



GALS Student and Family Handbook

2023-2024

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Welcome

Dear Families:

Welcome to the start of the 2023-2024 school year at Girls Athletic Leadership School Los Angeles (“GALS LA,” “GALS,” “Charter School,” or the “School”)! In making the choice to come to GALS LA, you are becoming part of a movement. GALS LA is a vibrant community of leaders, including YOU, who come together to support our students to achieve the greatest success.

We truly believe in students, teachers, and parents/guardians working together with the administrative team to allow for our students to open up more fully to the amazing person that they are. Here, students are empowered to succeed academically, lead confidently, live boldly and thrive physically. This Student and Family Handbook was written with this vision in mind.

We feel that it is important for everyone to have a clear understanding of the policies and procedures that support us in making GALS LA a positive, supportive and rigorous educational experience. Please take a moment to review this Student and Family Handbook with your child.

Thank you for everything that you do for your child and our school community. Together, we will make this a great school year!

Sincerely,



Carrie Wagner
Executive Director



Vanessa Garza
Principal

GALS Student Pledge

I know who I am.

I know that I matter.

I know what matters to me.

I make choices and decisions that are good for me.

I take good care of my body.

I stand up for what I believe in.

I let people know what I think.

I take responsibility for my actions and myself.

I see the loving nature in others and myself.

I listen with my heart and mind.

I know I can make a positive difference in the world in my own unique way.

GALS 4 Habits of Heart and Mind

POWER - I have a strong sense of who I am and use my strengths for good.

FOCUS - I set and achieve goals mentally, physically and academically.

BALANCE – I celebrate myself as a whole human - mind, body, and spirit - and use strategies that support myself physically, mentally and emotionally.

FLEXIBILITY - I lead with compassion, for myself and others.

MISSION

The Girls Athletic Leadership School Los Angeles empowers girls to succeed academically, lead confidently, live boldly and thrive physically.

Core Beliefs

All of our programs are rooted in the following core beliefs:

- GALS believes in the innate ability of every girl to achieve.
- GALS believes that single-gender education creates an environment that honors the academic, personal, and social development of young women.
- GALS values diversity.
- GALS believes that every individual must contribute to the health of our environment.
- GALS values measurable outcomes for all endeavors.
- GALS believes that it can only succeed by working in full partnership with parents/guardians and community organizations.
- GALS believes in transparent and inclusive leadership.

GENERAL INFORMATION

Serving Grades 6 - 8
 8015 Van Nuys Blvd, 4th floor
 Panorama City, CA 91402

Please refer to the chart below to see which individual you should contact regarding various concerns. Meetings are by appointment only. Call the main office or email the individual to set up a time to meet.

Executive Director	Principal		Assistant Principal	Teacher
cwagner@galsla.org	vgarza@galsla.org		eyounan@galsla.org	
LAUSD/ GALS Board of Directors/ School Partnerships	Staff Member Concern	Specific classroom-based questions	Specific classroom-based questions	Classwork and Homework
Legal/ Compliance	School Policy Concern Uniforms Breakfast Lunch	Family & community resources	Intervention and Support	Homework/ project questions
Facilities/ Fundraising/Recruitment	Resource/ Special Ed/Enrollment	Behavior questions	Behavior questions	Specific grades/ behavior questions
GALS Series Courses /Student Retreats	After School Program School Events			Field Trips

Our phone hours are from 7:30 a.m. to 4:00 p.m. Phone hours refer to the hours our office staff is available. If you call during non-office hours, please follow the recorded directions and leave a message. We will return your call in a timely manner. Please respect our staff by honoring these hours. Generally, the office phone is very busy in the mornings from 7:30 a.m. - 8:30 a.m.; thus, if possible, please call after this time. Additionally, please check our website, www.galsla.org for general information. You may call our office at (818) 389-1184 or email our office at molivarez@galsla.org.

We are committed to establishing and maintaining an open and respectful line of communication between families and GALS LA staff, each of whom has their own phone extension and e-mail address. **Families should contact staff by telephone or e-mail and**

understand that we will try and return calls within 1-2 school days in the event that a message is left. Families will also have an opportunity to meet with staff during the four (4) scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person immediately, the parent should report directly to the Main Office, which will facilitate the soonest possible contact.

While we certainly welcome, encourage, and appreciate contact between families and teachers, we also ask that families be respectful of the enormous and constant demands made on all of our staff. For example, consistently contacting a faculty member several times per week can impact his or her ability to provide the best learning experience for all students.

All staff email addresses are in the following format: firstinitiallastname@galsla.org. For example, Vanessa Garza = vgarza@galsla.org.

School Calendar

The GALS LA school year will include 180 instructional days. The entirety of the program will span forty-two (42) weeks divided into two (2) semesters. We have a long weekend for a FALL BREAK, the entire week of Thanksgiving, a three (3) week WINTER BREAK, and a one (1) week SPRING BREAK.

Please refer to the School Calendar located on the GALS LA website for further details.

Intervention, Enrichment and After School Programming

After School Enrichment is from 3:00 p.m. - 6:00 p.m. Monday-Friday and consists of our free after school program, “After School All-Stars,” as well as tutoring and clubs. On Wednesday, our minimum day, GALS offers a free arts enrichment program, “Global G.L.O.W,” from 1:15 p.m. – 3:15 p.m., a STEAM program, DIY girls, as well as our After School All-Stars program.

All the cited research suggests that extracurricular activities provide all students—including at-risk and gifted students—an academic safety net. Additionally, participating in after school programming is extremely valuable for character growth as well as for college applications. Colleges seek out well-rounded students and electing to be part of this program will strengthen your application.

Intervention and Enrichment

Programming consists of four (4) different components:

- 1) **Tutoring**: Students demonstrating the need for additional support may attend tutoring from 3:30 p.m. – 4:00 p.m. or during morning computer lab between the hours of 7:00-8:00 a.m. Tutoring takes first priority over participation in other after school programs.
- 2) **Detention**: Your child may be issued detention for behavior or for not completing homework. Detention can be held during morning computer lab, at lunch and after school. Students will engage in a restorative conversation with a School Leader, teacher, and/or other students. Students may also complete a written reflection with goal setting.

- 3) **After School Programming (Run by After School All-Stars)**: Your child may only stay for after school programming if they are separately enrolled in our program. From 3:00 p.m. - 4:00 p.m. on Monday, Tuesday, Thursday and Friday, there will be supervised homework hour after school. From 4:00 p.m. - 6:00 p.m. there will be enrichment. On early dismissal days on Wednesday, there will be an enrichment program(s) offered that any student can enroll in from 1:15 p.m. – 3:00 p.m. Please refer to the After School All-Stars brochure or our School website for additional details regarding the program requirements.
- 4) **Sports**: GALS LA offers various sports throughout the year including basketball, soccer, softball, volleyball, wrestling, cheerleading, and Girls On The Run. Students must sign up for these sports specifically, and must be in good academic standing (minimum 2.0 grade point average (“GPA”)) in order to participate. Some sports teams may require tryouts.

School Food Program

Commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each 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 meal per meal service (breakfast and lunch) each school day. 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.

Families who choose not to partake in school-based meals may pack a healthy breakfast/lunch/snack from home. Please see our “Food Policy” below.

GALS also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete School Wellness Policy and Free and Reduced-Price Meals Policy is available on the School’s website and within the Student Services Policy Manual.

Food Policy

Students at GALS are encouraged to make healthy choices related to fueling their bodies throughout the day. Accordingly, students are allowed to eat snacks at various times during the day. If students choose to bring food from home for snacks or for lunch, the food must fall within the constraints below.

We strongly encourage students to bring healthy options including fruits, vegetables, crackers, and nut-free granola bars.

Items not allowed:

- Junk food (including chips, candy, cookies, etc.)
- Soda/sugary drinks

- Caffeinated beverages
- Sunflower seeds (in the shells)
- Cup of Noodles and ramen packets
- Nuts and food with any nuts in it (due to severe allergies)
- While popcorn as a healthy snack is permitted, popcorn must be popped before students arrive at school.

