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</table>

**Please note the following:** This handbook is intended as a general overview of policies and procedures - be advised that the VIPHS charter petition supersedes this and all other documents in the event of a discrepancy in described policy and procedure.
Overview and Introduction

Welcome to Valley International Preparatory High School! Our charter was approved by the LAUSD Board on December 12, 2017 and we commenced operations on the Chatsworth Charter High School Campus for the 2018-2019 academic year.

Vision:

Through innovation, collaboration, and engagement, Valley International Preparatory High School will empower their students to be passionate, self-motivated, competent, lifelong learners who are eager to meet the challenges of post-secondary life in the 21st century.

Mission:

The mission of Valley International Preparatory High School is to prepare students for college and/or a career through a variety of stimulating and challenging instructional methodologies, an extensive college counseling process that focuses on “right fit” for every student, and an advisory program that fosters self-reflection, self-expression, and self-actualization.

Student Learning Outcomes: At VIPHS, we seek to graduate students prepared for the 21st century. Consequently, our goal is to graduate students who can demonstrate:
1. Mastery of core academic content as defined by CCSS and Next Generation Science Standards (“NGSS”)
2. The ability to think critically and solve complex problems
3. The ability to communicate effectively in a variety of formats and for a variety of purposes
4. The ability to work collaboratively with individuals from a diversity of backgrounds
5. A metacognitive understanding of the learning process
6. An academic mindset that demonstrates motivation, engagement, ownership of learning, and an understanding of the transition knowledge needed to succeed in higher education.
School Calendar

The school calendar generally aligns with LAUSD, with a few minor exceptions and the addition of an extra week of instruction in June. This was necessary in order to preserve the late starts of “B Days” and still meet the instructional minutes requirements laid out by LAUSD.

Fall Semester: August 19 - December 23

August 19: First Day of School
August 30: No School
September 2: No School, Labor Day
September 30: No School, Jewish Holiday
October 9: No School, Jewish Holiday
October 14: Minimum Day, PD in Afternoon
November 11: No School, Veteran’s Day
November 25-29: Thanksgiving Break
December 20: Final Day of Fall Semester

Spring Semester: January 13 - June 12

January 13: First Day of Spring Semester, Minimum Day
January 20: No School, MLK Day
February 17: No School, President’s Day
March 2: Minimum Day, PD in Afternoon
March 23: Minimum Day, PD in Afternoon
April 6-10: Spring Break
May 25: No School, Memorial Day
June 12: Last Day of Spring Semester

Bell Schedules

“Full Days:” Mondays

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>8:30 - 9:23</td>
</tr>
<tr>
<td>2A</td>
<td>9:28 - 10:21</td>
</tr>
<tr>
<td>3A</td>
<td>10:26 - 11:19</td>
</tr>
<tr>
<td>4A</td>
<td>11:24 - 12:17</td>
</tr>
<tr>
<td>Period</td>
<td>Time</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:17 - 12:52</td>
</tr>
<tr>
<td>1B</td>
<td>12:52 - 1:45</td>
</tr>
<tr>
<td>3B</td>
<td>1:50 - 2:43</td>
</tr>
<tr>
<td>4B</td>
<td>2:48 - 3:41</td>
</tr>
</tbody>
</table>

**“A Days:” Tuesdays and Thursdays**

<table>
<thead>
<tr>
<th>Period:</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1A</td>
<td>8:30 - 10:05</td>
</tr>
<tr>
<td>Block 2A</td>
<td>10:13 - 11:48</td>
</tr>
<tr>
<td>Lunch:</td>
<td>11:48 - 12:23</td>
</tr>
<tr>
<td>Block 3A</td>
<td>12:23 - 1:58</td>
</tr>
<tr>
<td>Block 4A</td>
<td>2:06 - 3:41</td>
</tr>
</tbody>
</table>

**“B Days:” Wednesdays and Fridays**

<table>
<thead>
<tr>
<th>Period:</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1B</td>
<td>9:23 - 10:58</td>
</tr>
<tr>
<td>Block 2B (Advisory)</td>
<td>11:03 - 11:48</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:48 - 12:23</td>
</tr>
<tr>
<td>Block 3B</td>
<td>12:23 - 1:58</td>
</tr>
<tr>
<td>Block 4B</td>
<td>2:06 - 3:41</td>
</tr>
</tbody>
</table>

**Early Dismissal PD Mondays:**

<table>
<thead>
<tr>
<th>Period:</th>
<th>Times:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>8:30 - 9:10</td>
</tr>
</tbody>
</table>
Educational Program

Our educational program is based on the research of David Conley and seeks to provide a four-pronged approach that evenly distributes attention, assets, and resources to developing the full potential of each and every student.

At the heart of this model is the phrase “Think, Know, Act, Go,” which defines the four areas of focus of VIPHS’ educational model:

<table>
<thead>
<tr>
<th>THINK</th>
<th>KNOW</th>
<th>ACT</th>
<th>GO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Cognitive Strategies</td>
<td>Key Content Knowledge</td>
<td>Key Learning Skills and Techniques</td>
<td>Key Transition Knowledge and Skills</td>
</tr>
<tr>
<td>Problem Formulation Hypothesize Strategize</td>
<td>Structure of Knowledge Key Terms and Terminology Factual Information Linking Ideas Organizing Concepts</td>
<td>Ownership of Learning Goal Setting Persistence Self-Awareness Motivation Help-Seeking Progress Monitoring Self-Efficacy</td>
<td>Contextual Aspiration Norms/Culture</td>
</tr>
<tr>
<td>Research Identify Collect</td>
<td>Attitudes Toward Learning Challenge Level Value Attribution Effort</td>
<td>Learning Techniques Time Management Test Taking Skills Note Taking Skills Memorization/Recall Strategic Reading</td>
<td>Procedural Institutional Choice Admissions Process</td>
</tr>
<tr>
<td>Interpretation Analyze Evaluate</td>
<td>Technical Knowledge</td>
<td></td>
<td>Financial Tuition Financial Aid</td>
</tr>
<tr>
<td>Communication Organize Construct</td>
<td></td>
<td></td>
<td>Cultural Postsecondary Norms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal</td>
</tr>
</tbody>
</table>

Problem Formulation
Hypothesize
Strategize

Research
Identify
Collect

Interpretation
Analyze
Evaluate

Communication
Organize
Construct

Technical Knowledge

Ownership of Learning
Goal Setting
Persistence
Self-Awareness
Motivation
Help-Seeking
Progress Monitoring
Self-Efficacy

Learning Techniques
Time Management
Test Taking Skills
Note Taking Skills
Memorization/Recall
Strategic Reading

Contextual
Aspiration
Norms/Culture

Procedural
Institutional Choice
Admissions Process

Financial
Tuition
Financial Aid

Cultural
Postsecondary Norms

Personal
1. **Think:** Across classes, teachers use the common language of the Key Cognitive Strategies to actively teach the metacognitive thinking skills that serve students across the disciplines.

2. **Know:** Our classes are aligned with the Common Core State Standards and are designed to help students attain content area mastery.

3. **Act:** Advisory classes and ILPs assist students in taking ownership of their learning.

4. **Go:** Our extensive college counseling program arms students with the knowledge and options to ensure that by the time they graduate from VIPHS, they end up with their “right college fit.”

### A. Instructional Strategies used at VIPHS:

The guiding educational theory behind the instructional strategies at VIPHS is called constructivism. Constructivism is a learning theory that asserts that students learn best when able to construct understanding themselves, building on the unique set of knowledge, talents, & life experiences they already have. Thus, they have to actively interact and engage with new material in unique ways to bridge their previous understanding with new information and construct a deeper understanding of the world they live in.

**Constructivism is:**
- a theory of cognitive development
- a model through which to conceptualize diverse learning styles
- a starting point for thinking about how to support learning

**Constructivism is NOT:**
- a curriculum
- project-based learning...although projects generally offer varied opportunities that fit into a constructivist program!
- a limitation on instructional methodologies

At the high school level, constructivism looks like students writing for real audiences and on topics about which they are passionate; debating ideas; grappling to make meaning of complex texts; engaging in scientific investigations and forming conclusions based on their findings; applying mathematics to solve real-world problems; using technology to communicate ideas; engaging in service learning to extend learning beyond the school walls; and going through a process of drafting work that includes practicing skills, applying them to meaningful projects, reflecting on feedback from peers and teachers, and revising the work before presenting it to a real world audience.
Consequently, the curriculum and instructional methods at Valley International Preparatory High School emphasize collaborative learning and communications, a key factor in fostering a cooperative work ethic. Supplementing collaborative and constructivist techniques will be direct instructional strategies that ensure pre-requisite content and cultural knowledge is efficiently transmitted so that students can engage in the higher order thinking required by 21st century colleges and careers.

Some of the main instructional methods and strategies that will be used at Valley International Preparatory High School are:

**Constructivist Communication and Discussion Techniques:** In order to promote a truly diverse and collaborative student body, teachers will incorporate techniques of discussion based teaching in order to promote the essential role of social interaction. Benefits of discussion based teaching have been demonstrated across all student sub-groups and in all subject areas. More specifically, quality discussion-based teaching has led to gains in “content area mastery, reading comprehension, conceptual understanding, problem-solving ability, moral development, attitude change and development, and communication skills.” The experience at VIPHS is not meant to be a passive one, and active participation is crucial for academic success.

Some of the types of discussions students will experience in classes at VIPHS may include:
- Socratic Seminar
- “Community Circle”
- Peer critique stations
- See, think, wonder
- Chalk talk
- Fishbowl
- Individual and small-group conferencing
- Literature Circles
- Think, Pair, Share
- Gallery walks

**Explicit Direct Instruction (“EDI”):** To supplement collaborative and constructivist techniques, teachers at Valley International Preparatory High School will incorporate well-designed lessons and units around the principles of Explicit Direct Instruction, an instructional and lesson design program that is proven to produce high achievement and are effective for students with learning disabilities and those deemed “at-risk.” In incorporating these lessons, teachers will be coached and given professional development on creating research-proven lessons that:
- Start by reviewing prerequisite learning
- Provide a short statement of goals
- Present new information / material in small steps, with student practice after each step
- Give clear and detailed instructions and explanations
- Provide a high level of active practice for all students
- Ask a large number of questions, multiple checks for understanding, and obtain responses from all students.
- Guide students during initial practice
- Provide systematic feedback and corrections
- Provide explicit instruction and practice for seatwork exercises and, where necessary,
monitor students.

