with its partners shall:

1. Thoroughly and regularly review with its partners, all materials and resources used in awareness efforts to ensure they align with best practices for safe and effective messaging about suicide.
2. Ensure that all communications, documents, materials related to messaging about suicide focus on warning signs as well as risk, prevention, and protective factors, avoid discussing details about methods of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p><b>“Died by suicide”</b> or <b>“Took their own life”</b></p>	<p><b>“Committed suicide”</b> <b>Note:</b> Use of the word “commit” can imply crime/sin</p>
<p><b>“Attempted suicide”</b></p>	<p><b>“Successful” or “unsuccessful”</b> <b>Note:</b> There is no success, or lack of success, when dealing with suicide</p>

3. Provide suicide prevention resources in parent/student handbooks and on school-issued identification cards for staff and students, on school websites, and during any mental health or suicide prevention skill-building activity for students or parents/families and professional development for staff.

### **Responding After a Suicide Death (Postvention)**

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

The suicide prevention liaison shall:

1. Coordinate with the CEO or Designee to conduct an initial meeting of the Suicide Prevention Crisis Team to:
  - a. Confirm death and cause.
  - b. Identify a staff member to contact deceased's family (within 24 hours).
  - c. Enact the Suicide Postvention Response.
  - d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death.
  - b. Emotional support and resources available to staff.
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review signs of emotional distress and suicide ideation.
  - b. Review of protocols for referring students for support/assessment.
  - c. Develop and provide supports to staff in responding to student reactions.
  - d. Talking points for staff to notify students.
  - e. Share school and community-based resources available to students (on and off campus).
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and immediately refer them to a school-based mental health professional.
5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death and availability of support services. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
7. Consider (in consultation with the family) funeral arrangements for family and school community, such as:
  - a. If possible, suggest the funeral occur outside of school hours.
  - b. Encourage parents/guardians of students to attend funeral/memorial with their children.
  - c. Request family approval to attend and staff a table for resources to be available at the funeral, if possible, to remind students and the community of available resources.
  - d. Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
  - e. Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
9. Identify media spokesperson to cover story without the use of explicit, graphic, or dramatic content, if needed.
10. Utilize and respond to social media outlets:
  - a. Identify what platforms students are using to respond to suicide death.
  - b. Identify and encourage staff and students to monitor social media outlets.
11. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

## **TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX**

This Title IX Policy Prohibiting Discrimination on the Basis of Sex (“Policy”) contains the policies and grievance procedures of New Los Angeles Charter Schools (“New LA” or “Charter School”) to address sex discrimination, including but not limited to sexual harassment, occurring within New LA’s education program or activity.

New LA does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.<sup>1</sup>

This Policy applies to conduct occurring in New LA’s education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom New LA does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as “Title IX”) may be referred to the New LA Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

### **Definitions**

#### **Prohibited Sex Discrimination**

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by New LA.

#### **Prohibited Sexual Harassment**

Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of New LA conditioning the provision of an aid, benefit, or service of New LA on an individual’s participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to New LA’s education program or activity; or

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<sup>1</sup> New LA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through New LA.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, poking another’s body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student’s or employee’s performance more difficult because of the student’s or the employee’s sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually

- demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- o 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.
- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

**Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Formal Complaint of Sexual Harassment** means a written document filed and signed by a complainant who is participating in or attempting to participate in New LA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that New LA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in New LA's education program or activity.

**Party** means a complainant or respondent.

**Respondent** means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Supportive Measures** are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to New LA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or New LA's educational environment, or deter sexual harassment.

### **Title IX Coordinator**

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

Kate O'Brien  
Chief of Schools  
[kobrien@newlosangeles.org](mailto:kobrien@newlosangeles.org)  
323-556-9500

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

New Los Angeles Charter School  
Miriam Gonzalez  
Assistant Principal  
[mgonzalez@newlosangeles.org](mailto:mgonzalez@newlosangeles.org)  
323-939-6400

New Los Angeles Charter Elementary  
Jasmin De Main  
Assistant Principal  
[jdemain@newlosangeles.org](mailto:jdemain@newlosangeles.org)  
323-556-9500

City Language Immersion Charter  
Rosa Manzo  
Assistant Principal  
[rmanzo@newlosangeles.org](mailto:rmanzo@newlosangeles.org)  
323-373-3013

The Coordinator is responsible for coordinating New LA's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to New LA, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

### **Reporting Sex Discrimination**

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within New LA's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the 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.

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. New LA will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

**Privacy**

New LA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

**Retaliation**

New LA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

**Response to Sexual Harassment**

New LA will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

New LA's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

**Supportive Measures**

Once notified of sexual harassment or allegations of sexual harassment occurring in New LA's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, 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, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. New LA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair New LA's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

## **Grievance Procedures**

### **Scope and General Requirements**

New LA has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with New LA's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

New LA requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by New LA to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

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

New LA may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

New LA allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by New LA, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

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

### **Dismissal**

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<sup>2</sup> Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

New LA must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in New LA's education program or activity; or
- Did not occur against a person in the United States.