Food that does not adhere to the food policy will be confiscated by GALS staff and returned to the student's parent/guardian.

Due to food allergies, GALS asks that students NOT share food.

GALS will host celebrations throughout the year. We ask that families do NOT bring in birthday treats.

We also encourage families to use reusable soft lunch bags instead of paper ones or lunch boxes. Each lunch container must be clearly marked with the student's name. Please do not send coolers to school as we do not have the room to store coolers. Glass containers are prohibited on school grounds for safety reasons. Please do your best to send lunch to school with your student if they are bringing a packed lunch from home. In the event that you must drop lunch off during school hours, please bring it to the main office prior to the student's lunch period.

School Pickup and Drop-off

To pick up your child from school, the authorized adults (18 years or older) must be listed on the student's emergency card. Name, relationship to student, and addresses are required for all adults listed on these forms. Any adult who is picking up a student must carry photo identification with them and have it ready to show to the School, if requested. Oral requests to add a person to a pick-up authorization will not be permitted. All requests must be in writing by the parent/guardian.

The School reserves the right to make updates to these procedures at any time to ensure the safety of your student and the efficiency of the program.

At all times during Drop Off and Pick Up please be respectful of others, be safe, and do not HONK your car horn. We have neighbors and want to be respectful of them as well as set an example for our students of respectfulness and kindness.

Drop off:

Parents **MUST** use the **assigned entrance** and proceed all the way up to the drop off sign to drop off students. Even if there are no cars ahead of you, please pull up all the way to the sign. Students will then utilize the main entrance gate and check in. If you would like to walk your student to school, you may park off site and walk to school. Once your student is on our campus, they are our responsibility, and we take that responsibility very seriously. All students must pass by our check in and uniform station every morning before accessing breakfast.

Dismissal:

Monday, Tuesday, Thursday and Friday there are two (2) daily dismissals at GALS LA. The first dismissal is at 3:00 p.m. for students who are not participating in a club or are not participating in After School All Stars. The second dismissal is at 6:00 p.m. for students who are participating in the After School All Stars program.

On Wednesday, all students are dismissed at 1:30 p.m. If they are participating in the Global G.L.O.W. program or the DIY girls program dismissal will be at 3:15 p.m. and if they are participating in the After School All-Stars program, dismissal will be at 6:00 p.m.

Pick Up:

Parents **MUST** use the **assigned entrance**. Students will enter the cars as parents or guardians come to pick them up. **Students may only enter the car from the passenger side**. Once your student is in your company, it is your responsibility to make sure they get home safely.

Parking for Office Inquiries:

If you must park, you can park on the parking lot on campus. These spots are not to be used for drop off or pick up.

Parent Guardian Tardiness/Late Pick Up:

Please note that late pick up is an inconvenience for our staff who work long hours to provide your students with a great education every day. Parents are responsible for pick up within 10-15 minutes of the dismissal time. We will stay with your child until 10-15 minutes past the dismissal time each day. After this time, students not yet picked up will be taken to our after-school program. If our supervision policy is abused by a parent more than once in a semester or there is an excessive delay, parents/guardians will be given a written warning. Multiple offenses will lead to a meeting with the Principal and potentially Executive Director. If you are going to have issues picking up your child because of an emergency, please notify the main office immediately.

Release of Student:

As a general policy, we do not release students to anybody aside from the designated parent, guardian, or person listed on the student's emergency card (as appropriate). If your student must be picked up by another individual, please let the office know before noon that day in writing.

Field Trips and Excursions

We believe that students must be offered opportunities to enhance their education with real-life experiences if they are going to succeed in life outside the classroom.

Day Trips: Students, teachers and volunteers commit to learning time around Los Angeles' diverse communities. Excursions include hiking, biking, and beach clean-ups. A variety of plays, music concerts and museum visits are made throughout the year as well.

All parents must complete a Field Trip Permission Slip for every field trip. Please see our School-Sponsored Field Trips & Cultural Excursions Policy for more information. This Policy is located at the Main Office and in the Student Services Policy Manual.

School Bus and Passenger Safety

All students who are transported in a schoolbus 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.

Study Supplies

In order to do well at school, students must be prepared with the proper tools. Students may add key chains and patches to their backpacks. However, backpacks with inappropriate writing on them may be confiscated or covered with permanent marker. **Please do not purchase any bags with rollers.** If your child has medical or disability related reasons for not being able to carry a standard backpack, please contact the School office. In addition, all personal items (backpack, sweatshirts, jackets, pencil boxes, etc.) should be labeled with the student's full name and grade level in permanent marker.

While this is certainly not a complete list of everything students need to be successful at GALS LA, the following is a list of supplies all students are highly encouraged to have by the first week of school:

- Pencil Pouch
- 3 blue or black
- 1 red
- 5 pencils
- 5 pencil erasers
- Wired earbuds (no bluetooth)
- 3-5 different color highlighters (yellow, pink, orange preferred)
- (4) 8.5"x11" single subject spiral (one section)
- (5) Hole punched folders with 2 pockets
- Silent reading book
- 1 small box of colored pencils
- 1 small box of skinny markers
- Small personal pencil sharpener

While families are encouraged to provide the above materials if they are able, GALS LA will ensure all students have all *necessary* supplies to participate in educational activities free of charge.

Textbooks will be issued for use during the academic year and will remain the property of the School. If materials provided by the School are lost or willfully damaged, families are responsible for replacing the materials at the replacement cost to the School, up to ten thousand dollars (\$10,000). After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, and the student's grades be released.

We discourage all students from bringing non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. Students who bring inappropriate items to school, including, but not limited to, toys, hats, music players, laser pointers, cell phones, etc., will have such items confiscated. **THE SCHOOL IS NOT RESPONSIBLE FOR THE LOSS OR THEFT OF ANY PERSONAL ITEMS.** A parent or guardian must come to the School to retrieve the confiscated items.

Cell Phones

We strongly discourage students from bringing cell phones to school. Students should be dropped off and picked up from school by their parents or designees based on a plan discussed before the school day begins. Changes to such plans can be called in by parents to the school office and relayed to student when necessary. School phones and faculty cell phones will be used in case of any and all school emergencies. If brought to School, cell phones should not be visible during the school day, thus student may not use it as a watch and/or to tell the time.

Cell phones present a MAJOR distraction and temptation to focus on things other than your own success and learning. However, recognizing that some parents will still want their child to carry a phone we have established the following protocols and procedures. Most importantly, all phones brought to campus must be: 1) kept off (not just silent but actually off) and 2) kept in backpacks and out of sight at all times during the day (including anywhere on campus, on the bus, or on off-campus lesson experiences.) If a student brings a phone to school and it is seen or heard by any adult at any time, it will be confiscated and will only be returned to the parent/guardian. In addition, the *school will not be responsible for any claims of lost or stolen phones or other electronic equipment.* Please heed these precautions and seriously consider not sending any phones to school with your child.

However, a student is not prohibited from possessing or using a cell phone under any of the following circumstances:

- (1) In the case of an emergency, or in response to a perceived threat of danger.
- (2) When a teacher or administrator of GALS LA grants permission to a student to possess or use a cell phone, subject to any reasonable limitation imposed by that teacher or administrator.
- (3) When a licensed physician and surgeon determines that the possession or use of a cell phone is necessary for the health or well-being of the student.
- (4) When the possession or use of a call phone is required in a student's individualized education program.

Photography/Video Taking

Taking pictures or videos is prohibited on school grounds, at school activities, or on off-campus lesson experiences, unless expressly pre-authorized by a School administrator. Students who violate this are subject to appropriate disciplinary actions. Parents who violate

this rule will be officially warned, and, if the behavior continues, may be excluded from school supervised or sponsored events.

Closed Campus

GALS LA is a closed campus and students may never leave campus without an adult. This is especially important during transition periods such as between classes. Leaving campus without permission is considered “ditching” and disciplinary action will ensue from such choices. Additionally, students who are in the after school program are not permitted to leave campus between the GALS LA school day ending and after school programming. Any students who leave campus without permission will not be permitted re-entry without a parent present. Students who exit and then re-enter campus without permission are at risk of severe consequences.