**Project Based Learning**: An often-times misunderstood methodology (the word “project” brings to mind images of the tri-fold poster board or diorama) project based learning is more accurately described as a dynamic, student-centered approach where students grapple with a challenging question, problem, or challenge for an extended period of time that culminates with some sort of public presentation of solutions / knowledge gained. Essential and driving questions frame the learning and connect them to standards, and increased responsibility (with teacher support) is placed on students.

**Flipped Learning**: Due to our block schedule, teachers use flipped learning practices in order to maximize the amount of time in class spent on application and synthesis rather than content acquisition. In flipped learning, the responsibility of acquiring content is gradually shifted on to the learner so that time in class can be spent on the deeper learning competencies.

While flipped learning often denotes the use of videos or pre-recorded lectures, it more generally refers to a seminar style approach to learning where students prepare to participate in class activities ahead of time so that time during class can be spent applying key concepts. This approach particularly lends itself to a block schedule. Research into flipped learning practices by the Flipped Learning Network in partnership with George Mason University has shown that teachers report higher student achievement, increased student engagement, and better attitudes toward learning and school.

Flipped learning activates learner’s prior knowledge and current state of understanding. By engaging students’ initial understandings, the teacher can better design experiences that directly relate to student needs and for them to construct understanding through a dialogue between students and their teachers.

**B. Grading Policies**

Teachers at VIPHS are allowed to tailor individual grading policies to align with the standards and level of their course. Advanced Placement courses and introductory courses have differing levels of rigor, and thus we believe that flexibility is key in allowing teachers to design experiences that are best suited to the students they have. See each individual teacher’s syllabus for their specific grading policy.

Regardless of the level of the course, however, teachers at VIPHS are required to follow these four principles in crafting their grading policies:

**Core Principle 1**: Grades will not be used as punishments or as rewards.*

**Core Principle 2**: Grades will be reflective of a student’s academic achievement and mastery of course material. Grades that reflect work habits and behavior will make up no more than 10% of a student’s grade and be framed in positive terms.
Core Principle 3: Grading policies will be set up to support student motivation to learn and complete assignments.

Core Principle 4: Grading policies should aim to give students useful, timely, actionable information about their progress towards mastery of course material.

* An exception to this principle is made for academic dishonesty. Academic dishonesty is defined as any form of plagiarism, fabrication of sources or information, cheating, and/or deception.

**Consequences:**
- Parents will be informed of the suspicion.
- If as the result of investigation by teacher or administration, the student has intentionally plagiarized any work, it may result in a zero for the assignment.
- The discretion to assign alternative work, for partial or no credit, belongs to the teacher and/or the School Leaders.
- Depending on the severity of the plagiarism/cheating, the administration may impose further disciplinary actions.

The grades assigned to a student's work are indicators of progress through course tasks and mastery of standards. These grades will be administered based upon student's mastery of the CCSS and California state standards. The following is a rubric outlining the criteria for marks that teachers will give:

<table>
<thead>
<tr>
<th>Academic Mark</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work</td>
<td>Demonstrates an exemplary level of understanding of content standards and tasks.</td>
<td>Demonstrates a thorough understanding of the content standards and tasks.</td>
<td>Demonstrates an understanding of the content standards and tasks.</td>
<td>Demonstrates a limited understanding of the content standards and tasks.</td>
<td>Demonstrates an inability to understand the content standards and tasks.</td>
</tr>
<tr>
<td>Interpretation and Application</td>
<td>Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.</td>
<td>Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.</td>
<td>Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.</td>
<td>Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.</td>
<td>Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.</td>
</tr>
<tr>
<td>Thinking and Reasoning Skills</td>
<td>Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.</td>
<td>Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.</td>
<td>Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.</td>
<td>Demonstrates incomplete use of prior knowledge and skills to create innovative ideas, products or performances.</td>
<td>Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.</td>
</tr>
<tr>
<td>Quantity of Work</td>
<td>Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.</td>
<td>Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.</td>
<td>Produces the assigned work in achieving standards for the course.</td>
<td>Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.</td>
<td>Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.</td>
</tr>
</tbody>
</table>

C. Advisory

Over the past decade, school reformers have paid increasing attention to the positive role that strong advisory programs can have on student achievement, connectedness, and engagement. Many reformers have recognized the shortcomings of the large,
comprehensive public high school, instead advocating for smaller learning communities and a model of “distributed counseling,” in contrast to more traditional arrangements where a small staff of counselors focuses on the social-emotional well-being of students.

Valley International Preparatory High School has a comprehensive advisory program that meets twice a times a week in order to better focus on the Key Transitional Knowledge and Key Learning Skills and Techniques in Conley’s model. Using the College Board’s advisory curriculum as a jumping off point, advisory teams will create and implement an advisory curriculum that focuses on college knowledge, as well as study skills, character development, and self-discovery and self-actualization. While not credit bearing, attendance to advisory is mandatory and particularly for the juniors and seniors, plays an extensive role in the college counseling process.

Furthermore, parents will be involved in the advisory curriculum through the twice-yearly individualized learning plans outlined earlier in this petition.

At the initial fall meeting, students will present three goals for their year. Then, over the course of the year, students will use their advisory period to develop portfolios that contains exemplary work from all courses they are enrolled in. These portfolios will be used to assess student progress in all curricular areas and will be presented to parents/guardians during the spring ILP meetings with advisory teachers.

D. Assessment

All students at Valley International Preparatory High School will demonstrate appropriate and/or age/grade level mastery of state and national standards and are aligned with the state’s priorities. Teachers at Valley International Preparatory High School will employ a variety of formal, informal, and ongoing formative assessments / checks for understanding in order to monitor and measure pupil progress towards outcomes. Below is a calendar of assessments you can expect students to take by grade level:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Fall assessments</th>
<th>Mid-year assessments</th>
<th>Spring assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>NWEA MAP in Math and ELA Teacher-designed diagnostic assessments in core subject areas</td>
<td>Teacher-designed benchmark assessments in core subject areas Physical Fitness Assessment</td>
<td>NWEA MAP in Math and ELA Teacher-designed summative assessments in core subject areas Portfolio presentations</td>
</tr>
</tbody>
</table>
E. Student Sub-Groups

Students With Disabilities And Special Education

Students learn in a variety of ways with most students learning effectively in a traditional school setting. To facilitate these varying learning styles, VIPHS will comply with all aspects of the Individuals with Disabilities Education Act (“IDEA”). Students with disabilities may be eligible to receive special education instruction and related services. These services are based on assessment and determined by an Individualized Education Program (IEP) team, which includes the student’s parent(s) as equal participants. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. To the maximum extent appropriate, student with disabilities are educated with their nondisabled peers in the general education environment at the school they would attend if they were not disabled.

Parents of students at VIPHS who suspect their child may have a disability and may need special education services and who have questions about VIPHS’ Special Education
Students With Disabilities Under Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, and intimidation in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. VIPHS will promptly investigate any complaints of disability-based discrimination/harassment and take reasonable actions to stop future incidents of such discrimination/harassment.

VIPHS has specific responsibilities related to the provision of a free appropriate public education (FAPE) to school age individuals with disabilities under Section 504. VIPHS is required to provide a program designed to meet the educational needs of students with disabilities as adequately as the educational needs of students without disabilities. For students who are not eligible for special education services, but meet the federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids and/or services that will be provided to assist the student in accessing the general education program. Section 504 must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents or guardians must be notified in writing of any VIPHS’ decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For more information, parents / legal guardians should contact the Director of Student Support Lilian Cross at lcrossviphs@gmail.com.

ELPAC: The English Language Proficiency Assessments for California (ELPAC) will be the successor to the California English Language Development Test (CELDT). The CELDT is the current required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards, and will be comprised of two separate ELP assessments:
- an initial identification of students as English learners (which will begin Fall of 2018)
- an annual summative assessment to measure a student’s progress in learning English and to identify the student’s ELP level (which will begin Spring of 2018)
ELD

VIPHS provides support incorporating English Language Development (ELD) to help students learn English and utilizes Specially Designed Academic Instruction in English (SDAIE) to help students master the state academic content standards. VIPHS currently provides the following basic instructional services to students identified as English Learners (EL's).

- **Structured English Immersion (SEI):** EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels Beginning, Early Intermediate, and Intermediate) receive integrated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Support for EL students will be guided by the California Common Core State Standards for ELD.

- **English Language Mainstream (ELM):** EL students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels Early Advance and Advance) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program.

Homeless and Foster Youth

VIPHS will adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. VIPHS affirms that it is open to enroll and provide services for all students.

VIPHS complies with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.
Campus Life

A. Closed Campus

VIPHS has a closed-campus policy. Students are not permitted to leave campus during the school day unless they get permission from a staff member. To leave, students must present a note from their parent / guardian to the main office and the note must be presented BEFORE the student leaves campus.

Except for coming from the student parking lot in the morning, going to the student parking lot in the afternoon, or leaving early with an excused note, VIPHS students are not permitted on the Chatsworth Campus outside of the Z Bungalows except for when accompanied by a VIPHS staff member or attending a previously sanctioned event.

Leaving the Z Bungalows or the Chatsworth Campus without permission is considered a serious infraction with legal and safety implications. It can result in suspension. Consequences are decided on a case-by-case basis by the school staff.
B. Visitors to Campus

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. LAUSD Policy states that smoking and the use of all tobacco products, including e-cigarettes and peripherals, is prohibited on all District property, including District-owned or leased buildings, and in District vehicles at all times, by all persons, including employees, students, and visitors at any school or District site, or attending any school-sponsored events.