New LA may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by New LA;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent New LA from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable New LA policy.

### **Notice of the Allegations**

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- New LA's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that New LA prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

### **Emergency Removal**

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

New LA may remove a respondent from New LA's education program or activity on an emergency basis, in accordance with New LA's policies, provided that New LA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person 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 must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

### **Informal Resolution**

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under New LA's Title IX grievance procedures, New LA may offer an informal resolution process to the parties. New LA will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, New LA will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

### **Investigation**

In most cases, a thorough investigation will take no more than thirty (30) business days. New LA has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless New LA obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

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 from gathering and presenting 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.

Before the investigator completes the investigative report, New LA 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 to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes 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.

### **Determination of Responsibility**

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after New LA sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the 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 regarding the application of New LA's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for 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.

The determination regarding responsibility becomes final either on the date that New LA provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **Appeals**

Either party may, within five (5) business days of their receipt of New LA's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the CEO, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or New LA's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

## **Consequences**

Students or employees who engage in misconduct prohibited by this Policy, 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 New LA or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by New LA.

## **Training**

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

## **Recordkeeping**

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

- 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 complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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



**TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

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

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

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by New LA:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## **HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, New Los Angeles Charter Schools ("New LA") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

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

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom New LA does business, and all acts of New LA's Board of Directors ("Board") in enacting policies and procedures that govern New LA.

New LA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

### **Definitions**

**Harassment** means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.

- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student <sup>3</sup> or students in fear of harm to that student’s or those students’ person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student’s physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student’s academic performance.
- Causing a reasonable student to experience a substantial interference with the student’s ability to participate in or benefit from the services, activities, or privileges provided by New LA.

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

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

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
  - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a

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<sup>3</sup> “Reasonable student” is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student’s age, or for a person of the student’s age with the student’s exceptional needs.

profile using the likeness or attributes of an actual student other than the student who created the false profile.

- An act of “Cyber sexual bullying” including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

### **Bullying and Cyberbullying Prevention Procedures**

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

#### **Cyberbullying Prevention Procedures**

New LA advises students:

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

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

#### **Education**

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

New LA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive

disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

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

New LA informs New LA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### **Professional Development**

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

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

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

New LA also informs certificated employees about the groups of students determined by New LA and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

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

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

### **Complaint Procedures**

#### **Scope of the Complaint Procedures**

New LA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against

a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the New LA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

New LA will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of New LA's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of New LA's Title IX Policy and UCP is available in the handbook, online and can be requested in the main office.

### **Submitting a Report or Complaint**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal, Chief of Schools or CEO (or the Secretary of the Board if the complaint is against the CEO) as soon as possible after the incidents giving rise to the report or complaint.

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

While submission of a written report is not required, and New LA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

New LA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by New LA on a case-by-case basis.

New LA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

### **Investigation and Response**

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal it should be reported to the Chief of Schools. If a complaint is against the Chief of Schools it should be reported to the CEO. If the complaint is against the CEO, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at New LA. The designated person will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

### **Consequences**

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from New LA or termination of employment.

### **Right of Appeal**

Should a complainant find New LA's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of New LA's decision or resolution, submit a written appeal to the Chair of the New LA Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.



**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING  
COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize New LA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by New LA:**

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

## **CLASSROOM-BASED ATTENDANCE POLICY**

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

### **Definitions**

- *“Tardy”*: Students shall be classified as tardy if the student arrives after 7:50am.
- *“Unexcused Absence”*: Students shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- *“Truant”*: Students shall be classified as truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.
- *“Habitual Truant”*: Students shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *“Chronic Truant”*: Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *“School Attendance Review Team (“SART”)*”: The SART panel will be composed of The Head of Schools, Principals from Elementary and Middle School, Community Advocate and Counselor. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.
  1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  2. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
    - a. Parent/guardian to attend school with the child for one day
    - b. Student retention

- c. After school detention program
  - d. Required school counseling
  - e. Loss of field trip privileges
  - f. Loss of school store privileges
  - g. Loss of school event privileges
  - h. Mandatory Saturday school
  - i. Required remediation plan as set by the SART
  - j. Notification to the District Attorney
3. The SART panel may discuss other school placement options.
  4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

### **Excused Absences for Classroom Based Attendance**

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

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

1. Personal illness;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
  - a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the immediate family:
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - a. "Immediate family" shall be defined as mother, father, grandmother, grandfather,
  - b. spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living
  - c. in the student's household.
5. Observation of a religious holiday or ceremony.
6. Participation in religious instruction or exercises (for no more than four school days per month).
7. To permit the pupil to spend time with an immediate family member who is an active duty member of the or uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School superintendent of the school district. and for the pupil to spend time with family when the family has been deployed to a combat zone or combat support position.
8. Attendance at the pupil's naturalization ceremony to become a United States citizen.
9. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
10. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks
11. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excuse).
12. Authorization at the discretion of a school administrator, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
15. Appearance in court.
16. For the purposes of jury duty in the manner provided for by law.