Parental Support of Technology

While social media has allowed for greater interconnectedness among students, it can also be harmful in many instances. Cyberbullying and harassment on social media, even when it occurs off campus and during non-school hours, can impact the ability of students to function and access their education on campus, and thus create a hostile school environment. Our goal at GALS is to minimize any negative effects and distractions that off-campus social media interactions can often cause on campus.

In attaining this goal, GALS needs the support and cooperation of parent and guardians. The administration strongly encourages parents to closely monitor their students’ use of social media, and to have frank conversations at home about the damaging effects of cyberbullying.

While we hope that off campus conduct on electronic media (including social media and text message exchanges) do not impact our ability to focus on the education of students, there are times when off campus conduct can, and must, be investigated by the school. In such cases, students may also be subject to discipline at school, for statements or threats made via social media or other electronics means, while off campus and outside of school hours.

Students may be subject to investigation and potential discipline when there is a sufficient nexus between the off-campus electronic communications, and the smooth operation of the school.

Relevant considerations include:

1. The degree and likelihood of harm (physical or social/emotional) to the Charter School (staff, students, volunteers, and/or property) caused or augured by the electronic communications or conduct,
2. Whether it is reasonably foreseeable that the electronic communications or conduct would reach and impact the Charter School or students at the school,
3. The relation between the content and/or context of the electronic communications or conduct, and the Charter School. There is always a sufficient nexus between the

expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

We hope that we, as educators, can rely on the steadfast cooperation of our parent community in educating our students about the harmful impacts of cyberbullying and negative social media interactions.

Teacher Qualification Information

As GALS LA 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 GALS LA 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, GALS LA will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Principal at vgarza@galsla.org or 818-389-1184 to obtain this information.

Availability of Prospectus

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

SCHOOL/PARENT COMMUNICATION

School Appointments

To meet with an administrator, parents should make arrangements by calling the School office during the above noted office hours (7:30 a.m. - 4:00 p.m). Appointments with teachers should be made directly with the teachers. Teachers need at least 24-hour notice in order to schedule quality time with you. Please send a note to the teacher or email him/her for an appointment. You can also leave a voice message with the office for a written or phone reply. Messages will be returned during the teacher's planning time or after school.

Unless your child is in immediate **physical** danger, you will need to ask to make an appointment to see a teacher or an administrator. **DO NOT EXPECT AN ADMINISTRATOR TO BE IMMEDIATELY AVAILABLE TO SPEAK WITH YOU UNLESS YOU HAVE AN APPOINTMENT.**

Visiting Campus

Parents and/or Guardians are strongly encouraged to observe their child's classes, as it is truly the best way to understand the education your student is receiving. In order to minimize the disruption to instruction, parents are asked to schedule the observation with the Main Office at least twenty-four (24) hours in advance. At the time of scheduling, parents and/or guardians will be given a copy of the protocols to be followed during classroom observations.

All visitors are asked to sign in at the main office and wear an identification badge while on school grounds. All visitors are expected to comply with the GALS policies and procedures, as appropriate and applicable. The School reserves the right to refuse to register a visitor and may withdraw consent for a visitor to be on campus.

Please see our Classroom and School Volunteer, Visitation, and Removal Policy for more information. This Policy can be found in our Student Services Policy Manual.

Volunteering on Campus

- **Visitor's Pass:** All volunteers are required to sign in and pick up a visitor's pass at the main office.
- **Dress Code:** When volunteering at GALS LA, volunteers are expected to maintain a neat, clean, and modest appearance.
 - Clothes should be in good condition and not have any rips, tears, shreds, or holes.
 - No tight, low cut, mini, or revealing clothing.
 - Closed-toe shoes.
- **Classroom:** When volunteering in a classroom, volunteers should NOT behave in any manner that detracts from the teacher's ability to manage the classroom

effectively or the students' ability to engage in a positive learning environment free from undue distraction. If your child is in the classroom while you are volunteering, your child should be treated like any other student in the classroom.

Additional requirements may exist for persons wishing to volunteer for the School. Please request a copy of the Classroom and School Volunteer, Visitation, and Removal Policy at the Main Office if you have an interest in volunteering at GALS LA or view the complete policy in our Student Services Policy Manual.

Family Communication

GALS LA publishes a parent newsletter that gives regular updates on all events and issues at school. You can access GALS LA's website directly at www.galsla.org.

Because we consider ourselves a community and family partner, we will keep parents advised of their child's academic progress toward promotion on a consistent basis. Parents and/or Guardians will receive both verbal and written communication concerning the progress of their child at a minimum of once per month. Parents and/or Guardians will receive phone calls from the student's teachers throughout the year. During these calls, teachers will be able to update parents on the academic progress of their student.

- **GALS LA Progress Reports:** Teachers and staff use progress reports on a monthly basis to keep families informed of the academic and behavioral progress of students. Reports must be signed and returned with students the following Monday morning. We ALWAYS send home progress reports, at least monthly. If for some reason you do not receive your child's progress report, please contact an administrator immediately.
- **Website and Facebook:** Please note that all GALS LA newsletters and related information is available at our website: www.galsla.org. Additionally, you can track events at the GALS LA Facebook Page.
- **Newsletters:** Every other Friday, students will come home with a newsletter. Please note that the bottom of the newsletter needs to be signed, cut, and returned to School the following Monday.
- **Report Cards.** Report Cards are distributed at the end of each semester to communicate students' academic and behavioral performance on a larger scale and plan for future remediation. Grades reflect both tangible effort and achievement.
- **Family-Teacher Conferences:** Parents are expected to meet with their child's teachers for Family-Teacher Conferences, held twice per year. We ask all families to reserve the afternoon or evening to attend family conferences. All families of students who are failing two (2) or more classes for the year or the semester will receive notice on their progress reports prior to engaging in a Student-Led Parent Conference and meeting with the Principal.

ACADEMIC POLICIES

Homework

All students are required to write down their homework each day in their student planner as it is given. Homework at GALS LA has three (3) distinct but important purposes:

- To give students time to practice the essential skills that they need to learn.
- To provide students practice in self-discipline and time management, and to help develop independent study habits that will prepare them to study independently two (2) to four (4) hours a day in college.
- To free up classroom time so that as much time as possible can be spent on direct teaching, discussions, guided practice of skills, and other interactive learning experiences.

Homework Expectations

- It is our expectation that students have homework every night. Depending on grade level, students should expect to complete an average of one (1) to two (2) hours of homework per night and five (5) to ten (10) hours of homework per week. **This includes weekly pass rates for Achieve 3000, iReady Math, and iReady ELA lessons.**
- If a student is late to school, their homework is still due on that day to that teacher and it is the responsibility of the student to turn in their homework by the end of the school day.
- A student has until one (1) week after assignment reports go home to turn in homework unless otherwise stated by their teacher.
- Specific consequences will be established by the individual teachers to make sure that homework is turned in or checked when assigned.
- In all academic classes, homework is 15% of the entire class grade. Missing homework assignments can have a huge impact on overall class grade.
- All grade levels are expected to complete a minimum of four (4) Achieve3000 articles per week whether or not the student is absent.
- If a student does not have access to a computer or internet at home, students are still required to complete their homework assignments on time. GALS morning lab, GALS After-School All Stars, and your local public library all provide internet access. Please notify your teacher or the administration if you have difficulty completing your homework because of a lack of internet access.

Students that fall behind on their weekly homework will be issued a warning, parents will be notified, and students are given a few days to catch up. As noted in the warning, students that do not catch up will be placed in the after school and/or lunch detention and remain there until the student demonstrates consistency of maintaining homework expectations.

Grading Policies

Students at GALS LA will earn grades based on their demonstration of mastery of the Common Core Standards. Grades will include student performance on in-class work, homework, assessments, and other components as applicable to each content area.

The table below indicates the ways in which letter, percentage, and rubric grades will be used at GALS LA and what these grades mean in terms of a student's level of mastery of the State Content Standards.