Visitors are expected to:

• Follow the established school policy in requesting a classroom visitation
• Report to main office and complete a visitor’s permit upon arrival at the site
• If wishing to speak with a staff member, make a prior appointment via email, phone, or mail, and clearly state to front office staff the purpose of their visit
• If visiting a classroom, enter and leave the classroom as quietly as possible
• Not converse with the students, teacher and/or instructional aides during the visitation unless this has been previously arranged & approved
• Not interfere with any school activity
• Keep the length and frequency of classroom visits reasonable
• Follow the school’s established procedures for meeting with the teacher and/or principal after the visit, if needed
• Learn and follow the school-wide behavioral expectations
• Return the visitor’s permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school and be sent a disruptive person letter outlining the conditions under which they may visit the school (if at all) in the future.

C. Office Hours

Our main office is open from 8:30 to 4:30 daily, unless you have previously arranged for an appointment outside of these times.

D. Carpool, Student Parking, Drop-off, and Pick-up

Students who drive have access to the Chatsworth student parking lot at the northwest corner of campus. They can also park on the street as long as they observe all posted parking restrictions. On Vintage Street, there is street sweeping on Thursday and Friday mornings and several 15 minute zones.
E. Lost and Found

A lost and found box will be kept in the main office. At the end of each week, the contents of the box will be donated to charity or otherwise disposed of.

F. Personal Belongings

While VIPHS strives to create a safe and orderly campus environment and will thoroughly investigate thefts, VIPHS takes no responsibility for personal items brought to campus. Students bring their personal belongings to campus at their own risk.

E. Who To Contact / General Complaint Policy

Academic Issues

If you have an academic or classroom/coursework-based issue, always communicate via email with the teacher first.

If you still need extra input, the next point of contact is your child's advisory teacher, who is essentially each VIPHS student's homeroom head and chief problem solver.

In the less-likely event no workable solution is put into play, you should communicate via email with Ms. Stephanie Riley, our school counselor, at sriley@viphs.org

Special Education

If you have a special education related question and your child already has an IEP, please contact the student's case manager.

In the less-likely event no workable solution is put into play, you should communicate via email with Ms. Lilian Cross, our Student Support Director, at lcross@viphs.org

General

The Principal, Michael Horne, is your last resort at mhorne@viphs.org - If you skip these chain-of-command instructions, know that you will always be asked to start with the person who can most likely best help you in addressing your issues, and it almost always starts with the individual teacher.

Please be aware that any requests for meetings with school staff require a written explanation of the topic and desired outcomes of the meeting. Except in the case of emergencies, i.e. ones that have an impending and immediate effect on the safety of students, “walk-ins” are not accepted.
Please honor this plan as it’s the only way we can each remain sane and do our very best jobs for you.

Complaint Policy / Resolving Conflict

It is our goal to assist all parents and family members in solving problems, understanding all school situations, and having a positive school experience. If you have a concern, complaint, or experience a conflict within the VIPHS community, please use the following process to find resolution.

First, collect your thoughts by talking to a family member or friend outside of VIPHS. Always begin at the source if you have a problem. Do not talk to uninvolved people at school.

- If it involves a teacher, or other staff member, we ask that you first contact them and attempt to resolve the issue.
- If the two of you cannot resolve the problem, go to the academic counselor. If the academic counselor is unable to resolve the issue, please contact the Principal.
- If the problem is with the Principal, we ask that you first contact them and attempt to resolve the issue.
- If the problem is with the Principal and you have discussed it with him/her and were unable to come to a resolution, you may take the issue to the Executive Director.
- If a serious grievance with the Executive Director occurs, please fill out a grievance form to the Board President. Forms are available in the main office and on the website under the “For Parents” section.

F. Dress Code

As we are a Proposition-39 co-located school, we are adopting the dress code of the LAUSD campus on which we are situated. Please be advised that Chatsworth Charter High School’s dress code is as follows:

1. Gang-Related clothing and/or paraphernalia may not be worn, including/but not limited to:

   - Bandanas, hair nets and knit caps
   - Excessively baggy pants that hang and show underwear
   - Long “cut-off” type shorts with socks pulled high
   - Wallet chains, spiked belt chains and/or collars, handcuffs and safety pins worn as accessories
   - Any jewelry or adornment depicting gang symbols
   - Attire memorializing personal friends, i.e. “R.I.P.” or “In Memory Of…”
   - No athletic sweat “head” bands other than those promoted by CHS OR CHS sports teams during school activities
2. Clothing or adornments that are sexually revealing, suggestive, obscene, culturally insensitive, or which promote drugs, alcohol, tobacco, or violence may not be worn, including/ but not limited to:

Shirts that expose any stomach/midriff from the bottom of the top garment & the top of the bottom garment
Excessively short shorts
See-thru garments that allow undergarments to be viewed
No sleeveless shirts (undershirts, tank tops, undershirts, basketball jerseys with no shirt underneath)
No tube tops, halter tops or tank tops
No spaghetti straps
No strapless or one strap garments
No low cut revealing necklines that would be deemed inappropriate in a business environment
No pants worn below the hips-hip bone
Any article of clothing or alteration of such which depicts words, symbols or images that incite any culture, gender, religion or ethnicity.

3. Only those hats that are sold or otherwise furnished by the school or a school approved organization may be worn on campus. All other hats are prohibited. Hats must be worn facing forward and must be removed upon entering a classroom or office.

G. Extracurriculars / Extracurricular Contract

VIPHS encourages and applauds students who participate in extracurricular activities. As part of that participation, parents and students acknowledge that they must be held to a minimum standard of behavior and attendance to continue their participation. All students who wish to participate in extracurricular activities must sign the extracurricular contract on the next page.
I, ________________________________, and my family, acknowledge and understand that I must abide by the following expectations in order to participate in extracurriculars. I and my family also understand that violations of the stipulations below, in addition to removal from the extracurricular, may also incur additional corrective actions by the school, up to and including removal.

Extracurricular activity/activities I wish to participate in:

- ☐ Speech and Debate Tournaments
- ☐ Music Lab / Club VIP Performances
- ☐ Theatre Shows / Showcases / DTASC
- ☐ Chatsworth Sports Programs
- ☐ Youth in Government Trips
- ☐ Outside Sports
- ☐ Acting / Modeling Auditions
- ☐ Other: ____________________________________

- I will ensure my family promptly notifies the main office along with appropriate documentation of the reason when I am going to be absent from school.
- I will ensure that the reasons for my absences fall under those as excused in California Education Code §48205.
- I will not be truant, defined as California Ed Code §48263.6 as having three or more unexcused absences.
- I will not be chronically absent, defined in California Ed Code § 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year.” In our calendar, this would be a total of 18 excused absences. Keep in mind that one absence every two weeks would make a student chronically absent.
- I and my family agree to reimburse the school if school property is damaged / destroyed as a result of a failure to follow directions or from a failure to obey the valid authority of school personnel. I and my family understand that failure to do so may result in the student being removed from the extracurricular or class.
- I will maintain a GPA of 2.0 or higher

Signature of student: ___________________________ Date: __________
Signature of parent/guardian: ___________________________ Date: __________
Signature of parent/guardian: ___________________________ Date: __________
Signature of parent/guardian: ___________________________ Date: __________
Graduation Requirements

All students will be required to meet the following College Preparatory path for graduation, which is aligned with University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admission requirements (60 of the 240 credits are elective credits). All classes must be passed with a “D” or higher:

Note: The courses listed below are not meant to be comprehensive examples of all courses offered. Courses offered fluctuate year to year based on teacher aptitude, student interest, class size, etc.

<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>Required:</th>
<th>Recommended:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Social Science</strong></td>
<td>Three years (30 credits, five credits per semester for all courses)</td>
<td>Additional fourth year of an AP or other social science elective.</td>
</tr>
<tr>
<td></td>
<td>One year of world history</td>
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<td></td>
<td>One year of US / AP US History</td>
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<tr>
<td></td>
<td>One semester of Economics</td>
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<tr>
<td></td>
<td>One semester of Government</td>
<td></td>
</tr>
<tr>
<td><strong>B. English Language Arts</strong></td>
<td>Four years (40 credits, five credits per semester for all courses)</td>
<td>AP or other ELA electives recommended</td>
</tr>
<tr>
<td></td>
<td>English 9</td>
<td></td>
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<tr>
<td></td>
<td>English 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 11 or AP English Language</td>
<td></td>
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<tr>
<td></td>
<td>English 12 or AP English Literature</td>
<td></td>
</tr>
<tr>
<td><strong>C. Mathematics</strong></td>
<td>Three years (30 credits, five credits per semester for all courses)</td>
<td>Fourth year of sequence recommended</td>
</tr>
<tr>
<td></td>
<td>Must reach or surpass Algebra 2 in the following sequence:</td>
<td></td>
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<tr>
<td></td>
<td>(Algebra 1 -&gt; Geometry -&gt; Algebra 2 -&gt; Pre-Calculus or AP Statistics -&gt; AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calculus A/B [Pre-Calc is pre-requisite])</td>
<td></td>
</tr>
<tr>
<td>D. Science</td>
<td></td>
<td></td>
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<td>------------</td>
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</tr>
</tbody>
</table>
| Two years (20 credits, five credits per semester for all courses)  
Biology  
Earth Science or Chemistry | Third and fourth year of AP or other science elective recommended |

<table>
<thead>
<tr>
<th>E. Foreign Language</th>
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</table>
| Two years (20 credits, five credits per semester for all courses)  
Spanish 1-3 | Third year of foreign language recommended |

<table>
<thead>
<tr>
<th>F. Visual and Performing Arts</th>
</tr>
</thead>
</table>
| One year (10 credits, five credits per semester for all courses)  
Fall and spring credit must be from same course | Additional years recommended depending on student's desired college major |

<table>
<thead>
<tr>
<th>G. College Preparatory Elective</th>
</tr>
</thead>
</table>
| One year (10 credits, five credits per semester for all courses)  
Fall and spring credit must be from same course | Additional years recommended depending on student's desired college major |

<table>
<thead>
<tr>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the recommended column, an additional 60 credits of various electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>240 credits</td>
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The block bell schedule allows for students to be scheduled for up to seven academic periods, allowing for accumulation of at least 60 credits per year plus an additional period to focus on credit recovery when needed. Freshmen and sophomores will be scheduled for 70 credits a year in order to provide more flexibility and personalization during junior and senior years, as well as opportunities for credit recovery sections.
Enrollment and Attendance

A. Non-Discriminatory Practices

VIPHS pledges to use nondiscriminatory practices in the recruitment and enrollment of students and will not discriminate on any protected classification of students including but not limited to race, ethnicity, national origin, gender, gender identity, gender expression, religion, and sexual orientation. VIPHS will actively recruit a diverse student population reflective of the communities being served.