### **Method of Verification**

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

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

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

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

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

### **Unexcused Absences/Truancy for Classroom Based Attendance**

Students shall be classified as truant if the student is absent from school without a valid excuse three full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee. In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school, from the date of enrollment to the current date.

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

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

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

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

### **Student Check Out**

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

### **Process for Upholding the Attendance Policy**

**First Day of School Process :** When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

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

#### **Truancy Process:**

1. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Principal or designee. The student's classroom teacher may also call home.
2. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by Principal or designee. In addition, the student's classroom teacher may also call home and/or the School may send the parent an email notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive "Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive "Truancy Letter #2 – Conference Request," and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the School will consult with a school counselor regarding the appropriateness of case management.
4. Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a "Habitual Truancy Reclassification Letter #3," and will be asked/invited to attend a meeting for parents/guardians of chronically absent students.
5. The SART panel will be composed of The Head of Schools, Principals from Elementary and Middle School, Community Advocate and Counselor. The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.
  - a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
  - b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

- i. Parent/guardian to attend school with the child for one day
  - ii. Student retention
  - iii. After school detention program
  - iv. Required school counseling
  - v. Loss of field trip privileges
  - vi. Loss of school store privileges
  - vii. Loss of school event privileges
  - viii. Required remediation plan as set by the SART
  - ix. Notification to the District Attorney
- c. The SART panel may discuss other school placement options.
  - d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known district of residence.
  7. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).

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

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

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

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

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

**Referral to Appropriate Agencies or County District Attorney:** It is the Charter School's intent to identify and remove all barriers to the student's success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the School may refer the family to appropriate school-based and/or social service agencies.

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

**Nondiscrimination:** These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

**Reports:** The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

#### **Withdrawing a Student from CLIC**

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

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

## **TRAFFIC MANAGEMENT POLICY**

As required by the City of Los Angeles, CLIC is adopting this Traffic Management Plan which provides a set of rules and requirements applicable to vehicle visits to the school. This Plan is intended to:

- Provide a safe and efficient means for dropping-off and picking-up students.
- Ensure that our drop-off and pick-up procedures minimize circulation impacts.
- Meet requirements set by the City to minimize the school's traffic impact on nearby streets.

### **Rules and Requirements of the Traffic Management Plan**

#### **1. Access**

- a. All vehicle access will be restricted to Venice Boulevard via the two driveways on the eastern and western ends of the school property. The eastern driveway will be restricted to inbound traffic only, during the drop-off and pick-up time periods. At other times, the gate to this driveway will be closed. The western driveway will allow both inbound and outbound movements by vehicles, except during drop-off and pick-up time periods, when it will be restricted to outbound movements. Parents and other visitors to the school outside of the drop-off and pick-up time periods shall use the western driveway for ingress and egress.
- b. Parents dropping off school children in the morning during the drop-off time period will enter on the eastern driveway and exit on the western driveway.
- c. Staff and faculty will enter using the western driveway.
- d. Both driveways will be restricted to right-turn in / right-turn out movements. (No left turns are permitted, either entering or exiting the school site.)
- e. No vehicle or pedestrian access will be allowed through Norton Avenue, except for emergency vehicles and trash services. The gate at Norton Avenue will remain closed and no access will be provided to students walking down Norton Avenue. Instead, students walking, biking or skateboarding to school from the north (e.g., north of Pico Boulevard) should walk south to the school's Venice Blvd. entrance using either 6<sup>th</sup> Avenue or 12<sup>th</sup> Avenue.

#### **2. Monitors**

- a. In order to ensure traffic safety, three staff members or traffic monitors will be required during the pick-up/drop-off periods, and vehicles entering or leaving the school must follow the monitors' directions.
- b. One traffic monitor will be stationed at the east driveway to facilitate vehicles entering the driveway and ensure children walking on the sidewalk can do so safely.
- c. One traffic monitor will be stationed at the west driveway to facilitate vehicle ingress and egress, ensure that conflicts are avoided, and that children walking on the sidewalk can do so safely.
- d. One traffic monitor will be stationed at the pick-up/drop-off area on-site. This monitor will ensure that children who are picked up or dropped off can safely walk between the vehicle and school building.

