

paRa loS niñoS



Para Los Niños Charter Schools

2025-2026

Parent and Student Handbook

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The information contained in the PLN Parent Handbook is provided for informational purposes only. Information may be changed or updated without notice. This handbook is subject to all applicable laws and in all cases where there is a discrepancy between the handbook and the charter, the charter petition language supersedes the handbook.

GENERAL INFORMATION

Para Los Niños (PLN) Overview and Services

Since 1980 Para Los Niños has worked to support children in their journey towards a more successful future. Para Los Niños provides comprehensive and integrated educational and family services that support the whole child from infancy through successive stages of school and life. Para Los Niños Charter Elementary School provides TK/Kindergarten through fifth grade and is an integral part of the educational services provided by Para Los Niños. We also operate a Primary Center (TK-2) and Charter Middle School (6-8) which provide high quality, project-based curriculum and an after-school program.

We understand that in order for our students to be successful academically, their physical and socio-emotional needs must be supported both at school and at home. Para Los Niños offers a wide array of student and family support services through our internal and community partnerships. If, at any time, you want to become further involved in your student's education, the school community at large, have a concern about your child's behavior or a family crisis or emergency, please don't hesitate to reach out to the school's Family Specialist for more information on one or more of the following services:

Family Support Services

PLN aids families navigating Los Angeles County's complex support systems, community resources for children, Nurturing Parenting and child development education, financial education, and support in times of crisis.

Your school's Family Specialist provides support to students and families with on-site and in-home case management, parenting classes, support circles/groups, referrals to mental health services, concrete support, and linkages to community and county agencies. Their goal is to help children and families reach desired familial, educational and social goals while maintaining an adequate level of functioning.

Youth Workforce Services

For families with older children, PLN prepares youth ages 14 to 21 for success in post-secondary education and the workforce through paid and unpaid work experience, career counseling, job placement, mentoring, case management and leadership development.

What it Means to be a Charter School

A charter school is a public school designed to meet a community's need for alternative educational programs. As individuals, all students come to school with differing needs, passions, and capacities. Families also come to school with a variety of needs and expectations. Local communities differ in the role they expect a school to play in the lives of their members. With this in mind, the charter school movement seeks to provide localized efforts to meet the needs of a variety of students, families, and communities through specifically designed educational programs.

As a publicly funded school, charter schools are held accountable for ensuring that students achieve the same standard of academic achievement as their peers in public, non-charter schools. Charter school students participate in all state and federal testing and receive the same per pupil funding as public, non-charter schools. Any student residing in the state of California is eligible to attend a PLN Charter School. Charter schools do not charge students tuition and may not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

About Para Los Niños Charter Schools

PLN CES, serving the children of working families in downtown Los Angeles, strives to cultivate and to celebrate the potential within each child and equip students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a complex world. PLN CES provides a nurturing, safe environment for learning 21st Century Skills that develop critical thinking, inspires imagination, and promotes self-reliance and respect for others.

PLN CES is founded on the belief that every child has the potential to reach high standards of achievement within a learning community that addresses the whole child in the context of the family. Because we believe that a comprehensive educational approach is critical to the ability of our students to pursue their dreams and achieve future success, Para Los Niños opened its Elementary School in September 2002 with an entering class of 60 Kindergarten children. Now the elementary has over 300 children enrolled in Transitional Kindergarten through fifth grade. Para Los Niños Charter School is now a California Community School.

PLN CMS, serving the children of working families in downtown Los Angeles, strives to cultivate and celebrate the potential within each child and equip students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multi-cultural world. The school provides a nurturing, safe environment that inspires critical thinking, imagination, self-reliance and respect for others.

PLN CMS is founded on the belief that every child has the potential to reach high standards of achievement, to ask good questions and to think critically. Because we believe that a comprehensive educational program is critical to the ability of our students to pursue their dreams and achieve future success, Para Los Niños opened its Middle School in September of 2008 with an entering class of 55 6th graders. At full enrollment, PLN CMS serves 360 students, 120 each grade level.

Para Los Ninos Charter Middle School is a Restorative Community. Restorative Communities are safe spaces (physically, intellectually, and emotionally), composed of respectful and responsible adults and students. Restorative communities promote a positive and healthy school culture by building, strengthening and (when harm occurs) repairing relationships through social-emotional learning, circle practice, and restorative dialogue.

Para Los Ninos Charter School's Our Guiding Principles

- Every child and family has the right to reach high standards of achievement.
- Every child and family has the right to be respected.
- Every child and family has the right to be responded to as individuals with different academic, socio-emotional, physical, psychological, and cultural needs.
- Every child and family has the right to safe environments that facilitate healthy development and learning.
- Every child and family deserve opportunities to engage with and impact the local community and global society.

Para Los Ninos Charter Elementary School's Values

- Children come first.
- The Family is essential.
- Excellence in all areas.
- Respecting and embracing diversity.
- Responsive, compassionate, and inspiring to those we serve.
- Highest ethical standards.
- Transparency and accountability.
- Teamwork and collaborative partnerships.

Para Los Ninos Charter Middle School's Values

R.I.S.E.

Resilience

Unity

Scholarship

Empathy

Para Los Niños Charter Middle School's Vision Statement

Together with community stakeholders, we at Para Los Niños Charter Middle School, are focused on preparing students to be lifelong learners. We aim to inspire and empower students to excel academically, socially, and emotionally, while preparing them to be productive citizens and future leaders.

Para Los Niños Charter Middle School strives to provide a nurturing and safe environment that fosters a rigorous academic curriculum while simultaneously offering wrap-around services for both students and families.

Para Los Ninos Charter Middle School's Mission Statement

We, the faculty and staff of Para Los Niños Charter Middle School, believe that all students can succeed. Our team strives to provide a nurturing and safe environment that fosters a rigorous academic curriculum while simultaneously offering wrap-around services for both students and families. To this end, we will provide:

- A safe and orderly campus for all students
- Rigorous curricula that align with the California Common Core State Standards
- Daily instruction meeting individual student needs
- Programs and activities that enhance academic achievement, as well as each student's social and emotional growth
- Technology
- Social Justice Learning

School Hours

- Instruction begins daily at 8:00 a.m. for both schools
- Mondays, Wednesdays, and Fridays
 - Elementary school dismissal: 3:00 p.m.
 - Middle school dismissal: 3:30 p.m.
- Tuesdays and Thursdays dismissal is at 2:00 p.m. for both schools

Transitional Kindergarten (TK) – Elementary School

PLN Charter Elementary School offers eligible students the opportunity to enroll in Transitional Kindergarten (TK). This class is meant to support students who are developing school readiness skills because of age, maturity, or because this is their first time attending school. TK students benefit from the Creative Curriculum for Preschool designed specifically for the developmental needs of this class. Students who enroll in TK are typically recommended to enroll in a traditional Kindergarten class in the following school year. For more information about TK, please contact the front office.

What is TK?

TK is a grade level and part of the elementary school continuum through 5th grade. In TK, students develop social and emotional behaviors and understandings that lead to greater academic success. Through the Creative Curriculum for Transitional Kindergarten, students engage in developmentally appropriate language-enriched experiences that promote literacy and mathematical concepts and skills. Enrollment in TK is not required before attending kindergarten.

What is the age eligibility for TK?

A child is eligible for TK if they have their fourth birthday by September 1st of the school year in which the student is seeking enrollment.

Must children attend TK or kindergarten?

No. School is mandatory for six-year-olds. Parents and guardians must enroll their children in school once they reach the age of six. Whether a six-year-old student will be enrolled in kindergarten or first grade at that time is at the discretion of the school and the parents. For first grade enrollment, California law requires a child to be six years old on or before September 1 to be legally eligible for first grade.

After-School Program

The after-school program is designed to provide all students with a safe and engaging environment. All our activities support general education core curriculum with academic enriching activities to reinforce and enhance academic achievement.

Our goal is to improve the academic performance and scholastic success of students in the program by providing high-quality academic programming after-school. To meet this goal, the program offers homework support to students, academic enrichment, recreation and enrichment activities, and links to other Para Los Niños Services.

All components and group activities also teach youth socialization skills and valuable lessons about sharing and cooperation. Throughout, the program builds team spirit and self-esteem through games and activities that incorporate "playing with a purpose" and "disguised learning". We provide the following components:

- Academic support, homework assistance, academic enrichment
 - Enrichment: Creative expression involving arts, crafts, music, and dance-- often conducted in collaboration with artists and arts organizations
-

- Physical recreation, organized sports, and team building activities
- Field trips
- Variety of programs from partners and collaborators
- Nutrition – daily snack and drink
- Referrals / linkages to other Para Los Niños Services
- Collaborations and Partnerships

PLN draws on the expertise of our partners to offer additional enrichment academic components. PLN also utilizes community partners to provide students with access to arts, music, and other educational enrichment activities. Students receive a variety of enrichment activities provided by our collaborative partners. These activities form a crucial part of the program's curriculum and will encourage youth to engage in creative expression, community service, and other activities.

ALL SCHOOL-WIDE BEHAVIOR EXPECTATIONS FOR THE SCHOOL DAY WILL BE EXPECTED DURING THE AFTER-SCHOOL PROGRAM.

For more information regarding the After-School Program, please contact:

Elementary School Site Supervisor	Middle School Site Supervisor	After-School Program Director:
Moises Carrillo	Sindy Lopez	Cecilia Hernández, M.Ed.
mcarrillo@paralosninos.org	slopez@paralosninos.org	chernandez@paralosninos.org
(213) 239-6605	(213) 896-2640	(213) 239-6605

Social Security Number

Pupils and their parents or guardians will not be asked to provide their social security numbers or the last four digits of the social security numbers unless required by state or federal law. If a form is requesting that you provide a social security number or the last four digits of the social security number for you and/or your child and it does not specify the state or federal law that requires this information, ask the school administrator for more information before providing it.

Visiting Campus

To ensure the safety of our students and staff, we require that all visitors go directly to the main office. Upon arrival, visitors must state their reason for the visit, provide the appropriate identification (if applicable), sign in, and obtain a visitor badge if they proceed to be onto campus. Reasons to be on campus include:

- Observing child's classroom
 - Parents may only observe their own child's classroom
 - Parents are required to schedule appointments at least 24 hours in advance.
 - Appointments will be arranged based on the availability of the school administration.
 - **Visit is limited to 20 minutes with prior approval**
 - Visitors are asked not to interact with their child, any other student, or the teacher/staff
 - If you would like to speak to your child's teacher, an appointment can be made in the office
- Meeting with a staff member which they have set an appointment with (e.g., principal, teacher, etc.)
- Parent meetings (e.g., Coffee with the Principal, committee meeting such as ELAC, etc.)
- Participation in a Workshop or Training
- Volunteer work (please see office for the Volunteer Handbook for detailed information on procedures for this)
- Principal approval for any other reason

Length of visits should be the time it takes for any of the above to take place unless the principal has approved the visitor to stay on campus for an extended amount of time. All visitors should return to the office at the end of their visit to sign out. Thank you for helping us maintain a safe environment.

If the purpose of the visit is to leave an item to a student or staff member, the item must be dropped off with a staff member in the front office. This person will make sure to deliver the item to the designated person as soon as possible.

***For more information on the PLN Visitor's Policy, please visit the school office**

Parent Engagement

PLN provides guidance and leadership training to parents who would like to take on deeper roles within the school community serving on our School Site Councils, English Language Advisory Committees and Local Control Accountability Plan Committees or by participating in the monthly Coffee with the Principal Meetings.

We also recognize that our parents are both committed to the well-being of their children and stretched for available time. We recognize that parent participation may look different for every family, and we encourage all parents and guardians to be active participants in their child's education, but it is not a requirement for acceptance to, or continued enrollment at the Charter School. We expect at least one parent or guardian to be present two times a year at student/parent/teacher conferences. Beyond that, whether you are supporting academic success at home and/or if you are a regular face on our campus, we commend you for your commitment to your child's future.

Schools welcome parent and community involvement and schools are often centers for the surrounding community. However, the main purpose of schools is providing an education to students. Under the law, schools are not considered open to the public, or a public forum, such as a public park or sidewalk. Instead, schools are considered a "limited public forum" and may limit public access in accordance with reasonable regulations set by the school.