B. Enrollment Process

By law, admission at VIPHS is open to all students wishing to attend the school. In the event that there are more students wishing to attend the school than there are seats available, admission will be determined via a public, random lottery. Once a student is enrolled, they remain enrolled through 12th grade unless a parent/guardian releases their seat or is otherwise removed through the expulsion process. Lottery forms will be available in the fall for the lottery the following spring. A Lottery “intent to enroll” form must be completed for each sibling and must be submitted prior to the posted deadline. For further details, please refer to the school website under the Admissions tab.

C. Math Placement Policy

Access to mathematics courses that prepare students for college and career is essential for student success after high school. All students should have the opportunity to excel in mathematics, not just students who plan to enter the fields of science, technology, engineering, and mathematics (STEM). With fair, objective, and transparent placement policies in place, California’s high school students will benefit from challenging mathematics courses that support their college and career goals.

The mathematics placement policy for pupils entering grade nine includes the following requirements:

1. Systematically takes multiple objective academic measures of pupil performance into consideration for placement:

VIPHS follows an A-G math sequence of Algebra 1 -> Geometry -> Algebra 2. Students will be initially enrolled in math sequence based off the previous math course completion (as indicated on the student’s middle school transcripts). Within the first 30 days, students will be tested using NWEA Measures of Academic Progress to confirm appropriate placement or to replace the student.
Parents may also request, using the process outlined in item 4, a student be placed in a different math course, at which point a member of VIPHS’ mathematics department will administer a diagnostic test to determine whether the parent’s request is appropriate. Upon completion of the diagnostic test, a member of the math department will meet with the parent to discuss finding. See section 4 for more detailed information on the process.

2. **Includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and to permit reevaluation of individual student progress:**

VIPHS will fulfill this requirement by assessing new 9th grade students within the first 30 days of the school year to ensure accurate placement except as provided below. All teachers responsible for teaching 9th grade math students will assess the mathematics placements for each 9th grade student assigned to the teacher. The teacher’s assessment will take into consideration factors which may include, but are not limited to, NWEA MAP Scores, the student’s assignments, quizzes, tests, exams, grades, participation, and any comments provided by the student or the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement.

Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. **Requires an annual examination of pupil placement data to ensure that students are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background and shall report the aggregate results of the report to its governing board or body:**

VIPHS will fulfill this requirement by having an annual examination of pupil placement data to ensure students are not held back in a disproportionate manner based on race, ethnicity, gender, or socioeconomic background. VIPHS will then report the annual examination results to its governing board.

4. **Offers clear and timely recourse for each pupil and his or her parent or legal guardian who questions the student’s placement:**

VIPHS will fulfill this requirement as follows:

a. A parent/legal guardian of any 9th grade student may submit a written request to Principal, or his or her designee, that:

i. Requests information regarding how the student’s mathematics placement was determined. Within seven (7) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian’s request by
providing the information, including the objective academic measures that the Charter School relied upon in determining the student’s mathematics placement.

ii. Requests that the student be administered a math diagnostic exam, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

iii. Requests reconsideration of the student’s mathematics placement based on objective academic measures. Within seven (7) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian’s request. The Principal or designee and the student’s mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in section 1 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student’s current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal’s or designee’s response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian’s request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal’s or designee’s response time exceed one (1) month.

c. If, after reconsideration of the student’s mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student’s mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

**Attendance Policy**

**Please note, state funds are based on attendance. The school loses funding if a student is absent from school, regardless of whether the absence is excused or unexcused.**

VIPHS is a site-based high school that is funded by “average daily attendance,” which means students are required to attend school five days a week, Monday through Friday. Every time your student is absent from school, we receive less money from the state to fund the programs that you love!

Read more about the huge financial and educational costs of student absences in the LA Times:

At Southern California Public Radio:
https://www.scpr.org/news/2017/12/05/78557/more-than-80-000-lausd-students-were-chronically-a/

& in the Orange County Register:
https://www.ocregister.com/2012/02/19/child-missed-school-please-pay-40-2/

At VIPHS, we view every day as an essential learning opportunity. Therefore, we expect excellent attendance of all of our students. Student attendance becomes a pattern and missing school regularly is not only detrimental to a student’s learning, but can create poor learning habits and interferes with our college mission and vision. Students who develop patterns of good attendance are much more likely to be successful both academically and socially.

Every student is expected to attend school on a daily basis [Education Code 48200], unless there is valid justification for the absence. A student is considered absent when he / she is not in school.

Absences lead to missed academic instruction and loss of funding. While absences must be reported to the State as “excused” or “unexcused,” VIPHS loses funds from the State regardless of how the absence is classified.

A. California Compulsory Full-Time Education Law

Education Code section 48200 states that each person between the ages of 6 and 18 years, and not exempted, is subject to compulsory full-time education. Each VIPHS student shall attend school or classes for the full time designated on their schedule

B. Tardy Policy

A student is considered tardy if he or she is late to school by more than ten minutes (that is, arriving ten minutes after the established start time of the instructional day and/or their course schedule, whichever comes first). A student must report to the office if he or she is late for school in order to log their arrival time and reason for tardiness.

Tardiness may be excused only for the reasons listed below in the Excused Absences / Tardies section. For students who ride the bus organized by the parent group, late arrivals by the bus will not be considered tardies. Traffic congestion, oversleeping, and parking will not be considered a valid excuse. Traffic congestion and parking are issues to be expected in the Los Angeles area, thus extra time must be accounted for when choosing a departure time. All excused tardies require appropriate documentation.

For the purposes of consequences, three unexcused tardies amounts to an unexcused absence.
C. Criteria for Excused Absences

A student is excused from school when the absence/tardy is due to:

- His or her illness
  - Three consecutive absences due to illness require a note from a medical doctor (MD or DO or PsyD)
  - Please note that the school may require additional documentation if sick notes are being excessively used to excuse student absences that are consecutive or nonconsecutive
- Quarantine under the direction of a county or city health officer.
- Having medical, dental, optometric or chiropractic services rendered to him or her.
  - We ask that appointments that must be scheduled on school days occur early morning or late afternoon, so the student can still attend the majority of the day.
- Attending the funeral of an immediate family member
  - one day within the state, three days outside the state
- Jury duty for him or her
- Illness or medical appointment of a child of whom the student is the custodial parent.
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Principal.

Justifiable Personal Reasons. Absences that fall into this category are at the discretion of the school, and may include, but are not limited to:

- Appearance in court
- Attendance at a funeral service (one day within the state, three days outside the state)
- Attendance at a wedding of an immediate family members (one day within the state, three days outside the state)
- Observance of religious holiday or ceremony
- Attendance at religious retreats (with prior approval)
- Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization (when the student's absence has been requested in writing by the parent and approved by the administration team)

Examples of personal reasons that are not justifiable and will be marked as unexcused:
Absences that fall into this category may include, but are not limited to:

- Family vacations
- Participating in an extracurricular event on the weekend and taking Monday off because of fatigue
- Staying home from school because an assignment is due
- Staying home to work on college applications
All absences require appropriate documentation, e.g. note from home, a note from a doctor or medical facility, court documents, etc. If appropriate documentation is not provided as indicated below, the absence will be considered unexcused.

A parent or caregiver adult must notify the VIPHS main office within 24 hours of an absence by telephone, letter, fax, e-mail, or in person. If VIPHS is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused.

A student with an excused absence will be allowed to complete all assignments and tests missed during the absence that can reasonably be provided and, upon satisfactory completion, will be given full credit.

The teacher of any class from which a student is absent will determine what assignments the student shall make up and in what period of time the student shall complete such assignments. Any assessments and assignments will be reasonably equivalent to, but not necessarily identical to, the assessments and assignments that the student missed during the absence.

A teacher is not obligated to allow a student to make-up work when they miss class or are tardy for unexcused reasons.

D. Unexcused Absences

Any absence for reasons other than those listed as excused absences are unexcused. VIPHS is required by law to seek an explanation from the parent/guardian (a written note or verbal justification) regarding all absences. The student may be classified as a truant after the third unexcused absence. Three tardies amounts to one unexcused absence for purposes of consequences.

In addition, students shall be classified as a chronic truant if the student is absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date.

The administration team shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, VIPHS is fiscally dependent on student attendance and is negatively impacted by excessive absences.
E. Fields Trips Policy and Attendance

A student may be marked present when at a place other than the school with the prior approval of the appropriate school official, either the Principal or Executive Director, when attendance at an off-campus event has curricular or educational purposes. Examples of these activities include, but are not limited to:

1. Field trips sponsored by the school
2. School-initiated and scheduled activities
3. Athletic events requiring early dismissal from school
4. Visiting a college as part of the college counseling process

Parents must request approval before the day the student is off campus and turn in the appropriate permission slip.

Seniors are afforded five field trip days that they can use to visit colleges as part of the college application. Approval for college visits must be obtained in advance of visiting college and proper documentation of the visit, such as confirmation emails, are required for approval as well. Visits that are not approved in advance or are not submitted with proper documentation will be considered unexcused absences.

F. Senior Attendance / Senior Contract

Given that senior year is a student’s last year of high school, attendance is even more important. Seniors at VIPHS are required to sign a “senior contract” that stipulates they will abide by the following expectations in order to participate in extracurriculars, senior events, and graduation ceremonies. Violations of the stipulations below may also incur additional corrective actions by the school, up to and including removal.