#### **3. Schedule**

- a. The school will operate under a 30 minute staggered schedule to reduce peak hour traffic congestion on nearby intersections and roadways.
- b. During the morning, school will start at 8:00am for grades 3-5, and at 8:30am for grades TK-2.

- c. During the afternoon, grades 3-5 will be dismissed at 2:30pm, and grades TK-2 will be dismissed at 3:00pm.
  
- d. The easterly gate on the east driveway will be closed during non-pick up/drop-off hours. During these hours, the two-way west driveway will be used only to access the parking lot.

**4. Additional Notes**

- a. The easterly gate is to be open from approximately 7:30 – 8:35am, and 2:25 – 3:20pm.
- b. Drop-offs arriving when the easterly gate is closed will park and enter and exit through the pedestrian gate.
- c. Students who arrive with siblings or via a carpool before their classes start will be accommodated.
- d. No drop-off or pick-up of students is permitted on Venice Blvd., or on Norton Avenue.
- e. Please keep in mind that the provisions of the Traffic Management Plan listed above are City requirements, and not just recommendations.
- f. See the attached Pick-up and Drop-off diagram (on page 9).
- g. No parking in the driveway.
- h. Staff and faculty may enter through the western driveway.
- i. The two-way west driveway will be used only to access the parking lot.

## **DRESS AND APPEARANCE STANDARDS POLICY**

The goal of the New Los Angeles Charter Schools (“Charter School” or “New LA” or “CLIC”) Dress and Appearance Standards is to ensure that students carry themselves in a way that is appropriate for a learning environment, appropriate to volunteer in the community or meet community leaders, and shows respect for themselves and others. In committing to the mission of our school community, caregivers and students are expected to comply with the following Policy:

### The CLIC Uniform Includes:

- Royal blue CLIC Polo Shirt, CLIC t-shirt (including those from special events);
- Long-sleeved undershirts may be worn beneath the polo);
- Safe, sturdy footwear that are appropriate for school and physical education activities;
- Students may accessorize with scarves, socks, or colored leggings;
- Hats for sun protection or warmth may be worn while outside.

### The following clothing items and accessories are prohibited:

- Earbuds or headphones (unless specifically permitted by the teacher for educational purposes);
- Any accessories that are inappropriate for a learning environment;
- Shoes that are inappropriate for the learning environment (rollies, high heels, cleats, etc);

### Free Dress Days:

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

- Safe sturdy footwear (no open toes, rollies, cleats, slip ons or high heels).
- Students must be able to participate in physical activities;
- No costumes unless it is specifically designated a costume day.
- No articles of clothing or jewelry that promote tobacco, alcohol, drugs, and other controlled substances, or advertise establishments that sell them
- No articles of clothing or jewelry which display language or images that condone racism or prejudice
- No articles of clothing or jewelry that display sexually suggestive, vulgar, or profane language or images
- No articles of clothing or jewelry that display gang-related language or images

There may also be themed free dress days (pajama, sports, college, etc.). On those days, students are encouraged to dress in the theme and they still must follow the guidelines above.

Students who do not come to school dressed appropriately will be provided with a loaner CLIC uniform shirt. Caregivers will be called to remind them of the Dress and Appearance standards.

## STUDENT USE OF TECHNOLOGY POLICY

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

### **Definitions**

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

### **Approved Use of Charter School Technology**

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

### **Notice and Acceptable Use Agreement**

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

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

### **Safety**

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

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

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

The Principal or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.<sup>4</sup> Students are expected to follow safe practices when using Charter School technology.

New LA advises students:

- a. To never share passwords, personal data, or private photos online.

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<sup>4</sup> "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 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.

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

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

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

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

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

### NEW LA TECHNOLOGY EXPECTATIONS

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

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

report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.

- PROTECT OTHERS. I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.
- RESPECT INTELLECTUAL PROPERTY. I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all uses of websites, books, media, etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.

## 2) Chromebook Classroom Rules

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

## Acceptable Use Agreement

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

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

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

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

**ACKNOWLEDGEMENT OF RECEIPT AND AGREEMENT WITH THE AUP**

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

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages New LA's property, including but not limited to New LA's technology, equipment and networks, or fails to return New LA's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, New LA may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, New LA will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For School Employees Only**

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

Employee Signature: \_\_\_\_\_

Employee Name (Please Print) \_\_\_\_\_

# CAREGIVER ACKNOWLEDGEMENT OF RECEIPT

## ACKNOWLEDGEMENT OF RECEIPT OF THE CITY LANGUAGE IMMERSION CHARTER SCHOOL FAMILY HANDBOOK

STUDENT NAME: \_\_\_\_\_

### RECEIPT OF FAMILY HANDBOOK

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

\_\_\_\_\_  
Student Name (please print)

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Caregiver Name (please print)

\_\_\_\_\_  
Caregiver Signature

\_\_\_\_\_  
Date