Letter Grade	Percentage	Rubric Score	Meaning
A	90-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
B	80-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
C	70-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
NY ¹	Below 70%	0 or 1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

There will be school-wide standards for grading. Teachers will be trained on the School's policy and will work with the Principal and teacher teams to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of State Content Standards.

Student Classroom Behavior Expectations

Prior to entering a classroom, students are expected to line up in an orderly line along the wall outside their rooms to wait until the teacher has invited them in.

Upon entrance into the classroom, students take their seats quietly and without interference and take out their supplies.

Students are expected to be in their seats and prepared to work when they are invited in. Every student is expected to actively engage in class work by participating in the discussion or activities, taking notes, and following the lesson. At all times, students are expected to have an independent reading book with them. Students failing to follow these expectations when class starts will receive consequences at the teacher's discretion.

Each day, students are expected to write their homework in their planner (including noting when a teacher has not assigned homework). Students may have weekend homework that is expected to be completed by the appropriate due date.

¹ The Not Yet ("NY") grade is intended to require students to re-do substandard work and demonstrate mastery before being assigned a grade. This grading philosophy is based on the work of William Glasser. Glasser, W., *Schools without failure*. New York: Random House, 1969.

All students are expected to follow classroom procedures for effective learning to take place. These include:

1. Lining-up in the area designated by the teacher by the start of each session awaiting direction from the teacher.
2. Entering class in uniform, following voice level expectations, and with all necessary supplies.
3. Being familiar with your teacher's start of class expectations and procedures, being prepared to participate by having completed all assignments before class.
4. Students may eat prepared snacks (not lunch or buffet-style meals). Students are expected to clean up after themselves or they will lose the privilege to eat snacks in class. We encourage all students to practice healthy eating habits for breakfast, lunch, dinner, and snacks.
5. Students are to address all staff members – teachers or otherwise, inside and outside of class – as Mr. or Ms. at all times.

Students are dismissed from class at the discretion of their teacher, which may not necessarily be when the bell rings. No student should leave his or her seat or class until instructed by their teacher. Finally, since teachers' classes are sometimes videotaped for internal instructional development, students may be occasionally and incidentally videotaped during the normal course of a lesson.

Promotion Goals

GALS LA has developed a standards-based promotion policy. Students are required to meet minimum identified criteria in order to be promoted to the next grade.

Students in the general education program must earn an A, B or C grade to earn credit for a course. We do not offer "D" grades because students will not get into a four-year college with "D" grades. Any student who earns less than 70% in a class will see a "NC," standing for No Credit, on their report cards. If your child receives a "NC" grade on a written report, a parent is expected to meet with the teacher of the class.

In order to advance to the next grade level students may not receive two (2) or more NYs in academic content classes (excluding electives) for two (2) quarters. If a student has two (2) or more NYs in common core content classes, they are a candidate for retention and a Student Success Team meeting will be held. Please see additional information below. Students who earn multiple NYs in elective courses (or one (1) NY in any common core course and one (1) or more NY in an elective course) will be placed on the watch list as focus students who are on the cusp of, but do not yet qualify for, retention.

State Testing

The 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 School officials to excuse his or her child from any or all parts of the state assessments 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 Study Team

The Board of Directors of Girls Athletic Leadership School Los Angeles (“GALS LA” or “Charter School”) recognizes there are students who may need additional support within the classroom both academically and behaviorally.

Before determining a student’s eligibility for special education services, teachers shall make best use of available resources within the general education classroom context. A Student Study Team (“SST”) process is utilized, to the maximum extent feasible under applicable state and federal law and this Policy. The SST process utilizes a team of school staff dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and connecting them to appropriate interventions and supports through the regular instructional setting.

The SST process shall be utilized as the first approach to address a student’s specific needs add prior to escalating the referral for formal assessment for special education services.

An SST uses a systematic problem-solving approach to assist students with concerns, which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Referral to an SST

A student may be referred to the SST process for any reason, including, but not limited to:

1. Lack of academic progress;
2. Increasing behavioral concerns;
3. Consideration for retention;
4. Attendance/truancy issues;
5. Parent concerns; and/or
6. Any other reason appearing to impact a student’s access to education.

Any GALS teacher or staff member who has a concern for a student can refer that student to the SST for consideration.

SST Meeting

The purpose of the SST is to discuss issues and concerns related to a student’s performance, identify intervention strategies, which may help a student succeed, and monitor his or her

progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST may suggest and offer different supports that may include monitoring student progress, developing intervention plans, referring students to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

The SST referral process serves as a resource and first step before referring a student for formal assessment and eligibility for special education services. Anyone who is connected with the student can be included in the SST to provide information to share about the student's strengths, concerns and strategies, which have been used in the past. The SST may consist of all or some of the following individuals: the student's teacher, parent, Principal, Special Education Coordinator, Inclusion Specialist, School Psychologist, or designee.

The meeting is designed to bring out the best in the people involved.

The GALS SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths of the student are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Formalization of an SST intervention plan
13. Follow-up meeting date is set

Follow-up after an SST

After implementation of an SST intervention plan and follow up meeting, if the student continues to exhibit academic and/or behavioral concerns and/or should the student need additional supports, the SST may discuss making revisions to the student's intervention plan and/or providing the student with additional supports, or if necessary, the SST may refer the student for assessment for special education services and/or a Section 504 accommodation plan as applicable.

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 School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code

requirements, and applicable policies and procedures of the Los Angeles Unified School District (“LAUSD”) Special Education Local Plan Area (“SELPA”). These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The 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 School is responsible for identifying, locating, and evaluating children enrolled at the 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 School shall not deny nor discourage any student from enrollment solely due to a disability.

Parents of school-age children who suspect their child may have a disability and who may need special education services should contact a GALS LA administrator at 818-389-1184. Further information concerning special education programs and services is provided in the LAUSD SELPA’s publication, *A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)* which is available the GALS LA Main Office and on the Division of Special Education website: <http://sped.lausd.net>. Please see our complete Special Education Policy in our Student Services Policy Manual.

Section 504

The 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 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 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 School’s Section 504 policies and procedures is available upon request and included within our Student Services Policy Manual.

English Learners

GALS LA 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. GALS LA 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. GALS LA will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Animal Dissections

Students at GALS LA may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil'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 pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Sexual Health Education

GALS LA 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. GALS LA 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 comprehensive sexual health education and HIV prevention education in writing to GALS LA.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by GALS LA personnel or outside consultants. When GALS LA 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 student's 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 GALS LA.

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 GALS LA 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.

NON-ACADEMIC POLICIES

Nondiscrimination Statement

GALS LA does not discriminate against any student or employee 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 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").

GALS LA 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. GALS LA shall not encourage a student currently attending GALS LA 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 GALS LA's charter and relevant policies.

GALS LA does not request nor require student records prior to a student's enrollment.

GALS LA 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 School is committed to providing a work and 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 in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The 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 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 School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The 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 GALS LA Uniform Complaint Procedures (“UCP”) Compliance Officer:

Carrie Wagner, Executive Director
GALS LA
8015 Van Nuys Blvd
Panorama City, CA 91402
(818) 389-1184
cwagner@galsla.org

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

Student Social Life

GALS LA knows that healthy friendships between students are helpful to the health of our schools as a whole and encourage supportive relationships that improve overall moral and intellectual growth. However, public displays of student affection that distract from the academic focus of the School environment are prohibited while on campus or at GALS LA events. Such activities include, but are not limited to holding hands, kissing, and other overt forms of romantic behavior among students.

Facebook and Social Media

According to the Facebook terms of use: *“Facebook requires everyone to be at least 13 years old before they can create an account (in some jurisdictions, this age limit may be higher). Creating an account with false info is a violation of our terms. This includes accounts registered on the behalf of someone under 13.”*² Other social media sites have similar restrictions.

² Please see: <https://www.facebook.com/help/157793540954833> (last visited July 8, 2020).