- Seniors will ensure their family promptly notifies the main office when they are going to be absent from school.
- Regardless of whether seniors are 18 or not, excuses and early dismissals must originate with an appropriate parent/guardian.
- Seniors and their families will ensure that the reasons for my absences fall under those as excused in California Education Code §48205.
- Seniors will not be truant, defined as California Education Code §48263.6 as having three or more unexcused absences
- Seniors will not be chronically absent, defined in California Education Code § 60901(c)(1) as “a pupil who is absent on 10 percent or more of the school days in the school year.” In our calendar, this would be a total of 18 excused absences.
- Seniors understand that any request for a college field trip must be submitted and approved in advance, along with supporting documentation confirming appointments at the colleges to be visited.
• Seniors understand that they have a total of five days that I may use over the course of the year for the purposes of a college field trip, and any absences beyond this will be considered unexcused.
• Seniors understand that their attendance record will be included on their transcript that is sent to colleges.

A copy of the senior attendance contract is on the next page.
I, _________________________________, and my family, acknowledge and understand that I must abide by the following expectations in order to participate in extracurriculars, senior events, and graduation ceremonies. I and my family also understand that violations of the stipulations below may also incur additional corrective actions by the school, up to and including removal.

- I will ensure my family promptly notifies the main office along with appropriate documentation of the reason when I am going to be absent from school.
- I understand that regardless of whether I am 18 or not, excuses and early dismissals must originate with an appropriate parent/guardian.
- I will ensure that the reasons for my absences fall under those as excused in California Ed Code §48205.
- I will not be truant, defined as California Ed Code §48263.6 as having three or more unexcused absences.
- I will not be chronically absent, defined in California Education Code § 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year.” In our calendar, this would be a total of 18 excused absences.
- I understand that any request for a college field trip must be submitted and approved in advance, along with supporting documentation confirming appointments at the colleges to be visited, and I understand that a failure to do so will result in the absences being marked “unexcused.”
- I understand that I have a total of five days that I may use over the course of the year for the purposes of a college field trip, and any absences beyond this will be considered unexcused.
- I understand that my attendance record will be included on my transcript that is sent to colleges.

Signature of student : ___________________________________________ Date: _________

Signature of parent/guardian: ______________________________________ Date: _________

Signature of parent/guardian: ______________________________________ Date: _________

Signature of parent/guardian: ______________________________________ Date: _________
G. Process for Upholding the Attendance Policy

Consequences for Unexcused Absences

Upon reaching three unexcused absences, one or more of the following consequences will be implemented immediately:

- Exclusion from school events like dances, plays, music performances, etc.
- Seniors excluded from one or more senior events without refund
- Refusal by the school to authorize work permits
- Loss of field trip privileges
- Speech and debate participants excluded from weekend tournaments beyond the two mandatory events that the class requires
- Theatre participants excluded from DTASC and evening showcases
- Beginning of SART Process (see below)

It is the policy and discretion of VIPHS that any chronically absent student may be excluded from extracurricular events.

First Day of School Process

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

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure of their intent to enroll.
2. Students who have indicated their intent to enroll, but have not attended by the third day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Students who have indicated their intent to enroll, but have not attended by the fifth day will receive a phone call reiterating the content of the letter.
4. Students who have not attended by the sixth day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student’s failure to attend VIPHS and the disenrollment.
H. Truancy Process

1. Each of the first two (2) unexcused absences will result in a call home to the parent/guardian by the front office and/or administration team. The student’s classroom teacher may also call home.

2. Each of the third (3rd) and fourth (4th) unexcused absences will result in a call home to the parent/guardian by administration team. In addition, the student’s classroom teacher may also call home and/or the School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences in a school year, the parent/guardian will receive “Truancy Letter #1" from the School. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy.

3. Upon reaching seven (7) unexcused absences, the parent/guardian will receive “Truancy Letter #2 – Conference Request,” and a parent/guardian conference will be scheduled to review the student’s records and develop an intervention plan/contract.

4. Upon reaching ten (10) unexcused absences, the student will be referred to a Student Success Team (SST) and the School Attendance Review Team (SART). In addition, the parent/guardian will receive a “Habitual Truancy Re-classification Letter #3.”

5. The SART panel will be composed of the School Leader, Teacher, Guidance Counselor (9-12) and Director of Student Support Services. The SART panel will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

   a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
   b. The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order consequences for non-compliance with the terms of the contract. Potential consequences (not meant to be an exhaustive list):
      i. Required remediation plan as set by the SART
      ii. Referral to Child Protective Services (CPS) or Department of Child & Family Services (DCFS)
      iii. Notification of the District Attorney
   c. The SART panel may discuss other school placement options.
   d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

6. If the conditions of the SART contract are not met, the student may incur additional
administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student’s district of residence.

7. For all communications set forth in this process, VIPHS will use the contact information provided by the parent/guardian in the registration packet. It is the parent’s or guardian’s responsibility to update VIPHS with any new contact information.

8. If student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number, email, or address provided in the registration packet and does not otherwise respond to VIPHS’s communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence.

I. Removal from Charter School

If, after the above procedures have been followed except for #8, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract and the SART panel may determine that the student be deemed to have voluntarily disenrolled from VIPHS. The parent will receive written notice of the SART panel’s decision.

A SART decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

J. Referral to Appropriate Agencies or County District Attorney

It is VIPHS's intent to identify and remove all barriers to the student’s success, and the School will explore every possible option to address student attendance issues with the family. For any unexcused absence, VIPHS may refer the family to appropriate school-based and/or social service agencies. For truant students, VIPHS may also open a case with child protective services with the Department of Family and Child Services.

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

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in
Behavior and Discipline Policy

A. “Respect and Responsibility”

VIPHS has four expectations that govern our view of proper student conduct. Rather than create an exhaustive list of desired and prohibited behaviors, we expect that students will abide by these statements:

1. I will respect myself with my words and actions
2. I will respect others with my words and actions
3. I will be responsible for my words and actions
4. I will be responsible to others by being a positive member of the community

VIPHS has five core principles to govern staff conduct when responding to student behaviors that do not live up to the expectations laid out for them.

1. RELATIONSHIPS: Developing caring connections and finding common ground
   • Every attempt will be made to maintain the dignity and self-respect of both students and staff members

2. RESPECT: Listening to others’ opinions and valuing them
   Misbehavior will be viewed as
   • an attempt to meet a real need (belonging, competency, freedom/control, fun, survival)
   • a violation of people and relationships
   • an opportunity to teach
   • an opportunity for personal growth for everyone

3. RESPONSIBILITY: Being accountable for actions taken
   • Students will be guided and expected to solve their problems, or the ones they create, through choices that do not create problems for anyone else.
   • Students will be helped to meet their needs in positive ways.
   • Students will be given opportunities to make decisions and live with the consequences, be they good or bad.

4. RESTORATION: Repairing harm that has been caused
   • Misbehavior will be handled with natural and logical consequences instead of punishment whenever possible. Students will be encouraged and assisted to find ways to repair the harm their behavior has caused.
5. REINTEGRATION: Ensuring all remain included and involved

• Students will be encouraged to be active and assertive participants in the discipline process.
• Students may be involved in determining appropriate consequences for misbehavior.

B. Levels of Consequences

As with any incident of student behavior, studio teachers and administrators must exercise informed judgment as to what are appropriate consequences for student behavior. This also means that due to constraints of time, staff may have to incorporate consequences that don't necessarily fall on the restorative practices continuum. The levels, shown below, guide teachers and administrators to use progressive interventions to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this Code of Student Conduct, the consequence may be expulsion from VIPHS. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Levels of consequences and options for progressive interventions follow. These charts are meant to serve as general guidelines, are not a definitive lists, nor do they limit potential disciplinary options that are deemed appropriate, given the circumstances of the incident. Repeated chronic or cumulative offenses may require higher levels of interventions/ consequences. For serious violations, interventions/ consequences may begin at a higher level.

<table>
<thead>
<tr>
<th>Level</th>
<th>Disciplinary Options</th>
</tr>
</thead>
</table>
| 1     | **Classroom Level Interventions / Consequences**  
Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are implemented with fidelity and are successful, referral to the school administrator should not be necessary |
|       | Verbal redirection / affective statements  
Seat change  
Letter of apology  
Loss of privilege  
Impromptu conference  
Parent e-mail / phone call  
Teacher conference with student using restorative practices  
Written reflection  
Use of student problem-solving worksheet  
Incident logged in School Pathways |
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Conditions</th>
<th>Incident logged in School Pathways</th>
<th>Parent/guardian involvement</th>
<th>Admin / guidance referral required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Appropriate when Level 1 intervention(s) / consequence(s) have been ineffective or incident warrants Level 2 intervention</td>
<td>Teachers use the following interventions to help students change behavior in the classroom. In some cases, if a number of Level 1 and 2 interventions have been employed and found to be ineffective, referral to the school administrator may be necessary.</td>
<td>Incidents logged in School Pathways</td>
<td>Parent/guardian involvement</td>
<td>Admin / guidance referral required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Confiscation of item</td>
<td>Impromptu conference</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parent-teacher-student conference (possibly with admin present)</td>
<td>Restorative justice circle (possibly with admin present)</td>
<td>Other restorative action (cleaning, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate when Level 2 intervention(s)/consequence(s) have been ineffective or incident warrants Level 3 intervention</td>
<td></td>
<td>Incident logged in School Pathways</td>
<td>Parent/guardian involvement</td>
<td>Admin / guidance referral required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SST Meeting</td>
<td>In-school</td>
<td>Mandatory study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Campus cleanup (with parental permission)</td>
<td>Suspension</td>
<td>In-school hall after hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parent-teacher-student restorative conference with admin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Appropriate when Level 3 intervention(s)/consequence(s) have been ineffective or incident warrants Level 4 intervention</td>
<td></td>
<td>Incident logged in School Pathways</td>
<td>Parent/guardian involvement</td>
<td>Admin / guidance referral required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Behavior / Accountability Plan</td>
<td>Suspension</td>
<td>Parent-teacher-student restorative conference with admin</td>
</tr>
<tr>
<td>5</td>
<td>Appropriate when Level 4 intervention(s)/consequence(s) have been ineffective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Incident logged in School Pathways**  
**Parent/guardian involvement**  
**Admin / guidance referral required**
Referral to alternative program  
Expulsion (only in most extreme cases)  
Parent-teacher-student  
restorative conference with admin

### Examples / General Guidelines for Responses to Specific Offenses

<table>
<thead>
<tr>
<th>Offense / Violation</th>
<th>Response Levels</th>
<th>Reportable to police</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence (unexcused)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol, tobacco, and other drugs (response dependent on seriousness of drug)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession</td>
<td></td>
<td></td>
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<tr>
<td>Consumption</td>
<td></td>
<td></td>
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<tr>
<td>Possession with intent to sell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
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<tr>
<td>Cell phone misuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating / Plagiarism (may fail or not receive credit for assignment)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Destruction of property / vandalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrespect towards others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption to learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Fighting                                                                           |     |     |     |     |     | If causes injury  
| Inappropriate language                                                              |     |     | 1   |     |     |  
| Insubordination                                                                    |     |     | 1   |     |     |  

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| Leaving class or campus without permission | ☐ | ☐ | ☐ | ☐ | Dependent on value |
| Stealing / Theft | ☐ | ☐ | ☐ | ☐ |

**California Ed Code on Suspendable / Expellable Offenses:** Below is the section of California Ed Code dealing with suspension and expulsion.