If a disruption to the educational program or school operations occurs, school administrators have legal support in responding. The California Constitution requires schools to ensure a safe, secure and peaceful environment for students and employees (Article I, Section 28). Several Education Code and Penal Code provisions, along with Board Rules and policies, allow school administrators to set additional limitations on campus access when an individual, including a parent, is disruptive. For example, California Education Code sections 44810 and 44811 prohibit disruption of school activities by visitors, including parents. Should a disruption occur, the school administrator has the authority to demand that the disruptive party stop the behavior and/or leave the campus. If the disruptive party fails to leave the campus at the direction of the principal, the principal may contact law enforcement and the disruptive party may face criminal charges under Education Code sections 44810 and 44811, California Penal Code sections 626.6 and/or 626.8, as well as charges under applicable municipal codes. In addition, the principal may follow up after an incident of substantial disruption with a letter limiting access to campus.

Volunteering

Parents are always welcome to volunteer. What's more, we encourage you to share your skills and talents by participating in school events, special occasions, and classroom projects. Please visit the school office to inquire about volunteer opportunities and obtain a copy of the Volunteer Handbook for detailed information regarding the volunteer policy and procedures and forms required to volunteer.

PLN Charter Schools encourage the participation of parents for increased parental involvement, but it is not a requirement for acceptance to, or continued enrollment at the charter school.

Committees

Parent engagement is an essential key to the teams that help make vital decisions that are critical to the performance and success of our school, therefore, we highly encourage parents to sign up to participate in the following committees:

School Site Council (SSC)

The school site council is an exciting committee that has a direct impact on the way we spend a portion of our budget. The council is comprised of equal parts parents, teachers, and the school principal. SSC members also assist with preparing the school's Local Control Accountability Plan (LCAP) while learning how to plan strategically to support learning outcomes at their school and how these goals can be accomplished through measurable annual goals. The LCAP is a three-year plan of accountability that is renewed annually. Each school district must create this accountability plan to assess the impact of funds from the Local Control Funding Formula (LCFF).

English Learner Advisory Committee (ELAC)

The ELAC committee is comprised of a minimum of 3-9 parents of English Learner (EL) students that are interested in learning about and advocating for the academic journey of their EL student. The ELAC works closely with the School Site Council by making recommendations based on data regarding curriculum, academic progress, and yearly academic goals. Committee members will also learn about the reclassification process and how they can support success in school.

Workshops/Parenting Classes

PLN is committed to providing our parents with opportunities for development. Whether it be personal development or ways to help your child succeed, we are more than happy to work with outside partners to provide workshops, classes, and health care support that will provide you the opportunity to grow as a family and as an individual. In addition to workshops and classes provided by PLN, we have also partnered with

organizations

throughout

the

community.

Our Family Specialist helps with organizing these types of partners and events. You will be informed of these opportunities through flyers sent home and through our parent communication system, One Call. However, if you have any suggestions for classes or workshops that you feel will assist you in raising your child or developing yourself, please share your ideas by visiting/calling the office and speaking to the Family Specialist.

Five Ways You Can Make a Difference

As a parent, you are your child's first teacher. Even while your child is in school, you still teach important lessons every day. Research shows that when parents and schools work together, students do better. Here are some suggestions from the Parent Institute on ways you can make a difference in your child's education. They don't cost money. They don't require training. All they need is you.

1. Read to your child every day. Long after children learn to read for themselves, they love this special time with you. Kids who are read to are the kids who want to read on their own.
2. Join your school's parent organization. When parents and schools work together schools improve.
3. Volunteer. The more help parents give teachers, the more time teachers can spend with students. Work full-time? There are still ways to help. Ask your child's teacher what you can do.
4. Let your children know school is important. Ask about their homework. Attend school events. Talk about how you use what you learned in school in your daily life.
5. Recognize your child's special gifts. Each child has special talents. Perhaps the most important thing you can do is help your child see how he or she is special. That boosts confidence and sets the stage for learning.

***For information regarding the Title I Parent Involvement Policy, please call or visit the school's main office.**

Homework

The purpose of homework is to provide students with practice with skills being learned, to extend learning, and to provide parents an opportunity to see their children's work. In addition, homework helps children to learn responsibility and time management. Parents can support their child in completing homework in two ways. First, parents should help to **identify a distraction free place and time** in which homework is regularly completed. It is always helpful if a parent or other responsible adult is close by to ensure that this space truly remains distraction-free. Second, **parents can check in nightly** with their child about his or her homework progress. Parents can ask their child to show them completed work and talk about upcoming deadlines. It always helps to establish a routine regarding homework. Homework should not be an unpleasant experience. If this is the case, please be sure to talk with your child's teacher.

At PLN Charter Schools students are expected to read for at least 30 minutes, 5 days a week. Additional assignments will be given on a regular basis by classroom teachers. If students are spending excessive time working on their homework and it is not completed, please contact the teacher.

Home/School Communication

Keeping parents informed and involved leads to higher student achievement and student safety. Please help us by ensuring we have your current contact information by providing all phone numbers in which you can be reached through voice and text and providing your email address. This can be done at time of enrollment and throughout the school year by visiting the office and updating your child's emergency form. The number(s) you provide is where you are most likely to be reached during school hours. This number should be for the parent or legal guardian.

Emergency Contact Forms

Every family must fill out a new emergency card every school year with the main office. If at any point throughout the year, any of the information below changes, please fill out a new emergency form and turn it into the office:

- Home address (provide proof of address)
 - Home, cell, work telephone numbers
 - Doctor's phone number
 - People who are authorized to be contacted in case of an emergency
 - Telephone numbers of people to be contacted in case of an emergency
-

- People authorized to pick up your child from school

Infinite Campus (Shout Point)

We now use our student information system Infinite Campus to communicate with families and staff, regarding emergency situations, school events and other important issues that may impact you and your child. Infinite Campus allows us to send personalized voice messages to your home phone or cell phone and contact you through email and via text messaging. Parents and guardians are responsible for the cost of text messages, if applicable. We are able to reach everyone in the school within minutes which improves school communication with families and staff.

Class DOJO

Class Dojo is a school communication platform used between teachers, students, and families to share what's being learned in the classroom through photos, videos, and messages. Teachers use this platform as a way to provide information to parents about what is happening in the classroom and to keep them up to date about their student progress. Parents can also communicate with their child's teacher directly with any questions or concerns.

CONDUCT EXPECTATIONS

Attendance and Truancy Policy

It is the intent of the Governing Board ("Board") of the Para Los Niños Charter Schools ("PLN" or "Charter Schools") to ensure that students attend school on time every day. 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*": Instructional time starts at 8:00 a.m. Students shall be classified as tardy if the student arrives after that time.
- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- "*Truant*": A student shall be classified as a 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 (1) or more days, or tardy on one (1) or more days, shall again be deemed a truant. Such students shall be reported to the Managing Director of Charter Schools or designee.
- "*Habitual Truant*": A student 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 six (6) 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 six (6) occasions in one school year, or any combination thereof.
- "*Chronic Truant*": A student 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 (1) school year, from the date of enrollment to the current date.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

- Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
-

- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometry, or chiropractic services rendered.
- For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
- For the purpose of jury duty in the manner provided for by law.
- For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
- For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in 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 superintendent of the school district.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- For the purpose of participating in a cultural ceremony or event. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence. (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year. (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident. (i) To access services from a victim services organization or agency. (ii) To access grief support services. (iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation. (B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore, the teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. For purposes of this section, attendance at religious retreats shall not exceed one school day per semester. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- Due to the pupil's participation in military entrance processing.
- (e) For purposes of this section, the following definitions apply: (1) A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls. (2) "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people. (3) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil. (4) "Victim services organization or agency" has the same meaning as defined in subdivision (g) of Section 230.1 of the Labor Code.

Any absence for reasons other than those identified above will not be considered excused. Such invalid reasons may include but are not limited to:

- Running errands
- Vacation or trips
- Transportation problems
- Inclement weather

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Method for Verification of Absence

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. A student's parent/guardian must provide an explanation verifying the reason for the student's absence within ten (10) school days from the first day of

the absence to justify the absence. After ten (10) school days, the absence will be documented as unexcused in the student's attendance record. The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative
2. Verbal conversation, in person or by telephone, between the verifying PLN employee and the student's parent/guardian or parent representative. The PLN 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 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. Doctor's note
 - a. A doctor's note for illness or confidential medical services will be accepted for any reported absence. However, when a student has had eight (8) absences in the school year for illness or confidential medical services verified by methods listed in #1 - #3 above, without a healthcare provider's note, any further absences for illness or confidential medical services must be verified by a healthcare provider.
 - b. A healthcare provider's verification is required to excuse absences of more than three (3) consecutive days due to illness or confidential medical services. The student's return to class will NOT be conditioned upon a health-care provider's verification of good health, unless the absences were due to a serious medical condition or contagious disease.
 - c. When excusing students for confidential medical services or verifying such appointments, PLN staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

Insofar as class participation is an integral part of students' learning experiences, parents or 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.

Unexcused Absences/Truancy for Classroom Based Attendance

The Managing Director of Charter Schools, 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 Schools are fiscally dependent on student attendance and are 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.

Process for Addressing Truancy

1. Each of the first two (2) unexcused absences and/or unexcused tardies over 30 minutes will result in a call home to the parent/guardian.
 2. Each additional unexcused absence or tardies over 30 minutes will result in a call home to the parent/guardian. In addition, upon reaching three (3) unexcused absences and/or unexcused tardies over 30 minutes each in a school year, the parent/guardian will receive an "Initial Notification of Truancy" letter from the school notifying the parent/guardian of the student's "Truant" status. 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 six (6) unexcused absences and/or unexcused tardies over 30 minutes each, the parent/guardian will receive the "Second Notification of Truancy" letter notifying the parent/guardian of the student's "Habitual Truant" status and an invitation for the student and student's parent/guardian to attend a mandatory conference to be scheduled to review the student's records and develop an intervention plan/contract. At this conference, concerns regarding the student's attendance will be discussed in addition to reviewing possible interventions and support and best practices for improving the student's attendance. Moreover, the Charter School may consult with the family specialist regarding the appropriateness of a home visitation and/or case management.
 4. Upon reaching a combined total of nine (9) unexcused absences and/or unexcused tardies over 30 minutes each, the parent/guardian will receive the "Third Notification of Truancy" letter and will be referred to the School Attendance Review Team (SART). The SART panel may be composed of the school's administrator, social/mental health services, Family Specialist, school police officer, community agency representatives, and a referring school site representative. The SART panel will discuss the absence problem with the parent/guardian to
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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 will be tolerated.
 - b. The parent shall be required to sign a SART Contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required of the student and student's parent/guardian 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. Mandatory Saturday school
 - IX. Required remediation plan as set by the SART
 - X. Notification to the County 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.
 - e. Follow-up meetings: The Family Specialist will conduct two (2) follow up meetings with the student and parent, following the initial SART meeting, at 4–6-week intervals.
 - f. Home Visits: Two (2) members of the SART panel may conduct a home visit to further explore, identify, and troubleshoot any issues that may be contributing to your child's poor attendance.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter 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 school district of residence.
 6. For all communications set forth in this process, PLN will use the contact information provided by the parent/guardian on the emergency form. It is the parent's or guardian's responsibility to update PLN with any new contact information.
 7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and emergency card, a home visit from the Family Specialist will be deemed necessary, 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 further disciplinary actions and up to possible disenrollment 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 the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Independent Studies

Para Los Niños ("PLN" or "Charter School") may offer independent study to meet the short or long-term educational needs of pupils enrolled at a PLN School. This optional alternative instructional strategy is for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling challenges, and/or who need to make up credits or fill gaps in their learning.

PLN shall provide/grant pupils 1 of 2 Independent Study options:

1. For Independent Study of 15 or fewer school days a Short-Term Independent Study Contract will be issued and may be signed at any point during the school year.
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2. For Independent Study of 16 or more days a Long-Term Independent Study Contract will be issued and will require a written agreement and requires to be signed prior to the commencement of independent study participation (EC Sections 51747(g)(9)(A) and 51749.6(b)(1)).