The requirements and expectations of appropriate student behavior extends to students' use of social media. Any interaction that occurs on GALS LA's social media (for example, GALS LA's Facebook page) or in which GALS LA is represented in any way should comply with GALS's policies. Students are expected to post, interact and respond respectfully to and toward faculty, staff, peers, and the community. They are expected to follow the direction of school staff. Please see the Student Freedom of Speech and Expression Policy in the Student Services Policy Manual for more details.

At GALS LA our utmost concern is to fulfill our mission through providing a strong school culture and community by helping students grow into mature young adults. This extends to online interactions. To that end, we will not tolerate disrespect, but will teach students how to express disagreement in a respectful manner. The School will implement this training into the GALS Series, as well as our character development through community circle. Students will have modeling, routines, and procedures that will enable them to express disagreement with respect for all involved parties. We expect students to use these skills online, just as we expect them to use them "offline."

Tobacco-Free Regulations

It is the intention of GALS LA to provide a tobacco-free environment within all buildings owned or leased by GALS LA. In accordance with law, the use of any tobacco product is prohibited at all times on all property and in all buildings and vehicles owned or leased by GALS LA and at school sponsored events. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Students who violate the Tobacco-Free policy shall be subject to disciplinary action up to and including suspension and shall be provided with information on tobacco cessation services available through the California Smokers' Helpline - 1-800-NO BUTTS.

Visitors who violate the Tobacco-Free policy shall be asked to refrain from using tobacco on school property. If they refuse, they shall be asked to leave the property. If they refuse, the principal or designee shall contact law enforcement to have the person removed from campus.

Employee Interactions with Students Policy

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

Corporal Punishment

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

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

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

- A. Examples of PERMITTED actions (NOT corporal punishment)
 - 1. Stopping a student from fighting with another student;
 - 2. Preventing a pupil from committing an act of vandalism;
 - 3. Defending yourself from physical injury or assault by a student;
 - 4. Forcing a pupil to give up a weapon or dangerous object;
 - 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
- B. Examples of PROHIBITED actions (corporal punishment)
 - 1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
 - 2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - 3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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

positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

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

Acceptable and Recommended Staff/Student Behaviors

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

- (s) Asking yourself if your actions are worth your job and career.

Mental Health Services

GALS LA 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 GALS LA 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 available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact a GALS LA counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at 818-389-1184. GALS LA counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by GALS LA or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Principal at 818-389-1184 or vgarza@galsla.org to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Principal at 818-389-1184 or vgarza@galsla.org.

Available in the Community:

San Fernando Valley Community Mental Health Center

818-574-7745

16360 Roscoe Blvd.,

Van Nuys, CA 91406

OUR House- Grief Counseling

818-222-3344

21860 Burbank Blvd, N. Building Ste.195,

Woodland Hills, CA 91367

Center for Family Health & Education
818-899-555 Ex.30
14673 Parthenia Ave. Ste.100,
Panorama City, CA 91402

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.

Pregnant and Parenting Students

GALS LA recognizes that pregnant and parenting pupils 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 pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil’s physician, which the pupil may take before the birth of the pupil’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 pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. GALS LA will ensure that absences from the pupil’s regular school program are excused until the pupil is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during pregnant or parenting student’s leave, including, but not limited to, makeup work plans and reenrollment in courses.

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

Carrie Wagner
Executive Director
8015 Van Nuys.,
Panorama City, CA 91402
818-389-1184

A copy of the UCP is available upon request at the main office and in the Student Services Policy Manual. 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.

Human Trafficking Prevention

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

In accordance with the California Healthy Youth Act, GALS LA 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 instruction on 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 GALS LA's website for your review.

UNIFORM/DRESS CODE POLICY

In order to improve the School's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the School has a uniform policy for students that applies to school days and school-sponsored events.

A complete copy of the Policy is available for review within the Student Services Policy Manual.

PARENT INFORMATION

Title I Parental Involvement Policy

GALS LA 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 GALS LA staff recognizes a partnership with families is essential to meet this goal. Our Title I Parental Involvement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of GALS LA's complete

Policy is available upon request in the main office, on our website, and with the Policy Manual.

Parent Conduct

GALS LA expects that all parents will conduct themselves in a professional and courteous manner while on campus or participating in a school event, whether in person or virtual. The following conduct is prohibited:

- Any willful act that endangers the safety, health or well being of another individual.
- Horseplay with students, faculty or staff.
- Use of foul, profane, or otherwise unacceptable language.
- Overtly hostile behavior that may include yelling or name calling.
- Possession of or being under the influence of alcohol or illegal drugs and controlled substances.
- Use of tobacco or alcohol on school site.
- Possession of firearms, or any other dangerous weapon.
- Theft or misuse of School property.

Under no circumstances may a parent verbally or physically threaten any student or staff member.

Violating these guidelines will result in a verbal warning and/or written warning to cease the behavior. If the behavior continues, another written warning will be issued revoking consent for the parent from campus for a specified period of time. Additional information is included in our Visitor and Volunteer Policy, available in our policy manual.

Problems or Concerns

If a parent has any problems or concerns, they should go to the Main Office to discuss the issue(s). In order to maintain a safe environment for all students and staff, an administrator has ultimate discretion in determining who is allowed on campus. For additional information, please also see our complete complaint policies ((a)Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, (b) Uniform Complaint Policy and Procedures, and (3) General Complaint Policy) in our Student Services Policy Manual.

SCHOOL CULTURE AND EXPECTATIONS

Our entire school culture is based on trust and an expectation of honesty. We are all human beings and we will all make mistakes each day. What's important is that we can honestly admit our mistakes, take responsibility for them, and learn and grow so that we don't make the same mistakes again. Our honor code is the first step in this process.

Honor Code

As a part of the GALS LA community we pledge to not participate in academic dishonesty.

What is academic dishonesty? Academic dishonesty is:

- Giving or copying homework, in or out of class.
- Sharing or turning in the same group work.
- Giving or receiving answers to quizzes, tests, and examinations.
- Violating testing procedures as defined by a teacher in an individual classroom.
- Making a copy, taking a picture, or recording a video of an exam.
- Plagiarism - giving another person's ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud (MLA Handbook for Writers of Research Papers, 2003). We will carefully cite all external sources on essay and research papers.

We will not engage in any form of academic dishonesty. In the event that we observe academic dishonesty, we will promptly notify the appropriate faculty members.

Study aid should never take the place of reading the actual text. While "Study aids" such as Cliff's Notes, Sparknotes, Wikipedia or other materials in place of reading a book, are a helpful resource, we will do the reading of the text in order to ensure my academic success and integrity.

School Wide Expectations

At GALS, students will be recognized for behavior that embodies the "Habits of Heart and Mind." Students will also be recognized for academic excellence, effort and improvement. These recognitions will occur through teacher contact, phone calls, community meetings, peer recognition, and school-wide awards ceremonies.

ATTENDANCE POLICY

GALS LA expects all students to be in attendance every day that school is in session. Truant students can face consequence sup to an including involuntary removal pursyan to the procedure outlined below. **A complete copy of the School's Attendance Policy is available for review in the Student Services Policy Manual.**

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 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) 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.

HEALTH AND SAFETY INFORMATION

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

GALS LA is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (“SCA”) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at GALS LA, must review the information sheet on sudden cardiac arrest via the link below:

<https://www.cdc.gov/dhds/docs/cardiac-arrest-infographic.pdf>

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Opioid Information Sheet

GALS LA annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete’s parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:

<https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

Student Medications

Any medication that needs to be dispensed to a student during school hours is done through the front office. A child **MAY NOT** have any medication in their lunch bag, backpack, etc. All medication must be in the original container.

We will need a copy of the qualified healthcare provider’s prescription as well as an official note from the qualified healthcare provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken. We will also need written consent to administer any medication from a parent/guardian.

If your child has sustained an injury that requires casting, splinting, crutches, etc., please remember to bring in a qualified healthcare provider’s note regarding the level of activity your child can do and/or restrictions, if any. No over the counter medication will be given without a parent’s written consent.