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

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

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

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

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

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

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

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

(g) Stole or attempted to steal school property or private property.

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

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties...

(l) Knowingly received stolen school property or private property.

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

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

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

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

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

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (I).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (I). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (I). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (I). 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.

(II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), 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.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average 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.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

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

(Amended by Stats. 2016, Ch. 419, Sec. 2.5. Effective January 1, 2017.)

**Mandatory Expulsions:**
Education Code (EC) 48915(c)

Act must be committed at school or school activity.

1. Firearm
   a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
   b. Selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

In-School Suspension

Occasionally, in-school suspension may be used as a form of a respectful, related consequence to behavior that constitutes a discretionary suspension offense and is posing a serious disruption to the educational process. It is to be used as an alternative to out of school suspensions and to prevent a student from falling further behind in academics and remain partially in the learning environment. The School Counselor will be responsible for supervising an in-school suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the day. In the event of academic struggles or questions, the person supervising the in-school suspension may contact the teachers or other support providers to aid the student. In addition to completing any assignments, students serving in-school suspension are also required to write a reflection that addresses the behavior that necessitated the in-school suspension and what they will do to avoid repeating the behavior in the future. The maximum number of days of suspension, including in-school suspension, will not exceed five days per incident and twenty days in one academic year. Parental notification, due process, and appeals will follow the same process outlined for out-of-school suspensions in the next section.

Out-of-School Suspension

To keep families informed and a part of the process, as well as to ensure that students have access to the educational program while suspended, Valley International Preparatory High School shall have the following procedures in place:

1. Informal Conference

Any suspension shall be preceded by a meeting between the Principal, the student, and their family. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity
to present his or her version and evidence in his or her defense. This conference may be
omitted if the Principal determines the offense is serious enough to warrant an emergency
situation that would involve a clear and present danger to the lives, safety, or health of
students or school personnel. If a student is suspended without this conference, both the
parent/guardian and student shall be notified of the student’s right to return to school for
the purpose of a conference.

2. Notice to parents

As outlined above, parents/guardians will be included in any suspension process through
written, phone-based, and in-person communication. The Principal shall provide written
notice to parents/guardians. The written notice will state the specific offense(s) committed
by the student and outline the term of the suspension (1 to 5 days). Furthermore, the
notice will state when the student may return to school, and what actions they need to
take in order to stay in touch with their teachers and complete any assignments.

3. Length of Suspension

The length of the suspension will be determined by the Principal and be in proportion to
the seriousness/severity of the offenses committed. This determination will be made by
collection of witness statements, any physical evidence if applicable, and other relevant
factors. The length of suspension for students may not exceed a period of 5 consecutive
days. A student’s suspension may not exceed 20 school days within one academic year;
special education students shall not be suspended for more than 10 days in one school
year. At the beginning of the suspension, the student’s teachers will provide any
assignments and written directions to the family so the student may complete any
required work at home. Upon returning from suspension, the student will turn in said work
to the teachers.

When suspending a student who has an Individualized Education Program (“IEP”), or a
student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary
procedures, including convening a manifestation determination review meeting, to
comply with the mandates of state and federal laws, including IDEA and Section 504 of the

Suspended students will be responsible for all classroom assignments, projects, etc.
Teachers will be required to provide the necessary resources during suspension either in
hard or digital copy in order to ensure the student has access to the educational program
during a suspension.

Unless the student is recommended for expulsion, parents may appeal a suspension by
filing a written request for an appeal with the Executive Director within five (5) school days
receipt of written notice of suspension. The Executive Director will make a decision within
five (5) school days receipt of the written request to appeal. The Executive Director will
consider the written appeal document(s) and the discipline documents from the school. If
needed, the Executive Director may interview the Principal and/or the appellant. The Executive Director shall uphold the suspension so long as VIPHS complied with applicable suspension procedures and the misconduct constitutes an enumerated offense. If the Executive Director grants the appeal and agrees at the end of the process that the suspension was not warranted, the suspension shall be removed from the student’s record. If the Executive Director denies the appeal, the parent may provide written disagreement with the suspension to be included in the student’s files. For students recommended for expulsion, they will have an opportunity to appeal through the expulsion appeal procedures.

**Expulsion Procedures**

In certain situations, the Principal may make a recommendation for expulsion to the Executive Director. The recommendation must be made during the time period of the suspension.

Upon receipt of the Principal’s recommendation, the Executive Director will convene a pre-expulsion conference with the student and family. The pre-expulsion conference will be held on or before the date the student is permitted to return from the suspension.

The student and the student’s parent/guardian will be invited to the pre-expulsion conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. To reach a decision, the Executive Director shall review the Principal’s recommendation and other available information, including but not limited reviewing the written notice of suspension, written statements and/or meeting with witnesses.

If based on this review the Executive Director determines the Principal recommended expulsion based on a mandatory offense, the Executive Director shall extend the suspension and recommend expulsion.

If the Principal recommended expulsion based on a discretionary offense(s), the Executive Director may extend the suspension and recommend expulsion only based on one or both of the following findings:
- Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon the determination after the conference, the student will be suspended, pending the results of an expulsion hearing. The Executive Director’s recommendation to expel the student shall be provided verbally at the conference and in writing to the parents no more than five days after the date of the pre-expulsion conference.

Pending the expulsion hearing, students will provided with some form of educationally
sound modified instruction for the student through an alternative interim educational placement or through a form of home study that is overseen via communication between the guidance counselor, student, and family. If home study is in place, the student will be overseen by the guidance counselor and will be able to communicate with designated classroom teacher(s) or guidance counselor(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through the classroom teacher during their suspension and be provided the opportunity to make up any missed exams. Because the student cannot be in school, modified instruction will be provided via email, in writing, telephonically, or through other means of verbal communication. All assignments will be provided by the teacher and available for pick-up or mailed to the child’s home. The method in which modified instruction and assignments will be delivered will be decided on a case-by-case basis. If there are other alternative placement options, VIPHS will work cooperatively with the authorizer and the family to access to such options.

**Expulsion Hearing**

The family of a student who has been recommended for expulsion will be entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within 30 school days from the recommendation for expulsion. The hearing will be presided over an administrative panel (three or five impartial individuals who are certificated, at least one of whom has knowledge and experience in school discipline matters, and neither a teacher of the pupil nor a Board member of the Charter School’s governing board) appointed by the Board.

The Principal will prepare a written notice of the hearing, which will be emailed and mailed to the family at least 10 calendar days prior to the hearing. This notice will include:
- The date, time, and place of the hearing
- A summary of the date, incident(s), charge(s), and reason(s) for the proposed expulsion.
- A copy of the VIP discipline policy that relates to the violation
- The opportunity for the student or their family to appear in person at the hearing
- The opportunity for the student to be represented by counsel or non-attorney advocate, to bring witnesses and present evidence, and to challenge evidence presented by the Charter School.
- A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
- A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

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

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

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

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

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

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

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

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

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

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be
conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact.
If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Director or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision, including the Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; (c) the term of the expulsion; (d) the rehabilitation plan; (e) information regarding readmission; and (f) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer consistent with the requirements set forth at the beginning of Element 10.

**Disciplinary Records**

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

**Right to Appeal**

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Director or designee will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Charter School Board’s decision to uphold the administrative panel’s decision to expel shall be final.

Pending the expulsion appeal, students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through the classroom teacher(s) and be provided the opportunity to make up any missed exams. Because the student cannot be in school, modified instruction will be provided via email, in writing, telephonically, or through other means of verbal or electronic communication. All assignments will be provided by the teacher and available for pick-up or mailed to the child’s home. The method in which modified instruction and assignments will be delivered
will be decided on a case-by-case basis. If there are other alternative placement options, VIPHS will work cooperatively with the authorizer and the family to access to such options.

**Expelled Pupils/Alternative Education**

The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

**Anti-Harassment Statement and Policies**

VIPHS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA. The Charter School prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

**VIPHS has adopted an Anti-Harassment Statement & Policies, where the following procedures apply:**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. A Harassment / Bullying / Hazing Complaint Form is available in the main office and on the website under the “For Parents” section.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the main office. However, oral reports shall also be considered official reports. 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 discrimination, intimidation, harassment,
bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Executive Director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

**Investigating**

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of VIPHS, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the Executive Director or designee determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, the Executive Director or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation which lead to the report. However, in no case may the Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the main office of VIPHS.

**Appeal**

Should the reporting individual find the Executive Directors’ resolution unsatisfactory, he/she may follow the Dispute Resolution Process. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also file a Uniform Complaint at any time during the process, consistent with the procedures found in the VIPHS Parent/Student Handbook.

**Consequences**

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the VIPHS.