All IS agreements must include expectations of students, parent and supervising teacher, and must be updated to include equitable access to students with disabilities based upon individual student needs. For more information on how Para Los Niños offers IS options, please contact the school's Main Office.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

Students are marked as 'no show' in their enrollment history if they do not attend on the first day of school. If the student shows up to school after the first instructional day of the academic school year, the student's entry date will be updated to reflect the student's first day of in-seat attendance. Students are marked absent after their official first day of school and the day(s) they do not attend at the start of the school year are counted as 'Days Not Enrolled' in the first monthly attendance report submitted to the district.

If the parent/guardian of a student scheduled to return from the previous school year has confirmed that the student is or will be attending another school, the PLN Charter School will update their previous year's 'exit code' to show that the student has transferred out. If the parent/guardian of a student enrolling within a PLN Charter School for the first time has confirmed that the student will not be attending a PLN Charter School, the student profile will be deleted from the Student Information System (SIS). If PLN Charter School staff is unable to contact the parent/guardian of a student that was marked as a 'now show' and charter school staff is unable to confirm a student's attendance at another California public school when searching for the student in CALPADS (California Longitudinal Pupil Achievement Data System), the student's "No Show" status will stay on their enrollment history.

Referral to Appropriate Agencies or Los Angeles County District Attorney's Office

It is PLN'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, PLN may refer the family to appropriate school-based and/or social service agencies.

If a student'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, PLN shall notify the Los Angeles County District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

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 the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

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:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

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 a parent's or guardian's 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 a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective until the date of the hearing.

PLN's expulsion hearing procedures, the hearing shall take place within thirty (30) days after the notice of removal is provided to parent/guardian and a written decision issued after the hearing. If a hearing is requested, the student will remain enrolled and will not be involuntarily removed until a final decision is issued.

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

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

Non-Discrimination

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, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Managing Director of Charter Schools, 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.

Arrival at School

Elementary School

Students may arrive on campus starting at 7:00am.

Carpool: For the safety of all, please follow the carpool assistants' instructions. Parents drive and form a carpool lane in front of the school nearest the sidewalk. **Carpool Assistants will open the car door on the SIDEWALK SIDE ONLY.** Students will be assisted to get out of the car safely *on the sidewalk side only*. Carpool attendants will close the car door. Cars will proceed forward and then **merge** into the driving lane. **Use caution when merging.** Carpool Assistants and Morning Assistants will ensure that students go to their designated morning area.

Walk-ups: Parents may walk their child(ren) to the side gate or front door, as directed. Students will be greeted by a Morning Assistant and directed to their designated morning area. **The school parking lot is NOT available for drop-off.**

Middle School

Students may arrive on campus at 7:00 a.m. and go directly to the play yard or the lunch benches. These are the only areas of campus that are supervised before school starts. Unless students have made special arrangements (e.g., to meet with a teacher), they are to be in one of these supervised areas until 7:55 a.m. when the students will be directed to go up to their classrooms. Please note that for safety and security reasons, once a student enters the campus, they are not permitted to leave the grounds.

Parents can drop students off in front of the school by driving south on Stanford from 8th Street utilizing our carpool drop off. Per LA City ordinance, please fully enter the coned area and proceed all the way to the stop sign before allowing children to exit the car. This area is only for immediate drop-off or pick-up. After dropping off your children, drivers should continue south on 9th Street. **The school parking lot is for staff only.**

Dismissal from School

Elementary School

Any student not enrolled in an after-school program will be walked by CES staff to the cafetorium. Students will be called to walk to carpool lane or gate when the parent/guardian has arrived at the carpool lane or the school gate. Parents must pick up their child no later than 15 minutes after school is dismissed. No child will be allowed to leave the school by themselves. **Only adults (over the age of 18) listed on a student's emergency form will be allowed for student pick up.** Parents **MUST** call the front office to inform staff of their late arrival. Parents must arrive on time, barring emergency situations. Parent/Guardian must sign a late pick-up sign-out upon arrival.

If there are repeated incidences of late pick-up, the school administration will require a meeting with a student's parents to address the situation. If late pick-up continues and is unaddressed, appropriate authorities (i.e., Child Protective Services, etc.) may be notified for assistance.

Middle School

It is the Parents responsibility of any student not enrolled in the after-school program to inform the school office that their child will walk home or take public transportation, all others will wait to be picked up. Parents of all students walking or taking public transportation home acknowledge that their child may be exposed to inherent risks, dangers, and hazards in walking home from school, including but not limited to property loss and injury. Parents also acknowledge that their child must leave school property at dismissal time or no later than 15 minutes after school is dismissed. Students will not be allowed to linger on school grounds unless they are registered in an afterschool program and/or have checked in with the supervising adult(s) for that specific afterschool activity. Parents should call the front office to inform staff of their late arrival. Parents must arrive on time barring an emergency situation. Only adults (over the age of 18) listed on a student's emergency card will be allowed to pick up students.

If there are repeated incidences of late pick-up, the school administration will require a meeting with a student's parents to address the situation. If late pick-up continues and is unaddressed, appropriate authorities (i.e., Child Protective Services, etc.) may be notified for assistance.

Permission to Leave During the School Day

Only adults (over the age of 18) listed on a student's emergency form will be allowed to pick up students. The person picking up the student must present a proper form of identification. If a person not listed on the emergency form is attempting to pick up the student, the office staff will contact the parent/guardian from the office phone using only the phone numbers listed for them on the emergency form to confirm the authorization. It is the responsibility of the parent/guardian to update the emergency form whenever there is a change to phone numbers, addresses, and names of the people that are authorized to pick up the student.

Parents who need their child to be released from school on their own prior to regularly scheduled dismissal time must provide written permission or come in person to the front office to inform the office staff. Students will not be released from campus at any time during the regular school day, including during the lunch period, without express written permission from or in the presence of a parent/guardian. If a written notice is received, the parent/guardian will be called to verify the request prior to releasing the student. Only the phone numbers listed on the emergency form will be used to contact the parent/guardian. Phone calls from the parent/guardian requesting their child to be released will only be accepted in emergency situations.

To ensure students receive the full amount of instructional time, parents and guardians are encouraged to keep their child in school for the entire day, from the first bell to dismissal. Please note that students will not be allowed to leave campus during the first and last 30 minutes of the school day.

We understand there are circumstances that require flexibility; however, a recurring pattern of early student pickup prevents students from receiving a full day of learning. If this pattern continues, the school team will follow up with the parent/guardian to address the attendance concern, and a meeting may be scheduled.

Contacting a Student during the School Day

Parents needing to contact their child during the course of the school day should call the front office. Every effort will be made to get your message to your child. Please refrain from contacting your child directly on their cell phone. Instead, contact the school office for assistance.

Be Safe, Be in Class! Policy – Middle School Only

It is the policy of **Para Los Ninos Charter Middle School** that all students always be in class. This means that all students need a pass or supervision by an adult in the hallway during class time. **Be Safe, Be in Class!** Policy is a priority for student and staff safety on campus.

Any student who is outside of class **without permission and acting in an unsafe manner** the following will occur:

1. Parents/guardians will be called, and the student will be sent home.
 2. The next day, a parent or guardian will attend an in-person conference with their student and the appropriate personnel.
 3. If the problem persists, further steps and/or consequences will be determined by the principal.
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Public Display of Affection (PDA) / Physical Interaction Policy – Middle School Only

To ensure we are promoting a safe environment that is conducive to learning for all students, we require all students to refrain from any public displays of affection and/or physical interaction. Students are not to touch each other throughout the school day and/or at school events or related events.

Public displays of affection are classified as the following but not limited to:

- Hugging, kissing, hand holding, touching faces, sitting/laying on another student and/or putting legs across another student's lap.
- We will also ask students to leave an appropriate amount of space between them while sitting and to avoid sitting in-between the legs of one another.

Behavior in violation of this policy will result in a parent call home. If inappropriate behavior continues after being warned, we will follow a series of steps which include lunch time reflection, 6 feet rule, boundaries and relationship workshop, and a formal meeting with parents.

Cell Phone and Private Electronic Devices Policy

General Guidelines:

recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private 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 private 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 private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Cell phones brought to campus must be secured in a located Yondr pouch that is kept in the backpack.

If a private device is observed or heard by school staff, it may be confiscated, and the student's parent/guardian will need to pick it up from the office. Photographing, videotaping or otherwise recording individuals with the use of cell phones without their permission is strictly prohibited. If a cellular phone, or electronic signaling device rings or is visible during the school day, expanded learning program, or testing, the device will be confiscated, and the student removed from the test area.

Please regularly check your student's backpack for items not allowed in school. Any cell phone must be inside the Yondr cell-phone pouch, locked, and inside the backpack and cannot be kept on a student's person.

*** School employees who take actual possession of any personal property of a student have the responsibility to ensure that the property is placed in a properly secured and locked location. However, staff are not responsible for the condition of the item at the time of removal.**

Yondr phone-free policy violation consequences and electronics violation contract:

- 1st Violation: Level 1 Intervention, parent/guardian notification
- 2nd Violation: Level 1 Intervention, parent/guardian conference
- 3rd Violation: Level 1 Intervention, parent/guardian conference/Agreement
- 4th Violation: Level 2 Intervention, parent/guardian conference/Behavior Plan

Charter Middle School

We understand that this age group at times may walk home or do things before or after school independently and may need the use of a cell phone. Which is why only at the middle school are students are permitted to possess cellular phones, pagers, or electronic signaling devices on campus **provided that any such device remains “off” and stored inside the locked Yondr cell-phone pouch.** The Yondr pouch needs to remain inside the student’s backpack, and it is not visible during school hours, school activities and after school. Students must comply anytime a request is made by school personnel to cease the use of a cellular telephone, pager, or other electronic signaling device before or after school.

What is the Yondr System?

The Yondr pouch is also a part of the student’s instructional/technology materials. Yondr utilizes a secure pouch that stores a phone. Every student will secure their phone, smartwatches, and ear pods in a personally assigned Yondr pouch and will be allowed to keep possession of the pouch. Students will not use their phones until their pouches are opened using an industrial-grade magnet at the end of the school day. Students cannot respond to calls, text messages, or social media notifications during the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times. Upon entry, students who do not have their pouch will be expected to turn in their cell phones to the office for the school day. The school staff will conduct random Yondr pouch checks to ensure the students’ working cell phones are inside the Yondr pouch and that the Yondr pouch has not been tampered with, damaged, or lost. Lost or damaged phone Yondr pouches will result in a \$30.00 replacement fee.

The school is not responsible for valuables brought from home. School personnel will confiscate them if they are seen on campus and will not be responsible for the condition of any confiscated item once it is returned.

School Uniform Policy

PLN Charter Schools are a proud community of learners. One element in developing our community identity is our school uniform. Students are required to wear a uniform at school during school hours.

Our top reasons for asking our students to wear uniforms are:

1. There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
2. The clothing we wear indicates our purpose. When we go to the beach, we wear swimming suits. When we go to a wedding, we put on our best clothes. At PLN Charter Schools, we dress for learning.
3. School uniforms put the focus on learning, not fashion. Uniforms also reduce bullying and teasing. ***Please support our mission by taking our uniform seriously and wearing it with pride.***

Description of the Uniform Policy:

- All clothing must fit appropriately without being too tight to baggy. No sagging pants.
 - No bandannas, head coverings, baseball caps, or hats of any kind. Head wear worn for religious observance is permitted.
 - No short shirts with exposed midriffs.
 - No pajama pants or sweatpants or sports pants.
 - Only closed-toe footwear with flat rubber soles – no strappy shoes of any kind. (For example: No Crocs, No Sandals)
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- Any attire that may be a distraction **will be confiscated**. Distracting attire includes but is not limited to accessories such as belts not in the belt loops, noisy and/or excessive or large pieces of jewelry. School site personnel retain the discretion to decide what is considered distracting attire.
- The **PLN Charter Middle School** uniform is:
 - Navy blue (6th Grade), Dark Green (7th Grade) & Grey (8th Grade) polo shirts
 - Khaki or black bottoms – pants, shorts, skirts, skorts or jumpers
 - Bottoms must be of appropriate length, not denim, no more than 3 inches above the knee, cannot have rips or be torn
- The **PLN Charter Elementary School** uniform is:
 - Navy blue polo shirt
 - Khaki bottoms – Docker style pants, shorts, skirts, skorts or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee); 5th grade students may also use navy blue pants or shorts; **NO ripped clothing**
 - No leggings, jeans, or sweats
 - No oversized clothing (sweatshirts must be at most hip length).