Accidents

To avoid accidents, the following are forbidden at all times:

1. Playing and/or running in unsupervised areas or around staircases.
2. Riding bicycles, skateboards, roller blades, any shoes with wheels, or a wheeled type vehicle on campus.
3. Playing with any non-school sanctioned object.
4. No animals are allowed on any school property at any time except for service animals or those requested by teachers for a specific class.
5. Any other behavior, which is likely to cause injuries.

Whenever an accident occurs on campus, our staff is trained to administer basic first aid. We also fill out an injury report. At the time of the injury, our policy is to ask the student if they would like us to call a parent or guardian. If the student would like to place a call home, we will initiate the call, explain the injury, and then put the student on the line. We ask that parents or guardians comfort their child by phone but refrain from coming to the school unless asked by the staff. If the injury is serious and warrants immediate medical attention, a parent or guardian will be notified immediately as will the appropriate emergency response provider. Please make sure that we have the most current contact information on file in the office.

Student Accident Insurance

Please bring to the attention of the School an insurance claim filed for a student injury as soon as possible. All students are covered by GALS' student accident insurance policy. This insurance coverage works in conjunction with private insurance and can help pay for out-of-pocket costs and co-payments or can also take the place of private insurance.

Physical Education

Physical education is included during the school week. Should your child have a medical condition that will prevent her from completing her fitness goals during a given school year, please bring us notification from a medical professional and we will work with you to create an alternate physical challenge goal for your child.

Disaster and Emergency Procedures

At GALS LA, we take preparing for emergencies very seriously. While we hope we never have to execute our plans, we do want to make sure students and staff are well prepared for any emergency that may occur on campus.

School Safety Plans

School Safety Plans are documents that outline various school safety topics and emergency procedures. These documents are updated annually, and the complete School Safety Plans are available to view upon request at the main office.

Drills

In order to practice the procedures that have been laid out in the School Safety Plans, GALS LA is required to complete at least one (1) emergency drill a month. Over the course of the

school year, our school will complete ten (10) emergency drills (fire, lockdown, and earthquake).

Emergency Supplies

In the event of a true emergency or natural disaster, we have enough food and water stored on campus to sustain all students and staff for at least three (3) days. The School also has a large search and rescue kit, a first aid kit, and an AED (automated external defibrillator) stored in the main office. Every classroom has a binder containing emergency procedures and student rosters along with an emergency bucket that contains supplies that can be used in lockdown situations.

Parent Communication

Parents **should not** telephone the school during a disaster. This will tie up the phones and prevent the School from dialing out or receiving important calls related to emergency information and response teams. Listen to your radio or watch your TV for the latest developments. The School will also send out a phone blast or text message with updates. When it is safe to come pick up students, parents will be directed to the appropriate pick-up area. All faculty and staff will be present to help, guide, and direct.

Be sure to keep all school emergency contact information current. Let the School know if there are any changes in phone numbers, home, mobile, and work, as well as who is allowed to pick up your child in an emergency.

In case of an emergency (i.e. earthquake) during school hours, including emergencies where lockdown of the school site is required, we are well prepared. The faculty has had in-service training and has reviewed procedures as outlined within the School Safety Plans which address, very clearly, activities and guidance for students during an emergency. Each teacher has a copy of the procedures for various types of emergencies in their classrooms. A copy of the School Safety Plans is available for review in the school office.

Reporting Child Abuse

All GALS LA employees are mandated reporters under California Penal Code section 11166. This law requires school employees to report any reasonable suspicion of child abuse or neglect to the local police department, sheriff's department, or county welfare office. In addition, GALS LA employees take special precautions when working with children to avoid situations that could be interpreted as potentially abusive. Employees are trained to never be alone in a room or a car with a student. If you ever become aware of any of employees violating either of these procedures, please inform the Principal or Executive Director immediately.

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 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 School.

These required immunizations include:

Child's Grade	List of shots required to attend school
K-12 Admission	<p>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</p> <p>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.</p>
Entering 7th Grade	<p>Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella - Two (2) doses</p> <p>NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Physical Examinations and Right to Refuse

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

A parent/guardian having control or charge of any child enrolled in the School may file annually with the Principal a written and signed statement stating that he or she 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.

Suicide Prevention Policy

The Board of Directors of GALS LA 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.

GALS LA maintain a Suicide Prevention Policy, which is available for review in the Student Services Policy Manual.

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.

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.

GALS DISCIPLINE MATRIX

Level of Discipline	Harmful to School Environment	Harmful to the Individual Student	Response/Consequence Options
Level 1	<ul style="list-style-type: none"> ➤ Class disruptions ➤ Arguing with the teacher or another student ➤ Low level defiance ➤ Failing to follow directions from any GALS staff ➤ Late to class ➤ Profanity ➤ Gum 	<ul style="list-style-type: none"> ➤ Failure to complete classwork ➤ Unprepared for class ➤ No homework 	<ul style="list-style-type: none"> ➤ Teacher uses the “teacher look” and/or proximity ➤ Teacher gives non-verbal hand signals (to listen, focus, watch, etc.) ➤ Teacher says the student's name and/or points to GALS School Rules Poster ➤ Teacher uses positive narration to comment on other students who are on task ➤ Teacher asks a student a question about the assignment to redirect focus ➤ Temporary seat change

			<ul style="list-style-type: none"> ➤ Written warning placed on student desk ➤ Diffuse (send student on an errand, to get water, etc.) ➤ Teacher-student check-in using restorative language (either discreetly beside student or in doorway to provide student with privacy while maintaining supervision of class) ➤ A clear & concise warning stating harmful behavior with expectation of how student should redirect. ➤ Teacher directs student to complete the redirection log. ➤ Teacher adds notes to behavior comments in Illuminate.
Level 2	<ul style="list-style-type: none"> ➤ Consistent defiance of school authority and rules ➤ Verbal, sexual, or racial harassment ➤ Stealing/Theft ➤ Gambling ➤ Defacing/destroying school property ➤ Possession or use of fireworks ➤ Pattern of negative behavior ➤ Verbal conflict with another student or staff ➤ Rough housing in school ➤ Leaving the classroom without permission ➤ Gang symbols or activity 	<ul style="list-style-type: none"> ➤ Cheating, Dishonesty or plagiarism ➤ Inappropriate use of technology ➤ Excessive profanity directed at another student, staff, or faculty member ➤ Failure to attend school-wide detention ➤ Substitute referral 	<ul style="list-style-type: none"> ➤ All steps stated in Level 1, and: ➤ Permanent seat change ➤ Assign mandatory morning lab or after school teacher office hours to <ul style="list-style-type: none"> ○ complete a behavior reflection sheet ○ restorative conversation ○ Rehearsal of expected behavior/procedure ➤ Temporary reset in buddy teacher's classroom with an assignment, communication with that teacher, and follow up with the student when they return. ➤ If multiple behavior intervention attempts have not produced desired result: <ul style="list-style-type: none"> ○ teachers work with leadership to hold a parent meeting with an individualized behavior contract to track positive decision making. ○ Student completes assigned Second Step lesson with Leadership. ➤ Suspension and/or recommendation for expulsion.
Level 3	<ul style="list-style-type: none"> ➤ Ditching ➤ Fighting/Assault ➤ Robbery/Extortion ➤ Threatening a student or staff member with bodily harm ➤ Possession of a real or imitation weapon or intent to use ➤ Possession of any explosive material ➤ Possession of drugs or illegal substance ➤ Use or selling of alcohol or drugs ➤ Willful disobedience ➤ Physical, sexual, or racial harassment (including sexual orientation) ➤ Vandalism/Graffiti/Tagging ➤ Any act of threatening the safety of the school 	<ul style="list-style-type: none"> ➤ Use or possession of alcohol/drugs ➤ Under the influence of drugs or alcohol ➤ Leaving campus without permission ➤ Smoking or in possession of tobacco products ➤ Excessive Truancy (7 in a quarter) Truancy = unexcused absences from a single class; unexcused absence for a day = truancy for each class missed ➤ Excessive unexcused absences (10 in a year) ➤ Violation of School Behavior Contract ➤ More than two suspensions per semester 	<ul style="list-style-type: none"> ➤ Immediate communication with Leadership Team for student to be pulled from class. ➤ Prep student to take responsibility & repair harm to the community. ➤ Teachers work with leadership to hold a parent meeting with an individualized behavior contract to track positive decision making. ➤ Student completes assigned Second Step lesson with Leadership. ➤ Privilege revoked (for a preferred activity, field trip, etc) ➤ Suspension and/or recommendation for expulsion