**Derogatory Language**

It is the policy of VIPHS to maintain a safe and supportive learning environment that is free from harassment, intimidation and/or bullying and from discrimination on account of actual or perceived race, color, citizenship / immigration status, religion, creed, national origin, disability, gender, gender-identity, expression, sexual orientation, or weight. As
adolescents naturally test the limits of appropriate speech, VIPHS has found it helpful to clearly and specifically delineate its policy towards derogatory language on campus, in social media used by students, and at/on the way to/from school events.

Examples of derogatory language include some of the following, and may or may not be directed at a particular student:

- Verbal or physical conduct that threatens another with harm;
- Taunting; exclusion from peer groups designed to humiliate or isolate;
- Using derogatory language or making derogatory jokes or name calling to humiliate or harass;
- Making derogatory statements or engaging in hostile acts based on a student's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight, or disability;
- Written or graphic material, including graffiti, containing comments or stereotypes that are either posted, circulated or are written or printed on clothing or posted on the Internet (cyber-bullying) that are derogatory of others; engaging in this behavior based on a person's race, color, ethnicity, religion, creed, national origin, gender, gender identity, gender expression, sexual orientation, citizenship/immigration status, weight or disability.

Responses to Derogatory Language:

Staff and administration will take a three-tiered approach to derogatory language. Repeat offenses will result in more disciplinary consequences.

1. Upon hearing derogatory language from a student, staff will respond with one or more of the four strategies identified by the organization Teaching Tolerance.
   - **Interrupt**: Staff will speak up against every biased remark – every time – in the moment, without exception.
   - **Question**: Staff will ask simple questions in response to derogatory remarks to find out why the speaker made the comment.
   - **Educate**: Staff will explain why a term or phrase is derogatory or could be taken as derogatory by others.
   - **Echo**: Staff will thank and reiterate anti-bias messages that they hear from students or other staff.

2. Referral to administration and phone call home. Possible restorative circle between victim and offender, based on willingness of both parties to participate.

3. Depending on severity and intent, suspension.

Basis and Rationale for Policy:

Natural Rights

“It is helpful to frame the discussion of student free speech rights with an analysis of the historical underpinnings of the free speech provision in the First Amendment. According to
Leonard Levy, in his excellent book, The Emergence of a Free Press, there is considerable disagreement about exactly what the framers of the Bill of Rights were thinking in terms of free speech.

However, Levy noted that the natural rights philosophy advocated by John Locke, who was revered by many of the early leaders, was likely influential. Writing under the pseudonym, Cato, Trenchard and Gordon expressed the natural law perspective as follows:

> Without Freedom of Thought, there can be no such Thing as Wisdom; and no such Thing as Publick Liberty, without Freedom of Speech: Which is the Right of every Man, as far as by it he does not hurt and control the Right of another; and this is the only Check which it ought to suffer, the only Bounds which it ought to know.

In the United States, access to a free and appropriate public education is a right, and derogatory language, by its nature, is inappropriate in a school environment.

**Supreme Court Cases**

There have been several Supreme Court Cases that address student free speech rights: *Tinker vs. Des Moines, Saxe vs. State College Area School District, Bethel vs. Fraser, Sypniewski vs. Warren Hills Regional Board of Education, and Morse vs. Frederick.*

“Students’ right to receive an education is a compelling interest. Students retain their constitutional rights to free speech while at school. *Tinker.* However, constitutional rights of students in public school are not the same as the rights of adults in other settings. *Bethel.*

Schools have the authority to restrict student speech if that speech has caused a substantial disruption or interference with the rights of other students. *Tinker.* Substantial disruption includes a significant interference in students’ ability to receive an education. *Saxe.* Schools are not required to tolerate speech by students that disparages other students. *Sypniewski.*

Schools have a responsibility to assist students in gaining the habits and manners of civility essential for a democratic society. *Bethel.* This requires that students learn how to discuss controversial issues in a manner that demonstrates tolerance for divergent political and religious views, as well as understanding the boundaries of socially appropriate behavior and the impact of their speech on others. *Bethel.* Schools can restrict speech that is lewd, vulgar, plainly offensive, and contrary to the school’s educational mission. *Bethel.*[2]

**California Education Code Section 48900** outlines the following grounds for suspension, under which derogatory language falls:

(e) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

**Health and Safety Policy**

**A. Medicine Taken at School**

The following procedures apply if your child needs to take medication during normal school hours. Depending on circumstances, violations of this policy may be considered violations of California Education Code 48900 related to the distribution or intent to distribute narcotics. A request for medication to be administered during school hours form is provided as part of the enrollment package.

1. A licensed health care provider and parent must give written consent for any prescription and/or non-prescription (over the counter) medication.

2. Prescription medications must be clearly labeled by a U.S. dispensing pharmacy and contain the following information: (consistent with prescription of authorized licensed health care provider)
   ◊ Student’s full name
   ◊ Physician’s name ◊ Name of medication
   ◊ Dosage, schedule, route and dose form.
   ◊ Date of expiration of the medication

3. In addition to a home supply, parent/guardian may request a second labeled bottle from the pharmacy for school use.

4. Non-prescription (over the counter) medications that have been authorized by this request may be administered at school only if the medication is provided in the original container.

5. Requests For Medication Taken During School Hours must be renewed annually.

6. Parent/Guardian will notify the site administrator and provide a new Request for Medication to Be Taken During School Hours when there is a change in the student’s medication, health status or authorized health care provider.

7. The school administrator or the administrator’s designee will assume responsibility for placing the medication in a locked cabinet, storage unit or locked refrigerator.

8. The school administrator or the administrator’s designee will assume responsibility for returning unused medication to the parent/guardian at the end of the student’s school year.

9. If medication must be taken while a student is on a field trip, arrangements must be made through the school office.
10. All injectable medications require special arrangements.

A. Injectable medications, such as insulin, used on a regular or as needed basis must be administered by licensed health care providers and require special arrangements.

B. Injectable medications, which are to be given on an emergency basis, require special arrangements and training of school staff.

B. Immunizations

California law requires children to be immunized. To enroll, parents need to submit immunization records as part of their enrollment packet. Children are exempt from these immunization requirements only if a parent or guardian submits a written statement from a licensed physician (M.D. or D.O.) which states:

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated
- Which vaccines are being exempted
- Whether the medical exemption is permanent or temporary
- The expiration date, if the exemption is temporary

C. SB 277

Governor Brown signed Senate Bill (SB) 277 on June 30, 2015 which changes immunization requirements for children entering child care or school. Effective January 1, 2016:

- Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.

D. Injuries

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

E. Head Lice

Children with live head louse/lice are excluded from school until all live louse/lice are removed and clearance is given by a medical professional for the child to return to class. If a child is found to ONLY have nits/eggs, parents will be notified so their child can receive appropriate treatment. Readmission occurs after the child has received the proper
If you suspect your child of having head lice or you detect lice, please inform the school main office right away so all other children can be checked.

F. Child Abuse and Neglect

All certificated and classified employees of the school are made aware of their role as mandated child abuse reporters and that California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

School Wellness Policy

VIPHS believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

This Policy has been developed with the involvement of an ongoing community effort comprised of parents/guardians, students, administrators, Board members, and executive director, and shall include goals for nutrition education and school-based activities that promote student wellness.

Nutrition Guidelines for Food Offered to Students

Our school lunch program shall meet or exceed established state and federal guidelines for all foods served by the program during the school day. Such guidelines shall be implemented with the objective of promoting student health and reducing childhood obesity.

The executive director and Board believes that foods and beverages available to students at the school should support and promote optimal health. VIPHS shall encourage staff, students, and parents to use healthy food items or non-food items as part of classroom parties and fundraising activities.

For on-campus fundraisers, food promotion, and food services outside of those provided by our approved vendor, VIPHS will follow the guidelines laid out in LAUSD’s Nutrition Standards for “A La Carte and Fundraising Sales.”

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations. The school shall promote participation in this program among students, and make applications as accessible as possible.

Free and Reduced-priced Meals

School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Shall comply with federal and state requirements for verification of qualification for free and reduced-price meals.

Qualifications of School Food Service Staff

Staff training will include education on reimbursable meal components and strategies for ensuring that students take appropriate food items. As part of the VIPHS' responsibility to participate in the National School Lunch Program, we will provide continuing professional development and/or training programs to our food service staff.

Nutrition Education and Promotion

VIPHS aims to teach, encourage, and support healthy eating by students. School should provide nutrition education and engage in nutrition promotion that:

* is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
* is part of classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
* promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
* emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
* links with school meal programs, other school foods, and nutrition-related community services;
* teaches media literacy with an emphasis on food marketing; and
* includes training for teachers and other staff

Classroom teachers will be encouraged to provide time for physical activity at the beginning of class or during breaks, or incorporated into other subject lessons (i.e. learning games that involve movement) as appropriate.

Communications with Parents

The school will support parents' efforts to provide a healthy diet and daily physical activity
for their children. School should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The school will provide parents a list of foods that meet the school's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the school will provide opportunities for parents to share their healthy food practices with others in the school community.

**Program Implementation and Evaluation**

An annual assessment shall include the extent to which the school is in compliance with the wellness policy, a description of the progress made in attaining wellness policy goals, and the extent to which this policy compares to model wellness policies available from the USDA, and will be posted on the VIPHS website.

**Youth Suicide Prevention Policy**

The Governing Board of VIPHS recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

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

In an attempt to reduce suicidal behavior and its impact on students and families, Usha Baxter, Stephanie Riley, and Lilian Cross, shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly
interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The administration team shall develop and implement preventive strategies and intervention procedures that include the following:

**Overall Strategic Plan for Suicide Prevention**

VIPHS shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

- Los Angeles County Department of Children and Family Services

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district’s suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

**Resources:**

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

**Prevention**

**A. Messaging about Suicide Prevention**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, VIPHS along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices
for safe messaging about suicide.