Consequences for Violation

- Out of uniform consequences are:
 - 1st offense – Verbal warning
 - 2nd offense – Parent phone call
 - 3rd offense – Parent meeting
 - Continued offenses – may result in other consequences

Frequently Asked Questions

What outerwear is acceptable?

PLN Charter Schools does not require official outerwear, but we ask that outerwear be either solid blue, black or grey, **NO LOGOS, CHARACTERS, DESIGNS, HOODIES, DENIM JACKETS, CAMOUFLAGE PATTERNS, or FLANNEL SHIRTS can be worn or tied around the waist. Any inappropriate outerwear must be in backpacks and not visible. If the outerwear is visible, it will be confiscated.**

Does the polo shirt have to bear the PLN logo?

No. Polo shirts without the PLN logo are acceptable as long as they are in the right color.

Does PLN work with a vendor that sells clothing that meets the uniform requirements?

Please contact the school office for current vendor information. The school will also schedule uniform sale days throughout the school year and inform families of the events in anticipation.

What if I cannot afford a uniform?

If you cannot afford a uniform for your child, please talk to the school's office manager or Family Specialist.

If my child does not wear the uniform, can he or she still attend school?

Out of uniform students will not be denied admission on campus, participation in school, educational activities, nor denied continued enrollment in school. However, the consequences listed above are in place to encourage students to cooperate with uniform requirements.

Charter Elementary School

All students wearing hoodies, ripped pants, cropped tops, leggings, short skirts or above-the-knee clothing will be provided with an alternative uniform for the day. At the end of the school day, the student will change back to their non-compliant dress, and the alternative uniform will be turned in.

Physical Education (PE) Uniforms – Middle School Only

PLN Charter Middle School students are also required to wear a PE uniform every day. This includes:

1. PLN Mustangs Navy Blue Shorts
 2. PLN Mustangs Gray PE Shirt
 3. Name must be written on each item.
 4. Shoes (with socks) that are appropriate for vigorous physical activity.
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Each Friday, students are expected to take their PE uniforms home to wash them; students should bring their PE uniforms back on Mondays.

All newly enrolled students will be provided with a free PE uniform. If parents wish to purchase an additional PE uniform for their child, they may do so in the main office. If you cannot afford a PE uniform, please talk to the school's office manager.

Cold Weather and Physical Education

Sweatpants and sweatshirts are permitted on cold days for PE activities. We recommend solid navy-blue sweatpants and solid gray colored sweatshirts. These items are not provided by the school. **NO LOGOS, HOODS, POCKETS, OR ZIPPERS ON SWEATPANTS OR SWEATSHIRTS.**

Free Dress Days and School Spirit Days

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

1. Casual pants, including clean and un-torn jeans.
2. t-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not refer to drugs, alcoholic beverages, profanity, inappropriate or offensive activities, etc.
3. Midriff t-shirts, sweatshirts or other casual shirts/blouses or any clothing that exposes the midriff (stomach/waist) are not allowed. skirts, shorts and skorts and appropriate blouses. Skirts and skorts are not permitted if they are shorter than the uniform skirts and skorts.
4. Sandals are not permitted.
5. No pajamas, sweatpants, or sports pants are allowed
6. No hoodies, bandannas, head coverings (except for religious observance), hats, etc.,
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Any student who has doubt about what to wear, should simply not wear it. Use your judgement.

*Reasons for earning Free Dress privileges include:

1. Classroom penguin points
2. School-wide incentives
3. School spirit events

Spirit Shirt Days

Students are encouraged to wear their school spirit shirt on designated days. Students may wear the school spirit shirt with their regular uniform bottoms, even if students have not earned Free Dress.

Code of Conduct - Elementary

Para Los Niños staff and students are expected to conduct themselves in a manner that promotes the safest and highest quality learning environment for ALL members of our school community. PLN CES promotes the values and teaches to SAFE SCHOOL GUIDELINES – SEE- PLN CES For the Rights of ALL* declaration to promote a culture and climate that creates a positive learning experience for all individuals. PLN CES implements social emotional learning (SEL) in order to develop social skills and values in being safe, responsible, and respectful members of a caring school community.

As a commitment to the Safe School Guidelines PLN CES RIGHTS for ALL*, students, parents, and the principal are asked to commit to and sign a School, Parent, and Student Compact at the beginning of each school year.

Para Los Niños Declaration of Rights

As a school, we are committed to a safe and caring learning community, whether in person or online. Therefore, we will honor the following declaration of rights and Guidelines for a Safe School.

1. We will respect differences of all types — physical, mental, social, emotional, and spiritual. We will choose our words and actions to help and not hurt others. We will respect the human dignity of one another.

We will be in constant pursuit to keep our school free of verbal and nonverbal put-downs regarding the following:

- academics
- age
- appearance / body image / mannerisms
- athletics
- belief systems and non-belief systems
- culture, ethnicity, and race
- economic differences
- family backgrounds and compositions
- friendships
- languages
- learning styles
- physical abilities
- gender

2. We will use school appropriate language.
3. We will care for our school environment.
4. We will not tolerate put-downs, physical abuse, taunts, harassment, and/or threats.
5. We will be upstanders, not bystanders to these hurtful acts.

We will reflect upon our choices and accept responsibility for our words and actions without excuses. We will be responsible for making repairs when we have wronged a person(s), our community, and/or our environment.

For this is the beginning of living our rights in a democratic society, and as citizens of our world.

*Adapted from UCLA Lab School Safe School Guidelines

Code of Conduct – Middle School

Para Los Niños staff and students are expected to conduct themselves in a manner that promotes the safest and highest quality learning environment for all members of our school community. PLN students and staff will be **Safe, Responsible and Respectful** so that we can create a Community of Inquiry.

Safe School Guidelines:

1. We will respect differences of all types—physical, mental, emotional, social and spiritual. We will choose our words and actions to help, not hurt others. We will work to keep our school free of verbal and nonverbal put-downs regarding the following:
 - Academic progress
 - Age
 - Appearance/body image/mannerisms
 - Athletic ability
 - Belief systems
 - Cultural, ethnic and/or racial background
 - Family background and family composition
 - Friendships
 - Languages
 - Learning styles
 - Physical challenges
 - Sexual harassment of any type, including gender stereotypes and homophobic taunts
 2. We will use school-appropriate language.
 3. We will not engage in or tolerate physical abuse, taunts or threats of any kind.
 4. We will accept responsibility for our words and actions without excuses.
-

Academic integrity guidelines promote high ethical standards in teaching and learning, emphasizing respect for knowledge, honesty, and fairness. Academic misconduct of any kind is not tolerated; whether due to a lack of understanding of academic expectations or intentional dishonesty. Students are expected to know and follow these guidelines for all academic work, both inside and outside the classroom.

As a restorative justice school, we provide opportunities for students to learn from their experiences and take responsibility for their actions. **All violations are cumulative over a three-year period and are documented in the student's disciplinary record.**

As a SAFE SCHOOL, we are committed to a caring community for learning in a safe environment. As a SAFE SCHOOL, we accept responsibility for our words and actions without excuses. As a commitment to the Safe School Guidelines, students, parents, and the principal are asked to commit to and sign a School, Parent, and Student Compact at the beginning of each school year.

Student Policies and Consents

Media and Publicity Informed Consent and Release

By signing this form, parents/guardians give PLN and its partner's permission to photograph and/or videotape their child and/or other members of the family for things such as Press Release, Advertising (e.g., brochures, PLN website) and social media. If you choose not to allow your child to be photographed and/or videotaped, the office staff will document your request and inform the appropriate parties as needed. ****Once signed during the student's initial enrollment, this form will be good for the student's duration of enrollment at a PLN Charter School.**

The following are brief descriptions of the detailed forms that are part of the enrollment packet that must be signed to conform to the student policy or consent it corresponds to:

Acceptable Use Policy (AUP) for Use of Computers and the Internet

Our students live and work in a world fully integrated with technology. We believe that students need opportunities to learn how to use these powerful tools responsibly and as a means to achieve their academic and personal goals. We are fortunate to have all of our computers directly linked to the internet. By turning a computer on, students can access information for learning from all over the world. The AUP outlines acceptable behavior while using computers and the internet at PLN Charter Schools. Students may not use computers and the internet until this form has been signed by both the student and the parent/guardian.

****Once signed during the student's initial enrollment, this form will be good for the student's duration of enrollment at a Para Los Ninos Charter School.**

Students will receive lessons on Digital Citizenship and the appropriate use of the internet. These lessons will include safety and how the SAFE SCHOOL Guidelines and the Rights for ALL apply to on-line use. The PLN Charter School staff will have annual staff development around the changing nature of the internet as a powerful learning tool as well as its potential hazards.

Library and Textbook Parental Responsibility Form

This form provides information regarding the library process and what happens if students do not follow the library regulations when library material is in their possession. The legal parent/guardian must sign this form before the student is allowed to check out any library material. ****This form must be signed at the beginning of every school year.**

Campus Search & Seizure Board Policy

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has reasonable suspicion that the student has violated or is violating either the law or PLN rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting parts of the student's underclothing or body.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are school property and remain at all times under the control of PLN. However, students shall assume full responsibility for the security and condition of these areas. Periodic general inspections of instructional space and other areas of the school may be conducted by school officials for any reason at any time without notice.

Lockers

Student lockers, including P.E. lockers, are school property and remain at all times under the control of PLN. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by school officials, trained detection dogs or metal detectors, school officials may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with PLN's discipline policies and procedures. PLN shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

***For more information on the Campus Search & Seizure Board Policy, please visit the school office.**

HEALTH AND SAFETY

The health and well-being of all members of our school community are of central importance. The following policies are intended to support the ongoing success of all who attend, visit, or work at our school. For a more detailed description of PLN Charter Schools safety procedures please see the complete PLN Charter Schools Safety Plan for each individual school, which are available upon request in the main office.

Mandated Screenings

The following health screenings are conducted during the school year at no cost to parents by credentialed school nurses:

- Vision: Kindergarten, 2nd, 5th, 8th and 10th grade
- Hearing: Kindergarten 2nd, 5th, 8th and 10th grade

All screenings are mandated by law unless they violate the personal beliefs of the family. Families may submit a written statement regarding this (personal belief) to the school office.

All girls in 7th grade boys in 8th grade will be screened for possible scoliosis (unnatural curvature of the spine). Parents/guardians will be sent a notification/waiver form before screenings are administered and will be notified of any findings as a result of the mandated screening tests that require further attention.

Injuries, Communicable Diseases, and Medical Conditions

Children who arrive to school ill or with an injury are subject to be examined by the office staff or school nurse when on site. Children who are injured or become ill during school hours are sent to the health office for first aid. The office staff or nurse (when on site) can only administer soap, water, ice

and bandages for injuries or illnesses. If an injury or illness is deemed to be serious and/or endangering to a student's health and well-being, parents will be called to pick up the child within one (1) hour as these conditions may require to be monitored by a parent and/or physician. Such situations include:

- vomiting
- open wounds
- contusions
- diarrhea
- acute coughing or sneezing
- extreme muscle pain or nose bleeding
- redness in eye(s)
- fever of 100° F or higher.

If a child is sent home due to a high fever, diarrhea or vomiting, he/she may not return to school until 24 hours have passed without the condition. **PLN Charter Schools will call 911 if school staff determine medical attention is required.**

If a student sustains an injury that requires stitches, a cast, crutches, leg brace, or neck brace a medical/doctor note stating that the student is cleared to return to school will be required. This note should state any restrictions that the student may have (e.g. unable to use stairs, participate in physical education activity, etc.) and the student may only return on the date stated on the medical note. A student attending school in a wheelchair must inform the school office and/or school nurse prior to returning to school so proper accommodation can be provided. Home remedies or cultural specialists (e.g., "sobador") are not an acceptable form of treatment/clearance.