	environment and its students and staff		
	➤ Gang related activities		

Minor Offenses	Major Infractions
<p>MINOR OFFENSES are a failure to demonstrate universally defined expectations or social skills. All staff must be equipped to address Minor Offenses in the location where they occur (on the spot).</p> <p><u>Chronic</u> Minor Offenses are misbehaviors that persist despite the application of environmental modifications and interventions, as documented through the Low Level Referral process.</p>	<p>MAJOR INFRACTIONS are a violation of the Suspension and Expulsion Policy noted below.</p> <p>Major Infractions are addressed by administrators.</p>
<p>Failure to:</p> <ul style="list-style-type: none"> ● Follow Instructions ● Stay On Task ● Get the Teacher’s Attention ● Accept Feedback and/or Criticism ● Accept “No” for an Answer ● Ask Permission ● Disagree Appropriately ● Listen ● Use Appropriate Voice Tone ● Work with Others ● Wait Your Turn ● Properly Use Materials ● Comply to Dress Code ● Respect Personal Space ● Be On-Time ● Stay in Designated Areas ● Properly Dispose Trash 	<p>See the list of Discretionary and Non-Discretionary offenses in the Suspension & Expulsion Policy below.</p>

Selling Items on Campus

Students are not allowed to sell any items on campus without written permission from the Principal/Head of School. In the past, students have tried to sell fidget spinners, sandwiches, snacks, flavored powders, duct tape wallets, jewelry, and other items on

campus. In an effort to avoid any conflict with peers, selling and purchasing items on campus is deemed inappropriate and will not be permitted.

Bringing Items on Campus

Any private property (toy skateboards, playing cards, balls, fidget spinners, etc.) or valuable items (cash, jewelry, etc.) is brought to school at your own risk and is not recommended. JJMS students are solely responsible for any personal items that are lost. If a student chooses to bring an item to campus and it ends up on the property of one of our neighbors, the student is forbidden from making contact with the neighbor to retrieve the item. The school will not assume responsibility for items brought to school and lost over the fence. Keep in mind the list of items which a student may not have on campus under any circumstances. The list of forbidden items can be found below and is listed under the heading titles “contraband.”

HATE SPEECH and RACIST SLURS

There has been a disturbing increase in aggression and verbal attacks using Hate Speech and/or Racial Slurs across the USA. We want to be incredibly clear that the use of the “N” word, either ending in an A or ending in an R, or gah will be treated as HATE SPEECH. (If you are unfamiliar with this term, please contact the main office for more information.) This word must not ever be used, written or implied on campus or at any event connected with school. There is no game or joke that can include the use of this word in any form. There is no “just kidding” or “just playing around” with the use of this word. If this word is used in an unprovoked verbal attack on another student or a staff member, the person who used the word will likely be recommended for expulsion. For example, if a student is frustrated or unhappy with an instruction from an adult and the student uses this word towards an adult or employee. The situation is more complicated if the word is used during a mutual conflict, such as an argument between two students, when it is hard to determine which person “started it” or which student went to racial slurs first.

Other terms and speech will be treated as HATE SPEECH including terms that have a negative reference to stereotypes associated with a protected group such as persons of color, LGBTQ or Trans people, or terms that imply the inferiority or a rejection of someone’s ethnic or gender identity. Some examples of unacceptable HATE SPEECH include the words “fag”, reference to undocumented status or “border hopping, complaining about something being “gay”. Abbreviations that imply the hate language will count as a using the term.

SUSPENSION AND EXPULSION POLICY

Board Approved: 11.24.2021; [INSERT DATE]

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 GALS LA (“Charter School”). 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.

A complete copy of the Policy is available for review within the Student Services Policy Manual.

GOVERNANCE

GALS LA Board of Directors

The GALS LA Board of Directors is comprised of five (5) to nine (9) members who represent a wide range of skills, experiences, and backgrounds. The Board includes experts on law, construction, education, finance, communications, and technology.

Board meetings are generally held every other month and are open to the public. Check our website for dates, times, and locations of these meetings. Time is available at each meeting for public comments. If you wish to attend a board meeting, please contact your school’s main office or cwagner@galsla.org for more details. Disability related accommodations or modifications can be made upon request.

School Site Council

GALS LA will maintain a site council comprised of school administrators, parents, students, and community members. Dates and times of School Site Council meetings are set by each individual Council and can be found on the School's website or in the main office. Elections are held in the fall of each school year if needed. If interested in serving on the School Site Council, please contact the main office for further information.

PRIVACY POLICIES

Educational Records and Student Information, including Records Challenges and Directory Information

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

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Principal or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, an unsubstantiated personal conclusion or inference, a conclusion or inference outside the observer's area of competence, not based on the personal observation of a named person with the time and place of the observation noted, misleading, or otherwise in violation of the student's privacy rights under FERPA.

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

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

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her 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 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 pupil intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for 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 pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or

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

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

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

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Principal at 818-389-1184 or vgarza@galsla.org. A copy of the complete Policy is available in our Student Services Policy Manual.

RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (“PPRA”)

PPRA affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature, collection and use of information for marketing purposes, and certain non-emergency medical examinations. GALS LA will obtain written consent from parents before students are required to participate in a survey, analysis or evaluation funded in whole or in part by a program of the U.S. Department of Education that concerns one or more of the following protected areas:

1. Political affiliations

2. Mental or psychological problems embarrassing to the student or student's family
3. Sex behavior and attitudes
4. Illegal, anti-social, self-incriminating, and demeaning behavior
5. Critical appraisals of other individuals with whom respondents have close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the students or student's parent
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

Upon request, parents can inspect:

1. Protected information surveys that will be administered to students
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
3. Instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

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.

California Healthy Kids Survey

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

Surveys About Personal Beliefs

Unless you give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or his/her parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Campus Search and Seizure

GALS LA 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 as described above.

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.

A copy of the complete Campus Search and Seizure Policy is available for review within the Charter School's Policy Manual.

GALS LA Privacy Policy

GALS LA has developed and adopted policies, in consultation with parents, regarding privacy rights, as well as arrangements to protect student privacy in the administration of

protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. GALS LA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GALS LA will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his/her child out of participation of the specific activity or survey. GALS LA will generally make this notification to parents at the beginning of the school year. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

COMPLAINT POLICIES

Family Concerns Resolution Process

Types of Concerns Addressed by this Policy

This process will be followed by GALS LA when a parent or student has concerns about School policy or decisions made by GALS LA teachers or other personnel.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived characteristics, or the School's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, do ***not*** fall under this policy, and should instead be addressed pursuant to GALS LA's Uniform Complaint Policy and Procedures ("UCP") or by GALS LA's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy which are both located in the main office and within the Student Services Policy Manual.

Informal Resolution of Family Concerns

Parents and students are encouraged to resolve concerns and disputes about school policy and decisions made by teachers, staff and administration in an informal manner by requesting a conference to discuss the issue. If concerns are not remedied in a manner satisfactory to the parents or student, they may elect to pursue a formal resolution of family concerns by activating the process described below.

Formal Resolution of Family Concerns – Level 1

A parent or student whose concern has not been satisfactorily remedied by informal conference may file a written concern with the Principal on a GALS LA' Family Concern Form as soon as possible after the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the concern. The written complaint should set forth in detail the factual basis for the complaint.

The Principal will investigate the complaint or will forward the Form to the appropriate administrator for investigation. If GALS LA determines that the only administrator who has authority to remedy the alleged problem is the Executive Director, the Form will be elevated to Level Two upon receipt by the Principal.

The Principal or other appropriate administrator will investigate the concern as necessary. The Principal or other appropriate administrator shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Principal or other appropriate administrator shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts and hold a conference with the student or parent within ten (10) school days after receipt of the Form or as soon thereafter as is practicable. The administrator may set reasonable time limits for the conference.

The administrator may provide the student or parent a written response within ten (10) school days after the complaint was filed, which may explain the basis of any decision by the Principal or other appropriate administrator to resolve the concern. In reaching a decision to resolve the concern, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the concern.

Formal Resolution of Family Concerns – Level 2

If the student or parent did not receive a satisfactory response at Level One, or if the time for a response by the appropriate administrator has expired, the student or parent may request a conference with the Executive Director or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by GALS LA, within ten (10) days of the date of the written Level One response or, if no response was received, within twenty (20) days of the Level One conference.

After receiving notice of an appeal, the Executive Director or designee will review the record of the Level One response. The student or parent may also request a copy of the Level One record.

The Level One record may include:

- a. The original Level One Complaint Form and any attachments provided by the student or parent.
- b. All other documents submitted by the student or parent at Level One.
- c. Any written response issued at Level One and any attachments.
- d. Any other documents relied upon by the Principal or other appropriate administrator in reaching the Level One decision.

The Executive Director or designee may hold a conference with the student or parent within ten (10) school days after the appeal notice is filed or as soon thereafter as is practicable. The conference shall be limited to the issues presented by the student or parent at Level One and identified in the Level Two appeal notice. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Executive Director or designee may set reasonable time limits for the conference.

The Executive Director or designee may provide the student or parent a written response within ten (10) school days following the Level Two conference, which may explain the basis of any decision by the Executive Director or designee to resolve the concern. In

reaching a decision, the Executive Director or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Executive Director or designee believes will help resolve the concern.

Formal Resolution of Family Concerns – Level 3

If the student or parent did not receive the relief requested at Level Two, or if the time for a response by the Executive Director or designee has expired, the student or parent may appeal the decision to the GALS LA Board of Directors.

The appeal notice must be filed in writing, on a form provided by GALS LA, within ten (10) school days of the date of the written Level Two response or, if no response was received, within twenty (20) school days of the Level Two conference.

Upon receipt of a Level Three appeal, the GALS LA Board of Directors will place the appeal on the agenda of its next regularly scheduled meeting.

The Executive Director will inform the student or parent of the date, time, and place of the Board meeting at which the concern will be presented to the Board. The Executive Director will provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Board will hear the appeal and will provide the student or parent a written response within ten (10) school days following the Board meeting, which will explain the basis of any decision by the Board to resolve the concern. In reaching a decision, the Board may consider the Level One and Two records, information provided at the hearing, and any other relevant documents or information the Board believes will help resolve the concern. The decision of the Board will be final.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Board Approved: August 4, 2021; [INSERT DATE]

Girls Athletic Leadership School Los Angeles (“GALS LA” or the “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, GALS LA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), gender, gender identity, gender expression,

nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, sexual orientation, genetic information, medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

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

Moreover, GALS LA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom GALS LA does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. GALS LA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. GALS LA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Vanessa Garza, Principal
Girls Academy Leadership School
8015 Van Nuys Blvd,
Panorama City, CA 91402
818-389-1184
vgarza@galsla.org

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient 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 the recipient's education program or activity; or
- “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).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by GALS LA.

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct

- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms)

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

Prohibited Bullying

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

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

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

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

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

1. A message, text, sound, video, or image.
2. 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 the definition of “bullying,” above
 - b. 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
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

GALS LA advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

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

Grievance Procedures

1. Scope of Grievance Procedures

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

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

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

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene

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

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

Vanessa Garza, Principal
Girls Academy Leadership School
8015 Van Nuys Blvd.
Panorama City, CA 91402
818-389-1184
vgarza@galschoolsla.org

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

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

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

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

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

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

decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

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

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

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of GALS LA, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days, and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident,

the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

- A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- A statement that GALS LA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

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

- Informal Resolution

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

- Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. GALS LA shall ensure that all decision-makers and

investigators do not have a conflict of interest or bias for or against complainants or respondents.

- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, GALS LA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of 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.
- Dismissal of a Formal Complaint of Sexual Harassment
 - If the investigation reveals that the alleged harassment did not occur in GALS LA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable GALS LA policy.
 - GALS LA may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at GALS LA; or
 - The specific circumstances prevent GALS LA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, GALS LA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
 - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- GALS LA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of GALS LA's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

5. Consequences

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

6. Right of Appeal

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

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and GALS LA will implement appeal procedures equally for both parties.
- Within five (5) business days of GALS LA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from GALS LA's dismissal of a formal complaint or any allegations therein, on 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; and

- The Title IX Coordinator, investigator(s), or decision-maker(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
- GALS LA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

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

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

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

GIRLS ATHLETIC LEADERSHIP SCHOOL

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present:

Where did the incident(s) occur?

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

UNIFORM COMPLAINT POLICY AND PROCEDURES

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

- (1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints alleging a violation of state or federal law or regulation governing the following programs including but not limited to:
 - a. Accommodations for Pregnant, Parenting or Lactating Students,
 - b. Adult Education,
 - c. Consolidated Categorical Aid,
 - d. Career Technical and Technical Education,
 - e. Career Technical and Technical Training,
 - f. Child Care and Development Programs,
 - g. 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,
 - h. Migrant Education Programs,
 - i. Every Student Succeeds Act,
 - j. Regional Occupational Centers and Programs, and/or
 - k. School Safety Plans; and/or
 - l. 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:
 - i. 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.

- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees must be filed with the Executive Director of the Charter School.

- (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 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:

Carrie Wagner
Executive Director
8015 Van Nuys,
Panorama City, CA 91402
818-389-1184

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

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged unlawful discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged

violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

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

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

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

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the

parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

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

A complainant may pursue available civil law remedies outside of 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 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office and in the Student Services Policy Manual. 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.

STUDENT SERVICES POLICIES

Gift Policy

All GALS LA employees may accept gifts or gratuities valued at \$50.00 or less from a single source in a single school year. Anything above the \$50.00 limit cannot be accepted personally and will be declined. If you are inclined to give a larger gift, please consider making a donation directly to GALS LA.

Education Of Foster and Mobile Youth

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

1. “*Foster youth*” means any of the following:
 - A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
 - A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
 - A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - 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.
 - The nonminor is participating in a transitional independent living case plan.
 - 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.³
 - A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. “Former juvenile court school pupils” refers to a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
3. “Child of a military family” refers to a student who resides in the household of an active duty military member.
4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School

³ 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.

- from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. 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.
5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

Foster and Mobile Youth Liaison: The Governing Board designates the following staff person as the Liaison for Foster and Mobile Youth:

Vanessa Garza
Principal
818-389-1184
vgarza@galsla.org

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

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

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the

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

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

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

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 five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of

Foster and Mobile Youth.

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 parental consent.

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 Education for Foster and Mobile Youth Policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office and in the Student Services Policy Manual.

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 School Liaison.

School Liaison

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

Vanessa Garza
Principal
818-389-1184
vgarza@galsla.org

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

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

manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, GALS LA charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
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 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.)

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

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

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 in the Student Services Policy Manual and within the main office.

SIGNATURE PAGE

Parents/Guardians

I, the undersigned, acknowledge receipt of the GALS LA 2022-2023 Student and Family Handbook (“Handbook”). I understand that this Handbook contains important school information and that it is my responsibility to read and review the policies outlined in this Handbook and within the Student Services Policy Manual with my child.

I understand that failure to return this acknowledgment form does not excuse any individual from complying with the policies outlined and referenced in the Handbook.

I am aware that GALS LA reserves the right at any time to amend the policies outlined and referenced in this Handbook and within the Student Services Policy Manual. I am also aware that any changes or updates to this Handbook will be posted on the School website.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Student

Student Name: _____

Student Signature: _____

Date: _____