If your child has a known pre-existing medical condition (e.g., allergies, asthma, diabetes, seizure disorder, etc.), please notify the office immediately. Notify the office if there are any special instructions or procedures for the care of your child if a problem should arise. Children with short-term health problems that prevent them from attending school should make arrangements with the school for a temporary plan to continue the student's education while at home.

Per state regulations, school districts, county offices of education, and charter schools are required to provide emergency auto-injectors (epi-pens) to school nurses and trained personnel and authorizes them to use epi-pens to provide emergency medical aid to persons suffering or reasonably believed to be suffering from a life-threatening severe allergic reaction (anaphylaxis).

If your child contracts any of the following diseases, please notify us immediately. We will also notify you of any communicable diseases that your child may have been exposed to.

Symptoms of Some Communicable Diseases (according to the Centers for Disease Control and Prevention, 2016)

<u>Disease</u>	<u>Symptoms</u>	<u>Incubation Period</u>
•Chicken pox	Mild fever, small raised pimples	14-16 days
•Measles	Fever, cough, rash, red eyes	10-12 days
•Rubella	Fever, rash	12-23 days
•Mumps	Fever, neck swelling below ears	16-18 days
•Polio	Fever, sore throat, rash	3-6 days
•Scarlet Fever	Fever, sore throat, rash	24-48 hours
•Scabies	Itching of skin, rash	1-2 months
•Bacterial Meningitis	Fever, headache, vomiting, stiff neck	1-4 days

Students may be excluded for head lice at the end of the school day, but readmitted after appropriate treatment is instituted. The presence of nits alone (after treatment) is not an absolute indication for exclusion and children should not be absent from school for extended periods of time due to this treatable condition. An alert will be sent home to notify other parents about the finding, and PLN staff will not disclose the source.

Students in 5th grade are encouraged to participate in a Growth & Human Development Presentation (girls and boys in separate sessions). Consent forms are required.

Sunscreen and Sun-protective Clothing

Students are allowed to wear protective gear (hats, sun visors and/or sunglasses) while outdoors during lunch, recess/recreation and physical education classes. Schools may regulate the type of sun protective clothing/headgear in accordance with California Education Code Section 35183.5. Schools are not required to provide protective materials. Students are also allowed to use sunscreen and lip balm (over the counter) as an allowable

sun/wind protection measure for their outdoor activities while at the school, without a note from their physician or prescription. For more information, please visit the Para Los Niños website for the full Sunscreen and Sun-Protective Gear Policy.

Medications

If a student requires medication during school hours, a parent or guardian must have the student's doctor complete a "Request for Medication to be Taken during School Hours" form that can be obtained in the school office. School staff will only administer medicine when this form has been completed and if the medicine has been prescribed by a physician and has a prescription label with matching directions and batch information on the bottle.

Students who need to keep medicine on campus in case of an emergency will need a doctor's note and the "Request for Medication to be Taken during School Hours." All medication is kept in the health office and is inaccessible to children at all times. These requests can be renewed by filling out a renewal form, UNLESS the type of medication or dosage has changed.

Overall Welfare

Para Los Niños takes all possible precautions for safeguarding children and youth in our care against bodily harm, illness, injury or any other form of maltreatment. In all suspected cases of child abuse, Para Los Niños and its employees are **mandated** by the State of California and agency policy to file a report with the proper authorities. School employees may not investigate to confirm suspicion.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency; you may also notify the school of an incident by contacting the Superintendent of Para Los Niños Schools.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property;
2. For purposes of self-defense;
3. To obtain possession of weapons or other dangerous objects within control of a student;
4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

Custody Matters

Custody disputes must be handled by the courts. Generally, the school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation, access to records, or decision-making limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Emergency Preparedness

We recognize that despite our best efforts to create a campus that is safe and secure for our students, there are potential situations outside of our control which may require emergency procedures. While we hope that we will never encounter such a situation, we are fully prepared should we need to evacuate or lock down our campus. PLN Charter Schools are equipped with emergency supplies for a 72-hour period should students and staff be required to remain on campus. For a full description of PLN emergency procedures please see the complete PLN Safety Plan for each individual school, which is available upon request in the main office.

Evacuation Plan

All PLN Charter School staff and students are trained on the procedures for evacuating the school. An evacuation will occur when school administration or emergency service providers have determined that it is unsafe for people to occupy our buildings. Examples of situations in which evacuation will occur include fire or earthquake. Evacuations will be orderly and have as their first priority the safety of all *people* on our campus. Students and staff must leave behind all non-emergency items when evacuating campus.

In many situations, students will be able to safely return to campus following an emergency evacuation once the campus has been deemed safe for occupation. In the event that students cannot safely return to campus, parents will be notified via a phone tree that they must pick-up their child. Parents should not enter an evacuated building. Students will only be released from the designated pick-up point to an adult listed on their emergency release

form with a photo ID. To update or complete an emergency release form, please see the front office. **Please do not call the campus in the event of an emergency.** Office personnel will be evacuated and unable to answer phone lines.

Lock-Down Plan

All PLN Charter School staff and students are trained on the procedures for locking down the school. Lock-downs will be orderly and have as their first priority the safety of all *people* on our campus. A lock-down will occur when school administration or emergency service providers have determined that it is unsafe for people to be moving around our building. Examples of situations in which lockdowns will occur include the presence of strangers on campus or riots on or off campus.

In the event of a lock-down, all parents will be notified of procedures via a phone tree. **Please do not call the campus while the campus is on lock-down.** We will need access to all our phone lines and will need to focus our attention to resolving the circumstances that have led to the lockdown. Parents should not enter a building that is on lock-down as it will compromise their own safety and the safety of those on campus.

Food Service

Para Los Niños Charter Schools recognize the critical connection between a healthy mind and a healthy body. We are proud to offer our students nutritious from scratch compliant meals that are prepared by our vendor. All meals meet recommended nutritional guidelines and are provided to students by Para Los Niños. Parents of students with specific dietary requirements including food allergies or other food restrictions should notify the front office and request a "Medical Statement to Request Special Meals and/or Accommodations" form.

Meals may only be consumed by students currently attending PLN Charter Schools. **Parents and staff are not allowed to eat meals provided to students.** Food not consumed by the student may not be taken out of the lunch area. Per health and safety regulations, our meal provider will dispose of all uneaten items.

Students may bring snacks from home; however, snacks are limited to fresh vegetables, fruits and water or any item listed on the [USDA Guide to Smart Snacks in Schools](#) as stated in the PLN Wellness Policy. Any other food may be confiscated and/or asked to be put away by the student.

All our schools will be participating in the Community Eligibility Provision (CEP) as implemented under the Healthy, Hunger-Free Kids Act of 2010. Enrolled students will be provided with a nutritious meal for breakfast and lunch each day at no charge to all students in the household. Households will not be required to submit a meal application form to receive meals at no charge.

If you have any questions, feel free to call your school.

APPENDIX A: ANNUAL NOTIFICATIONS

Animal Dissections

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

Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
 2. A description of the risk factors and warning signs associated with type 1 diabetes.
 3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
 4. A description of the screening process for type 1 diabetes and the implications of test results.
 5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.
-

A copy of the information sheet regarding type 1 diabetes is available at: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years. This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances. Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch [can be found here](#).

Education of Foster and Mobile Youth

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

- *"Foster youth"* means any of the following:
 1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
 2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
 3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - c. The nonminor is participating in a transitional independent living case plan.
 5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.¹
 6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *"Former juvenile court school student"* means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.
- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so 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. This 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.
- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of

¹ The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a “pupil participating in a newcomer program,” as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- “*Educational Rights Holder*” (“ERH”) means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- “*School of origin*” means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, “school” as used in the definition of “school of origin” includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- “*Best interests*” means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth’s access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- “*Partial coursework satisfactorily completed*” includes any portion of an individual course, even if the student did not complete the entire course.

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

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

Marisela Hernandez, Family Specialist
1617 E. 7th Street
Los Angeles, CA 90021
(213) 239-6605

Zianne Rangel, Family Specialist
835 Stanford Avenue
Los Angeles, CA 90021

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

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

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student 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 students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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

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

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

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

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

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

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

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

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

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

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

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

Education of Homeless Children and Youth

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

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

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

School Liaison: The 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)):

Marisela Hernandez, Family Specialist
1617 E. 7th Street
Los Angeles, CA 90021
(213) 239-6605

Zianne Rangel, Family Specialist
835 Stanford Avenue
Los Angeles, CA 90021

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

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
 2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
 3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
 4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
 5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
 6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
 7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
 8. Charter School personnel providing services receive professional development and other support.
 9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
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10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student 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 students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student'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.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student 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.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian² in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

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

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to

² "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

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.

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

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

English Learners

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

Human Trafficking Prevention

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

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

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

Immunizations

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

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7 th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Involuntary Removal Process

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

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

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

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

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

Lost or Damaged School Property

If a student willfully damages the Charter School'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, the Charter School may withhold the student's grades, transcripts, and diploma 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, the 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 and diploma will be released.

Mental Health Services

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

Available on Campus:

Para Los Niños offers counseling services for children ages 0-18 to enable the child to learn as effectively as possible in his/her educational program. Therapists provide community-based treatment services offered in the home or school based on parent's/caregiver's preference. Clinical services can support children and their families when functioning is impaired in the home, at school, or in the community. If a parent/caregiver is interested in seeking services for his or her child, then a referral should be completed with the school's **Family Specialist**:

Charter Elementary School, **Maricela Hernández** (213) 239-6605

Charter Middle School, **Zianne Rangel** (213) 896-2640

Clinical staff can provide a wide array of services including:

- Individual therapy
- Family therapy
- Group therapy
- Social skill development
- Case management
- Crisis intervention
- Treatment for children and families affected by trauma
- Medication Support

For more information, contact Daibelis Yerena, LMFT, Intake Coordinator at 213-623-8446 ext. 248

Available in the Community:

- LA County Department of Mental Health Access Line: 24/7 hotline: 1-800-854-7771. Offers screening, assessment, referrals and crisis counseling for residents of LA County.
- St. Johns Mental Health Services (323) 541-1411
- August F. Hawkins Mental Health Center, 1720 E. 120th St., LA, 310-668-4272
- Downtown Mental Health Center, 529 Maple Ave., LA

For additional resources please visit: <https://aces-la.org/mental-health-resources/>

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 at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Nondiscrimination Statement

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

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups. The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220.

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

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

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

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

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: <https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf>

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Chief Operating Officer
Sarah Figueroa-Freeman
Para Los Niños
5000 Hollywood Blvd.
Hollywood, CA 90027
Phone: (213) 250-4800

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

Oral Health Assessment

Students enrolled in transitional kindergarten or 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 present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Parent and Family Engagement Policy

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

Physical Examinations and Right to Refuse

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

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

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

Chief Operating Officer
Sarah Figueroa-Freeman
Para Los Niños
5000 Hollywood Blvd.
Hollywood, CA 90027
Phone: (213) 250-4800

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

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
 - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

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

School Safety Plan and Asbestos Management Plan

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

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office.

Section 504

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

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

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

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

Special Education /Students with Disabilities

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

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

Isabel Cueva, Director of Special Education, (213) 239-6605.

State Testing

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

Student Records, including Records Challenges, Directory Information, and CCGI Notice

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

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist,

or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

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

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

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

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

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

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. PLN Charter Schools have designated the following information as directory information:

- Student's name
- Photograph
- Grade Level
- Degrees, honors, and awards received
- Dates of attendance

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

Please notify the Managing Director of Charter Schools at: (213) 239-6605. A copy of the complete Policy is available upon request at the main office.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"³) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"⁴) and will:

- 1) Be used to provide pupils and families with direct access to online tools and resources.
- 2) Enable a pupil to transmit information shared with the CCGI to both of the following:
 - a. Postsecondary educational institutions for purposes of admissions and academic placement.
 - b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Surveys About Personal Beliefs

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

Teacher Qualification Information

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

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

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Managing Director of Charter Schools to obtain this information.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's

³ CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.

⁴ CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

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

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

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

Uniform Complaint Procedure ("UCP")

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
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
 - State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
 - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School

Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

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

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

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

Chief Operating Officer
Sarah Figueroa-Freeman
Para Los Niños
5000 Hollywood Blvd.
Hollywood, CA 90027
Phone: (213) 250-4800

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

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

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

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

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

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

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

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

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

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

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

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

School Meals and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: <https://www.cde.ca.gov/ls/nu/rs/>

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy, which includes the Charter School's meal charge policy, is available upon request at the main office. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Use of Student Information Learned from Social Media

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

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: <https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf>

APPENDIX B: COMPLETE POLICIES

Restorative Discipline and Suspension/Expulsion Policy

Discipline Philosophy

This policy reflects Para Los Niños' ("PLN" or "Charter School") vision and philosophy to provide a comprehensive approach to education to meet individual students' educational, social and psychological needs. Furthermore, these policies reflect our goals of assisting at-risk students and their families in developing the competencies needed to overcome their challenging living environments. This policy shall apply to all PLN school sites (Gratts Primary, PLN Elementary, and PLN Middle, collectively "PLN").

PLN will adhere to a positive behavior philosophy consistent with modeling and reinforcement of positive behavior and lifestyle choices. This policy will include, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. The discipline policy shall not be discriminatory, arbitrary or capricious and shall follow the general principles of due process.

Upon enrollment and just before the beginning of each school year, Para Los Niños families will each receive a copy of the Student/Family Handbook, which contains a summary version of the Suspension and Expulsion Policy.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior. Teachers are also trained on how to understand, distinguish, and address different types of behaviors. The schoolwide and classroom management systems are built on the philosophy that effective management means that more time is spent on proactive strategies, rather than reactive strategies. The staff enforces disciplinary rules and procedures fairly and consistently among all students.

Student discipline practices will involve active participation of students, parents and staff and will include opportunities for students to work cooperatively with each other, be respected and demonstrate respect for others, learn conflict resolution strategies, and take responsibility for daily behavior.

Prevention of inappropriate behaviors and the development of appropriate behaviors will be taught throughout the school and in individual classrooms, with class lessons delivered as a response to inappropriate behaviors. Students will learn how problems are initiated and how problems escalate. Students, guided by the teacher, will learn appropriate "replacement behaviors" to resolve future problematic situations. Other strategies to support student behavior may include working with younger groups of students to model appropriate behaviors while tutoring and participating in school community service. Our Positive Behavior Plan, will include

teaching school rules and social emotional skills; reinforcing appropriate student behavior; establishing supportive relationship with students; using effective classroom management and positive behavior strategies. Positive Behavior topics will be addressed during Professional Development and monthly Positive Plan assemblies will provide model/non model visuals for students of expected behaviors.

What are Restorative Communities?

Restorative Communities are spaces that are physically, psychologically and emotionally safe, trauma-informed and committed to racial and social justice. They are characterized by a mindset that promotes positive interactions, builds on the collective assets of students and school communities, working towards an effective solution-focused approach with excellence and equity at the core. Restorative Communities cultivate the overall wellness of all its members by focusing on maximizing student learning within every interaction. Restorative Communities intentionally promote a positive and healthy school culture by building, strengthening, and (when harm occurs-including institutional and historical harm) repairing relationships through social-emotional learning, circle practice and restorative dialogue, while honoring diversity, identity, and human rights. Reducing the racial outcomes in how we address student behaviors is the primary goal in building Restorative Communities. Historically, exclusionary practices have disproportionately impacted students of color. Black and Latinx, and students, in particular, are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior.

What is Restorative Justice (or Discipline) in Schools?

Rooted in the restorative justice model of some international criminal and juvenile justice systems, restorative justice in schools is an approach to heal harm. In schools, restorative “justice” can also be understood as restorative “discipline”, the intervention tiers of restorative practices.

Traditional Discipline	Restorative Discipline
● Who broke the rule? ● What rule was broken? ● What punishment does the offender deserve? ● The person harmed (victim) is not involved ● Rules, fault and punishment are key	● Who was involved and how? ● Which relationships have been harmed? ● What do participants (particularly those harmed) need? ● Everyone impacted has an opportunity to create an agreement to heal and prevent future harm ● Relationships, respect and responsibility are key

What are Restorative Practices?

Restorative practices are a collection of actions that aim to build, maintain, and when necessary,

repair relationships. At a universal and preventative level (Tier 1), all staff and students can build and maintain relationships through community building and circles, social-emotional learning, affective statements, and non-violent communication. At a level of targeted intervention (Tier 2), when harm or significant challenges occur, restorative practices may include active listening, motivational interviewing, conflict circles, circles of support, or individual restorative conferencing and dialogue. For the most severe harms (Tier 3), typically after a student has been removed from class or school, the highest level of support may include a re-entry circle or restorative community conference and on-going circles of support to re-integrate the student into the school community.

Para Los Niños Restorative Approach

Para Los Niños will eliminate racist discipline practices and policies by acknowledging and dismantling systemic structures that contribute to any form of racism or racist outcomes that disproportionately affect our students of color.

The intervention Matrix included in this policy will provide schools with equitable and supportive responses to behavior practices. The levels of the *Restorative Response Matrix* are predicated on the belief that schools should be supportive environments that will engage our children in a process of learning while maintaining open, collaborative and inclusive communication practices with students and families. We will achieve this by implementing the following policies and practices:

- Instructional Leadership Teams will routinely examine discipline data, attendance data, and staff participation in anti bias or restorative justice training to identify disproportionalities and determine action steps for revising site discipline practices. Culture Leads and/or school leaders will facilitate data driven sessions in order to develop and monitor school- wide goals and strategies aimed at improving school culture. The team will determine and lead activities, including professional development, and communications to support the school mission, vision, core values/principles, and common expectations.
 - Culture goals are SMARTIE (specific, measurable, ambitious, realistic/relevant, time- bound, inclusive and equity-focused) goals, milestones, and strategies aimed at improving a school's culture. Culture goals are recorded and tracked with data in Call to Action (CTA) documents.
 - Expulsion review panel members will be provided Diversity, Equity, Inclusion, Justice & Belonging Learning Sessions
 - Culture Lead(s) (CL) is a certificated school-based staff member, whether in-classroom or out-of-classroom, who has applied and been accepted to the PLN Teacher Leader program to cultivate his/her own restorative practice expertise, develop leadership skills by coaching others, and support school culture and classroom climate by elevating to the Instructional Leadership Team and facilitating school-wide culture efforts. Through this role, educators will have the opportunity to cultivate leadership skills while positively impacting school culture and classroom climate in order to transform student outcomes. At PLN, Culture Leads participate in several days of professional development and coaching and receive a stipend for their additional contributions to the school community.
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- Sites will use the *Restorative Response Matrix* in section 3 to address student behaviors with fidelity and will consistently document interventions and disciplinary actions.
- Re-entry procedures will be utilized for students returning from suspension, expulsions or extended leave due to court school proceedings that will include a restorative conference with student, family, administration, counseling, and other trusted adults.

School Site Implementation

In order to successfully implement and maintain restorative communities, sites will uphold the following principles:

- Engaging students in relevant lessons to promote and produce clear community agreements about interactions with one another. These agreements will be revisited and revised as the community progresses across the year.
- Creating safe spaces throughout the campus and in classrooms for all students and using a restorative justice approach after incidents take place that threaten their sense of safety.
- Repairing and restoring relationships between students and/or adults after harm has taken place to re-establish safe spaces for all.
- Encouraging all school staff to build positive relationships with students and be actively engaged in their students' academic lives and learning.
- Increasing awareness of student behaviors that are associated with trauma, crisis, disabilities, cultural norms or medical conditions, and understanding the triggers for those behaviors in order to better address the needs of the student.
- Promoting high standards of behavior by teaching, modeling, and monitoring behavior.
- Pairing school discipline with meaningful social emotional learning that offers students the necessary guidance to learn from their mistakes and positively contribute to their school community.

In order to promote a positive school climate, schools will utilize Culture Teacher Leaders integrated teams (ILT, Culture Teams, SSS, SSPT, etc) to analyze student data to identify patterns of student behavior, student needs, and systems of support to maximize learning. Integrated teams at schools will be inclusive of general educators, support personnel and administrators to assess the effectiveness of the restorative school discipline policy. Site teams will collect and analyze behavioral data. The review will include the following:

- Current prevention and intervention strategies
 - The number of out-of-classroom referrals and the interventions used to maximize instructional time.
 - The number of in-school suspensions, out-of-school suspensions, expulsions, referrals to alternative _____ schools, arrests, and referrals to law enforcement (disaggregated by ethnic group, age, grade, gender, English language learner status, and disability)
 - Trends of referrals across campus to understand prevalent behaviors and locations
 - The extent to which supportive or intervention actions are consistently applied to all students
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- School-wide surveys (e.g. Panorama Surveys), and/or student and parent interviews regarding culture and climate
- Debrief data after incidents occur

Instructional Leadership Team:

Each school shall review school discipline data with the Instructional Leadership Team. Instructional Leadership Teams will be composed of an administrator, site based staff, and Home Office Staff and can include staff members who also actively participate in existing committees such as School Site Council (SSC), English Language Advisory Committee (ELAC), or Teacher Leaders. The Instructional Leadership Team will ensure that school discipline and attendance data be presented to the whole staff at least once a year. The committee will review the data and address any needs for adjustment to:

- ☐ School climate
- ☐ School discipline policies and practices
- ☐ Address and resolve disproportionalities in student discipline data
- ☐ Alternative to suspension programs and other ways for students to strengthen decision-making skills
- ☐ Restorative justice practices during the full disciplinary process

Based on the data, schools will:

- A. Identify areas of behavioral concern
- B. Assess and respond to any disproportionalities as evident in data trends
- C. Provide targeted professional development, supports, and services for students and staff at the earliest possible point of intervention
- D. Revise school disciplinary procedures/practices as needed in collaboration with the School Site Council, staff, students and families.

The ILT shall submit their findings and any recommendations to the school principal to ensure that student interventions are consistently implemented.

Preventative and Restorative School and Classroom Policies

Home Office Team	School Leadership Team	School Teachers & Staff
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● Alternative-to-suspension Programs ● Diversity, Equity, Inclusion, Justice Belonging Learning Sessions ● Teacher Leadership Coaching & Support: ○ Culture Team Leads ○ Mentor Teachers ● Restorative Justice Partners ● Counseling services ● Mental health supports ● Trauma-Informed Care Professional Learning ● Student Support Services supports ● Welcoming Schools Professional Learning ● IMTSS strategies ○ Breathing ○ Check in/Checkout ○ Conflict Resolution ○ Coping Skills ○ Group based contingency ○ Problem Solving ○ Role Play ○ Self-Monitoring ○ Social Stories ○ Taking a Break ○ Visual supports ● Restorative Justice Professional Learning ○ Affective Statements ○ De-escalation Strategies ○ Empathetic Listening ○ Restorative	● Provide active supervision of students ● Administrators visible and available to students and parents ● Review discipline policy at Back-to- School/Open House/Parent Conferences ● Counseling interventions ● Inclusive solution- seeking process ● Parents as partners ● Student mentors: ○ Peer Mediation ○ Link Crew ● Positive reinforcement system ○ Praise/Appreciation ● Relaxation Room/ Wellness Center ○ Calming Room ● School-wide explicit teaching and reinforcement of digital citizenship ● School-wide explicit teaching and review of social emotional learning competencies: ○ Assemblies ○ Morning ○ Monthly themes ○ Parent Newsletters ● School-wide Positive Behavior Intervention Supports ● Site staff mentors ● Student-led climate & culture initiatives messages	● Grade level/classroom explicit teaching of social emotional learning (SEL) in pursuit of safe learning environment that promotes academic achievement: ○ Integration of SEL into academics ○ Instruction of SEL competencies integrated with each other ○ Reflective activities ● Student opportunities for leadership ● Positive reinforcement system ○ Praise/Appreciation ○ Positive notes or phone calls to parents/guardians ● Restorative community building: ○ Community Circles ○ Empathetic Listening ○ Knowing Student's Street Data ○ Goal Setting and reflection ● Student-developed social contracts and classroom rules: ○ Clearly defined/posted ○ Written in positive language ○ Explicit teaching/review of agreements and/or expectations ○ Visual supports (daily schedules, /Identity
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Questions ○ RJP Readings & Excerpts ○ Social Emotional Learning Centered on RJP Activities ○ Community/Conflict/Harm Circles	● Therapy ● Trauma-informed care response from educators Wellness check	visual boundaries) ● Teacher-initiated reminders and redirection ● Wellness checks
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Restorative response Matrix

The *Restorative Response Matrix* was developed to assist school administrators and educators and provides general guidance for supportive practices and responses to behavior.

Levels of Support:

☐ **Level 1:** A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member (Instructional Assistants, Campus

Aides, other site based staff). Behaviors are typically addressed at the time that they occur, and do not require documentation in Infinite Campus. Classroom documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

☐ **Level 2:** A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures and parent/guardian communication is required to ensure students receive the support needed to understand and correct behavior.

☐ **Level 3:** A Level 3 behavior is one which requires immediate administrative involvement and written documentation in Infinite Campus. Level 3 behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual student and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required through the Notification of Administrative Suspension Form (Does not require parent signature).

☐ **Level 4:** A Level 4 behavior requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 behaviors involve immediate suspension and a mandatory recommendation for expulsion. Formal documentation and parent/guardian communication are required through the Notification of Administrative Suspension Form.

Restorative Response Matrix Level 1

Defining the Behavior - A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require documentation in Infinite Campus. Classroom documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

Student Behavior Incident	Supportive Practices and Response
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- Academic dishonesty
- Disruption
- Inappropriate cell phone use
- Inappropriate use of technology
- Lack of understanding of physical boundaries
- Lying
- Minor conflict
- Minor interruptions/distractions
- Misuse of school property or equipment
- Not following classroom agreements/procedures
- Not having classroom materials
- Off task behavior
- Tardiness
- Use of profanity, not directed at individual

Check in/Checkout
 Correction techniques:
 Prompt
 Redirect
 Reteach
 Provide choice
 Mindfulness strategies or MindUp curriculum
 Peer mentors
 Restorative conferencing
 Modified breaks or recess
 Role-play
 Seat change
 Student and parent/guardian interviews
 Social Stories
 Teaching of self-regulation strategies:
 Breathing
 Individual reflective time
 Journaling
 Peer support
 Problem solving strategies
 Speaking to an adult
 Taking a break
 Thinking of alternative solutions
 Use of affective statements by educator and/or student
 When-then strategy

Restorative Response Matrix Level 2

Defining the Behavior - A Level 2 behavior is one which requires more intensive interventions than a Level 1 Behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures and parent/guardian communication is required to ensure students receive the support needed to understand and correct behavior. The reporting staff member may:

- 1) *Request a correction that involves other staff members OR*
- 2) *Request administrative input on the incident OR*
- 3) *Notify the administrator and/or have a record of the situation*

Student Behavior Incident	Supportive Practices and Response
- Attempted to cause property damage^ - Caused minor injury, except in self- defense^ - Caused or attempted to cause damage to school property or private property^ - Committed an obscene act or engaged in habitual profanity or vulgarity^ - Committed sexual harassment (1st offense)^* - Engaged in an act of bullying (1st offense)^ - Habitual disruption - Habitual inappropriate use of technology - Harassed, threatened or intimidated peers^ - Harassed, intimidated, or threatened pupil or district personnel^ - Knowingly received stolen school property or private property^ - Possessed or used tobacco, or products containing tobacco or nicotine (1st & 2nd offense)^ - Stolen or attempted to steal school or private property^ - Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind (1st offense)^	- Any lower-level interventions from Level 1 - After school counseling or support group - Classroom suspension - 1 to 2 days - Administrator-assigned intervention - Change in schedule/class - Create a safety plan - Daily report card on behavior - Loss of privilege - Mini-course/training (e.g., conflict resolution, anger management) - Modification of IEP, if applicable - Create a behavior intervention plan (BIP) - No contact agreement - Parent/guardian outreach - Participation in mentoring program - Peer mediation - Referral to after-school program - Referral to community-based services - Referral to school-based health/mental health clinics - Referral to support staff (e.g. counselor, psychologist, nurse) - Saturday school program - Self-charting of behaviors - Short-term behavioral progress reports

^Requires administrator involvement and [NS] incident code in Infinite Campus *Must be addressed through PLN's Title IX process ** Must Report Incident to Charter School Division, LAUSD and/or Co-located Principal	● Social skills training ● Student/teacher/parent or guardian conference ● Substance-use intervention group or module ● Teacher/student Conference ● Written apology Any Level 2 behavior indicated as an enumerated offense for suspension or expulsion (per the list of enumerated offenses below) may result in immediate suspension and/or recommendation for expulsion depending on the severity and at the discretion of the principal or designee, even if it is the first offense.
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Restorative Response Matrix Level 3

Defining the Behavior - A Level 3 Behavior is one which requires immediate administrative involvement and incident log in Infinite Campus Level 3 Behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual student and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required.

Student Behavior Incident	Supportive Practices and Response
• Aids or abets infliction or attempted infliction of physical injury • Assault/battery on a school employee[^] • Caused, attempted to cause, threatened or participated in an act of, hate violence • Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense (non-deadly force) • Caused major property damage • Committed or attempted to commit robbery or extortion[^] • Committed sexual harassment (2nd or continuing offense)* • Engaged in, or attempted to engage in, hazing • Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding • Made terroristic threats against school officials or school property, or both • Possessed/sold/furnished a knife/dangerous object [^] • Possessed an imitation firearm • Possessed or used tobacco, or products containing tobacco or nicotine (3rd offense) • Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind • Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it • Unlawfully possessed or unlawfully offered, vapes, arranged, or negotiated to sell drug paraphernalia • Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs • Willfully caused serious injury, except in cases of	• Any lower-level interventions from Level 1 or 2 • Community service • Functional behavioral assessment, if applicable • Implementation of restorative conferencing with student and parent • In-school counseling • Increase access to mentor • Re-entry practices • Substance-use intervention group Any Level 3 behavior indicated as an enumerated offense for suspension or expulsion (per the list of enumerated offenses below) may result in immediate suspension and/or recommendation for expulsion depending on the severity and at the discretion of the principal or designee, even if it is the first offense. *Must be addressed through Para Los Ninos Title IX process

demonstrated self-defense (no-lethal force) ** Must Report Incident to Charter School Division, LAUSD and/or Co-located Principal	
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Restorative Response Matrix Level 4

Defining the Behavior - A Level 4 Behavior is one which requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 Behaviors require a mandatory recommendation for expulsion. Formal documentation in Infinite Campus and The Notification of Administrative Suspension Form that has language regarding the recommendation for expulsion. A staff member observing or being informed of a level 4 incident will notify administration immediately to start a process that compiles all interventions provided to the student and initiates investigation.

Student Behavior Incident	Supportive Practices and Response
● Committed or attempted to commit a sexual assault or battery* ● Possessed/sold/furnished a firearm ● Possessed/sold/furnished an explosive ● Brandished a knife to another person ● Sold a controlled substance *Should also be reported to Para Los Niños' Title IX Coordinator ** Must Report Incident to Charter School Division, LAUSD and/or Principal of co- located sites.	● Conference with student, parent and administrator to explain options for student ● Intervention program ● Internal & External counseling and services ○ Parent Consent Required ● Referral to Law Enforcement supports When students have been provided with information on the expulsion process, supports available, and information on alternative instructional options, the following shall take place: ● Mandatory 5-day suspension and ● Recommendation for expulsion

Suspension and Expulsion Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Para Los Niños. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions,

expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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 school property.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian 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 removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
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- e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current,
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or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
 - r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - l) "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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation,
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which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph
 - (1) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means 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 subparagraphs (i) to (iv), inclusive, of paragraph

(1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “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.

3) Notwithstanding subparagraphs (1) and (2) 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.

- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
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- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
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- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
 - p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
 - q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
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- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

- i. A post on a social network Internet Web site including, but not limited to:
 - (a) 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph
 - (l) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- ii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means 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 subparagraphs (i) to (iv), inclusive, of paragraph

(1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “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.

3) Notwithstanding subparagraphs (1) and (2) 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.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Prior to exercising discretion to expel a student, the site principal or designee must demonstrate that:

- ☐ Available interventions have been attempted and a record of supports provided for the student has been documented in Infinite Campus with an ongoing process of communication with families;
- ☐ An out-of-school suspension has been implemented in the past and appropriate supports have been provided to student;
- ☐ The student intervention history and/or behavior are severe in nature and represent a risk to the safety of the student, safety of other students and/or safety of adults.

- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student

shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing;

(C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;

(B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

When a student or non-student commits any of the non-discretionary expellable offenses listed above, the principal or designee shall report the act to School Police and/or local law enforcement. local law enforcement.

C. Suspension Procedures

Wherever possible and practicable, in lieu of in-school suspensions, sites will utilize alternative- to-suspension programs that provide students site-based interventions as well as an opportunity to repair the harm. Administrators shall consistently implement school preventative and restorative practices and exhaust all site interventions, including alternative-to- suspension programs, prior to issuing an out-of-school suspension for a discretionary suspendable offense per the list of enumerated offenses above. However, there may be instances where behavior is severe enough to warrant a discretionary recommendation for suspension for the first offense.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Managing Director, Principal or designee with the student and the student's parent/guardian and,

whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Managing Director, Principal or designee.

The conference may be omitted if the Managing Director, Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. A school employee shall report the suspension, including the name of the student and the cause for the suspension in the PLN student information database under "behavior."

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Managing Director, Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1)

the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

A student may be suspended by the Managing Director, Principal or Principal's designee for any of the discretionary suspension behaviors described above or any other violation of school policy or behavioral expectations. The Principal or designee shall determine whether to suspend the student from school (out-of-school suspension) or to allow the student to remain on campus to serve an in-school suspension, depending on the specific circumstances and which enumerated offense(s) the student violated. Upon determining a student has violated one or more of the enumerated offenses listed above, the Managing Director, Principal or designee shall, as soon as possible, commence the procedures listed above and request the student's parents/guardians to attend the conference previously mentioned, at which other school administrators and Family Services personnel and /or Clinical Services personnel may also be present. In lieu of or in addition to suspending a student, the Managing Director, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

In-School Suspension

In-school suspensions are given as an alternative to out-of-school suspensions and are held in an available room on campus during the normal school day. Students designated for in-school suspension must remain on campus under appropriate supervision. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teacher provides support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. A student may be suspended under an in-school suspension for a maximum of five (5) school days per incident and no more than a total of 20 school days per school year.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student violated one or more of the enumerated offenses listed above.

Length of Suspension

The length of the out-of-school and in school suspensions will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students shall not exceed five (5)

consecutive school days unless a recommendation for expulsion has been made by the Principal. The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

While serving an out-of-school suspension, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.

Students who are suspended out-of-school during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities. Administrators, administrator designee or school personnel will not deny students equitable access to test preparation, activities or materials.

The classroom teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the student's suspension. Written notification listing all required assignments will be sent to the student's parents/guardians and all required materials will be provided via email and/or available for parents/guardians to pick up from the front office. Students will be given an opportunity to re-take all tests/quizzes missed during their suspension, upon their return to school.

5. Right to Appeal Suspension

During the parent conference required under due process procedures for suspension, the principal or designee shall inform the student and parent/guardian of their right to appeal a

suspension and advise the student or parent/guardian that they may pursue the appeal process by contacting the Social Justice Manager.

- a. The student or parent/guardian may initiate the appeal process by contacting the Social Justice Manager. in writing within three weeks of the conference with the principal or designee.
- b. The Social Justice Manager. will mail the *Request for Suspension Appeal* to the student and parent/guardian with instructions that this form must be completed and returned so that it is received no later than three weeks after the date of the principal's decision.
- c. Social Justice Manager. will determine from the information provided whether or not the principal or designee suspended the student properly and followed all applicable procedures in regard to the suspension. Social Justice Manager. as they may deem necessary, may contact either of the parties for the purpose of clarifying information provided.
- d. Based on the information submitted or requested, Social Justice Manager has the authority as the Managing Director's designee, to make the following determinations regarding the suspension:
 - Uphold the suspension.
 - Uphold the suspension but expunge suspension records at the end of the semester in which the offense occurred if the student has no further discipline/behavior problems in the district.
 - Determine that the suspension was not within district guidelines, overturn the suspension and order that all records and documents regarding the disciplinary proceedings and suspension be immediately destroyed. No information regarding the suspension shall be placed in the student's permanent record or file or communicated to any person not directly involved in the disciplinary proceedings.
 - Determine that the penalty imposed was inappropriate for the violation, and order that all records and documentation concerning the suspension shall be revised to indicate only those facts leading to the penalty imposed by the school.
- e. The Social Justice Manager will mail a copy of the decision to the student and/or parent/guardian within five days of issuing the decision. A copy of this decision will also be mailed to the school principal.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors, nor employed at the site where the student attends. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

At any time prior to the expulsion hearing for a student, the Managing Director, Principal or designee may enter into a voluntary agreement with the parents/guardians of the student to stipulate to an expulsion or provide for an alternative to the expulsion of the student. Any such agreement must be approved by the PLN Board of Directors.

E. Expulsion Procedures

The Charter School's Expulsion Policy has been established in order to provide a safe learning environment for all students, staff, and stakeholders. The Charter School's rules and procedures governing an expulsion are consistent with state and federal laws and provide students their due process rights. The Managing Director of Charter Schools will work in collaboration with the Social Justice Manager to monitor and maintain ongoing communication about students that are being recommended for expulsion.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Managing Director, Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. While pending an expulsion hearing, the student shall continue to receive access to his/her education. Charter School and student's teachers will provide parents/guardians with coursework to ensure student continues to receive access to his/her education. Additionally, charter school will work with student's district of residence to assist with an appropriate interim placement while student is pending an expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice will be in the native language of the student/parent and will include information regarding reasonable accommodations and language support. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
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4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
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G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Witness Statements

Witness statements are a form of evidence. In the incident investigation process, it is essential that they be obtained immediately from the following people:

- Alleged person responsible
- Alleged impacted party
- Witness(es)
- Staff involved in addressing the incident

Witness statements should provide the facts related to the incident that will assist with the investigative process and inform the appropriate administrative course of action. The goal of a witness statement is to create a clear picture of an incident. A statement should be written soon after the principal or designee has conducted an interview. If there are multiple witnesses, they should be separated into different offices or rooms and not have the opportunity to speak with one another until all interviews are conducted and statements obtained. Witness statements should be reviewed by staff before releasing the witness. If there is an unavoidable reason as to why the district witness statement cannot be used, contact the Social Justice Manager.

Witness statements are to include the following:

- Location
 - Date
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- Time
- Description of incident in order of events what was experienced, witnessed or heard
- Names of other students, staff involved
- Evidence, if applicable
- Injuries sustained, if applicable

When students are too young or unable to write down their statements, these students can dictate their statements to staff. Statements should be read back to ensure accuracy.

Students who are not fluent in English should be allowed to write their statements in their native language and have them translated by staff.

A student who is removed from campus due to a serious injury or by school police may not have the opportunity to write a statement; therefore, it will be necessary to work with the family of the student to obtain a witness statement as soon as possible.

If a student refuses to write a statement, ask the student to indicate in writing that he/she/they does not wish to write a statement and sign and date the document. If the student refuses, staff may write "refuse" on the statement.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally

to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

When deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

J. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Term of the expulsion order; (d) The Board's adopted rehabilitation plan for the student; (e) Notice of reinstatement eligibility and readmission process; and (f) Notice of the student's right and procedures to appeal the expulsion decision.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Appeal of Expulsion

A pupil may appeal the PLN Board of Director's decision to expel within ten (10) school days of the date of the PLN Board's written decision to expel in accordance with the following:

The parent/guardian of Pupil must submit the appeal in writing to the Managing Director, Principal or designee within ten (10) school days of the date of the PLN Board's written decision to expel the pupil. An Expulsion Appeal Panel shall convene an appeal hearing within thirty (30) school days of the receipt of the written appeal, at which time Pupil's parent/guardian must attend to present his/her appeal of the PLN Board's decision to expel, either verbally or in writing.

The Expulsion Appeal Panel members shall be designated by the PLN Board and consist of three

(3) to five (5) members who are not employees of the PLN school at issue, have no familiarity of the incident or Pupil, and shall not be the same individuals who served on the Administrative Panel for pupil's expulsion hearing.

The scope or review of the Appeal Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parent(s)/guardian(s) will be notified of the Expulsion Appeal Panel's decision, in writing, within three (3) school days of the appeal hearing. In the event that the Expulsion Appeal Panel reverses the expulsion, Pupil shall be immediately reinstated.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan may include provisions designed to improve the pupil's behavior, attendance, and academic performance. The rehabilitation plan and expulsion order shall include a date not later than one (1) year from the date of expulsion designating when the pupil may reapply to the Charter School for readmission.

The rehabilitation plan for a student may include, but is not limited to, the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of schoolwork; academic success; participation in counseling programs; and obtaining community service hours. These provisions may be revised accordingly to each specific student to govern the student's rehabilitation during the term of his/her expulsion.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student

poses a threat to others or will be disruptive to the school environment.

The Managing Director or Principal shall make a recommendation the PLN Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The PLN Board shall then make the final determination regarding the pupil's readmission during the closed session of a public meeting, and then report out any action taken during closed session consistent with the requirements of the Brown Act and pupil confidentiality laws including FERPA. The pupil's readmission is further contingent upon the Charter School's capacity at the time the student seeks readmission.

These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. Charter School is responsible for facilitating pupil's reinstatement at the Charter School, upon the conclusion of pupil's expulsion period, if pupil is readmitted in accordance with the procedures described above.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children

with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay- put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Board Policy: #5144

Adopted/Ratified: January 25, 2024

S. Maintenance of Records

Para Los Ninos shall maintain a record of each suspension and expulsion, including its specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school.

The Managing Director or designee shall, within five working days, honor any other district's request for information about an expulsion from PLN.

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 Para Los Ninos Charter Schools ("PLN") to address sex discrimination, including but not limited to sexual harassment, occurring within PLN's education program or activity.

PLN 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.⁵

This Policy applies to conduct occurring in PLN'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 PLN 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 PLN 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 PLN.

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 PLN conditioning the provision of an aid, benefit, or service of PLN 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 PLN's education program or activity; or

⁵ PLN 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 PLN.

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.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations 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 PLN's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that PLN 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 PLN'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 PLN's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or PLN's educational environment, or deter sexual harassment.

Title IX Coordinator

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

Gabriela Herrera, Director of Compliance and Risk
Para Los Niños
5000 Hollywood Blvd, Los Angeles, CA 90027
Phone 213-250-4800 x536
Fax: (213) 250-4900
Email: gherrera@paralosninos.org

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:

Stanley Anjan
Managing Director of Charter Schools
1617 E. 7th St. Los Angeles, CA 90021
213-239-6605
sanjan@paralosninos.org

The Coordinator is responsible for coordinating PLN'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 PLN, 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 PLN'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 Executive Director, 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. PLN 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

PLN 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

PLN 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

PLN 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.

PLN'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 PLN'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. PLN will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair PLN'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

PLN 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 PLN'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.

PLN requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by PLN 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.

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

PLN 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.

PLN 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 PLN, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

PLN will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.⁶ Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

PLN 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 PLN's education program or activity; or
- Did not occur against a person in the United States.

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

- The respondent is no longer enrolled or employed by PLN;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent PLN 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) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable PLN 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:

- PLN'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 PLN prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

⁶ Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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

PLN may remove a respondent from PLN's education program or activity on an emergency basis, in accordance with PLN's policies, provided that PLN 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 PLN's Title IX grievance procedures, PLN may offer an informal resolution process to the parties. PLN 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, PLN 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. PLN 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 PLN 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, PLN 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 twenty (20) business days after PLN 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 PLN'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 PLN 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 PLN's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the PLN Board, 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 PLN'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 PLN 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 PLN.

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

PLN 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):

I hereby authorize PLN 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 SCHOOL ABBREVIATION].

Signature of Complainant

Date: _____

Print Name

To be completed by PLN:

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, Para Los Ninos Charter Schools ("PLN") 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, PLN 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. PLN 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 PLN does business, and all acts of PLN's Board of Directors ("Board") in enacting policies and procedures that govern PLN.

PLN 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 ⁷ 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 PLN.

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 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

⁷ "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.

- 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

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

Cyberbullying Prevention Procedures

PLN 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.

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

Education

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

PLN 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.

PLN'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.

PLN informs PLN 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

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

PLN 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

PLN also informs certificated employees about the groups of students determined by PLN 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.

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

Complaint Procedures

Scope of the Complaint Procedures

PLN 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 PLN 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.

PLN 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 PLN’s Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of PLN’s Title IX Policy and UCP is available 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 Managing Director of Charter Schools (or the Secretary of the Board if the complaint is against the Executive Director) 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 PLN 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 Executive Director, 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.

PLN 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 PLN on a case-by-case basis.

PLN 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 Executive Director 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 Executive Director 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 Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at PLN 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 PLN or termination of employment.

Right of Appeal

Should a complainant find PLN's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of PLN's decision or resolution, submit a written appeal to the Chair of the PLN Board, who will serve as the decisionmaker 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 PLN 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 PLN:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Suicide Prevention Policy

The Board of Directors of Para Los Ninos Charter Schools (“PLN” 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 PLN and community stakeholders, PLN 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 PLN's strategies for suicide prevention and intervention. PLN 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. PLN shall appoint an individual (or team) to serve as the suicide prevention point of contact for PLN. The suicide prevention point of contact for PLN and the Managing Director of Charter Schools 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, PLN created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, and staff. The SPCT includes the following individuals:

1. Graciela Santamaria, Middle School Social Worker
2. Sophia Fuentes, Middle School Social Worker
3. Jessica Fernandez, Elementary School Social Worker
4. Marisela Hernandez, Family Specialist

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

- Primary Liaison: Evelin Villa, School Social Work Interim Associate Director, evilla@paralosninos.org, (213) 239-6605
- Secondary Liaison: Judi Stadler, Director of Clinical Services, jstadler@paralosninos.org (213) 239-6605

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 PLN 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

PLN, 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 Para Los Ninos Mental Health Services 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.
 - [Charter School must Insert other Local Youth Populations Vulnerable to Depression and Suicide based upon CalSCHLS, YRBS or other school climate survey data]].

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. PLN 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 PLN 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. PLN shall notify the parent/guardian/caregiver when a student has been screened or screened/assessed for suicide risk regardless of outcome
4. PLN 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, PLN 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 PLN and is characterized by caring staff and harmonious interrelationships among students.

PLN'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.

PLN 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). PLN maintains a list of current student trainings, which is available upon request.

PLN 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.**

PLN 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, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

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.”*

PLN 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 Managing Director of Charter Schools 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 PLN or in the community.

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

PLN 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, PLN 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, PLN 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 PLN.
- 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 PLN campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in PLN's safety plan. After consultation with the Managing Director of Charter Schools 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 Managing Director of Charter Schools or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. PLN staff may receive assistance from PLN 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 PLN campus and unrelated to school activities, the Managing Director of Charter Schools 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 PLN 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 PLN activities to notify a teacher, the Managing Director of Charter Schools, another PLN administrator, psychologist, PLN 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. PLN 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.

PLN shall implement the following steps upon the student's re-entry:

1. The Managing Director of Charter Schools 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

PLN 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
"Died by suicide" or "Took their own life"	"Committed suicide" Note: Use of the word "commit" can imply crime/sin
"Attempted suicide"	"Successful" or "unsuccessful" Note: There is no success, or lack of success, when dealing with suicide

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. PLN 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 Managing Director of Charter Schools 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.
 - o If possible, suggest the funeral occur outside of school hours.
 - o Encourage parents/guardians of students to attend funeral/memorial with their children.
 - o 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.

- Offer a safe space on campus for students to utilize if needed before/after funeral or memorial service.
 - 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:
 - Identify what platforms students are using to respond to suicide death.
 - Identify and encourage staff and students to monitor social media outlets.
- 10. 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.