Resources:

• For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

• For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

• For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

VIPHS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

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

• All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

• At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. New and previously employed staff members shall complete the Mandated Reporter: Child Abuse and Neglect training via SafeSchools Online Training. New and previously employed staff members shall also participate in social emotional workshops during professional development. Core
components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by a staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;
- Los Angeles County Department of Mental Health and Suicide Statistics

Resources:

Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/
C. Employee Qualifications and Scope of Services

Employees of VIPHS and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

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

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the VIPHS suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the VIPHS Web page and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

  O Suicide risk factors, warning signs, and protective factors;
  O How to talk with a student about thoughts of suicide;
  O How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:
Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at https://www.save.org/product/parents-as-partners/

F. Student Participation and Education

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

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

· Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

· Receive developmentally appropriate guidance regarding the district’s suicide prevention, intervention, and referral procedures.

The content of the education shall include:

O Coping strategies for dealing with stress and trauma;
O How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
O Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
O Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

VIPHS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

· More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for
teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

• Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children’s Hospital Web page at http://www.childrenshospital.org/breakfree

• Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

• Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school’s needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

• Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

### Intervention, Assessment, Referral

#### A. Staff

Two VIPHS staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

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

- Usha Baxter, ubaxterviphs@gmail.com
- Stephanie Riley, srileyviphs@gmail.com
- Lilian Cross, lcrossviphs@gmail.com
The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student’s parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

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

Students experiencing suicidal ideation shall not be left unsupervised.

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

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

B. Parents, Guardians, and Caregivers

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

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student’s emotional distress, suicidal ideation, or attempt. Intervention(s) will be determined on the outcome of the assessment and may include:

- Mandated reporting to the Los Angeles County Department of Children and Family Services
- PET Team consultation
- Law Enforcement
- Local wrap-around services (counseling, food, shelter, etc)

D. Parental Notification and Involvement

VIPHS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:
• After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

• If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

DCFS, Chatsowrth
20151 Nordhoff St.
Chatsworth, CA 91311
Paul Freedlund, CS RA
(818) 717-4808
Reception
(818) 717-4009 or 4002

E. Action Plan for In-School Suicide Attempts

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

• Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
• Move all other students out of the immediate area;
• Immediately contact the administrator or suicide prevention liaison;
• Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
• If needed, provide medical first aid until a medical professional is available;
• Parents/guardians/caregivers should be contacted as soon as possible;
• Do not send the student away or leave them alone, even if they need to go to the restroom;
• Listen and prompt the student to talk;
• Review options and resources of people who can help;
• Be comfortable with moments of silence as you and the student will need time to process the situation;
• Provide comfort to the student;
• Promise privacy and help, and be respectful, but do not promise confidentiality;
• Student should only be released to parents/guardians/caregivers or to a person who is
qualified and trained to provide help.

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

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

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;

- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

**G. Supporting Students after a Mental Health Crisis**

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

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

**H. Re-Entry to School After a Suicide Attempt**

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

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student’s teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Usha Baxter and Stephanie Riley, Suicide Prevention Liaisons for VIPHS shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);
- Identify a staff member to contact deceased’s family (within 24 hours);
- Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

Coordinate an all-staff meeting, to include:

- Notification (if not already conducted) to staff about suicide death;
- Emotional support and resources available to staff;
- Notification to students about suicide death and the availability of support services (if
this is the protocol that is decided by administration);
O Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to needs of students regarding the following:

O Review of protocols for referring students for support/assessment;
O Talking points for staff to notify students;
O Resources available to students (on and off campus).

Identify students significantly affected by suicide death and other students at risk of imitative behavior;

- Identify students affected by suicide death but not at risk of imitative behavior;

- Communicate with the larger school community about the suicide death;

- Consider funeral arrangements for family and school community;

- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

Utilize and respond to social media outlets:

O Identify what platforms students are using to respond to suicide death

O Identify/train staff and students to monitor social media outlets

Include long-term suicide postvention responses:

O Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
O Support siblings, close friends, teachers, and/or students of deceased
O Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

**Resources:**

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at
Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss

For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp

Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp.

Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:

(a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

(b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

(1) The guidelines are necessary.

(2) The department has the authority to issue the guidelines.

(3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Undocumented Students Policy

Collecting and Retaining Student Information
➤ VIPHS shall maintain in writing policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.
➤ If VIPHS possesses information that could indicate immigration status, citizenship status, or national origin information, VIPHS shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.
➤ If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status, or national origin information, VIPHS shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
➤ VIPHS shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

➤ VIPHS personnel shall not inquire specifically about a student’s citizenship or immigration status or the citizenship or immigration status of a student’s parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student’s immigration status, such as a green card, voter registration, a passport, or citizenship papers.
➤ Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, VIPHS personnel shall solicit that documentation or information separately from the school enrollment process.
➤ Where permitted by law, the administration of VIPHS shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.
➤ Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, VIPHS’ procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Policies for Inquiries About Social Security Numbers or Cards

➤ VIPHS shall not solicit or collect entire Social Security numbers or cards.
➤ VIPHS shall solicit and collect the last four digits of an adult household member’s Social Security number only if required to establish eligibility for federal benefit programs.
➤ When collecting the last four digits of an adult household member’s Social Security number to establish eligibility for a federal benefit program, VIPHS shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.
VIPHS shall treat all students equitably in the receipt of all school services, including, but not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Policies and Procedures Regarding Information Sharing

VIPHS shall avoid the disclosure of information that might indicate a student’s or family’s citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

VIPHS personnel shall take the following action steps upon receiving an information request related to a student’s or family’s immigration or citizenship status:

✓ Notify a designated VIPHS official about the information request.
✓ Provide students and families with appropriate notice and a description of the immigration officer’s request.
✓ Document any verbal or written request for information by immigration authorities.
✓ Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, VIPHS shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

VIPHS shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

The [local educational agency’s] request for written or parental or guardian consent for release of student information must include the following information: (1) the signature and date of the parent, guardian, or eligible student providing consent; (2) a description of the records to be disclosed; (3) the reason for release of information; (4) the parties or class of parties receiving the information; and (5) if requested by the parents, guardians or eligible student, a copy of the records to be released. VIPHS shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, VIPHS shall not release the information.

Annual Information Notice to Parents and Guardians General Information Policy

VIPHS must provide an annual notice to parents and guardians of the school’s general information policies that includes:

✓ Assurances that the VIPHS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
✓ A description of the types of student records maintained by the [local educational agency].
✓ A list of the circumstances or conditions under which the VIPHS might release student information to outside people or entities.
✓ A statement that, unless the VIPHS is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, VIPHS shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student’s personally identifiable information.

Directory Information Policy

➤ If VIPHS decides to release directory information, VIPHS shall provide an annual notice to parents and guardians, and “eligible students” in attendance, of the directory information policy that includes:
  ✓ The categories of information that the VIPHS has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
  ✓ A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the VIPHS receives consent as required under state law).
  ✓ The recipients of the directory information.
  ✓ A description of the parent’s or guardian’s abilities to refuse release of the student’s directory information, and how to refuse release.
  ✓ The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

Monitoring and Receiving Visitors onto Campus

➤ No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of the VIPHS during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:
  ✓ Name, address, occupation;
  ✓ Age, if less than 21;
  ✓ Purpose in entering school grounds;
  ✓ Proof of identity; and
  ✓ Any other information as required by law.
VIPHS shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school’s activities, consistent with local circumstances and practices.

VIPHS shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

VIPHS personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

**Policies for Responding to On-Campus Immigration Enforcement**

As early as possible, VIPHS personnel shall notify the Executive Director, Board, and the District of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the Executive Director, Board, and the District, VIPHS personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Executive Director, Board, and the District.
2. Ask to see, and make a copy of or note, the officer’s credentials (name and badge number). Also ask for and copy or note the phone number of the officer’s supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, VIPHS personnel should comply with the officer’s orders and immediately contact the Executive Director, Board, and the District.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer’s documentation. If the immigration-enforcement officer has: an ICE (Immigrations and Customs Enforcement) administrative warrant, VIPHS personnel shall inform the agent that he or she cannot consent to any request without first consulting with VIPHS’ counsel. A federal judicial warrant, prompt compliance with such a warrant is usually legally required. If feasible, consult with the Principal, Executive Director, and/or VIPHS counsel before providing the agent access to the person or materials specified in the warrant. A subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, VIPHS personnel shall inform VIPHS legal counsel or other designated official of the subpoena, and await further instructions on how to proceed.
8. While VIPHS personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the
premises without consent, VIPHS personnel shall document his or her actions while on campus.

9. After the encounter with the officer, VIPHS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:

✔ List or copy of the officer’s credentials and contact information;
✔ Identity of all school personnel who communicated with the officer;
✔ Details of the officer’s request;
✔ Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
✔ VIPHS personnel’s response to the officer’s request;
✔ Any further action taken by the agent; and
✔ Photo or copy of any documents presented by the agent.

10. VIPHS personnel shall provide a copy of those notes, and associated documents collected from the officer, to the Executive Director, Board, and District.

11. In turn, VIPHS legal counsel or other designated official shall submit a timely report to the VIPHS governing board regarding the officer’s requests and actions and VIPHS response(s).

12. E-mail the Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Parental Notification of Immigration-Enforcement Actions

➤ VIPHS personnel must receive consent from the student’s parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

➤ VIPHS personnel shall immediately notify the student’s parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Policies for Responding to the Detention or Deportation of a Student’s Family Member

➤ VIPHS shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors’ contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.
VIPHS shall permit students and families to update students’ emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

✓ VIPHS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student’s parent or guardian is detained.

✓ VIPHS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student’s parent/guardian has been detained or deported by federal immigration authorities, VIPHS shall use the student’s emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, VIPHS shall release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student. VIPHS shall only contact Child Protective Services if the VIPHS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver’s Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Uniform Complaint Policy & Procedures (UCP)

Scope

Valley International Preparatory High School’s Uniform Complaint Policy and Procedures ("Charter School") are to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, 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; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Foster and homeless youth services, No Child Left Behind Act (2001) Programs (Titles I-VII), Tobacco Use Prevention Education, American Indian Education Centers, After School
Education and Safety Programs, Agricultural Vocational Education Programs, Migrant Education Programs, Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
  
  i. A fee charged to a 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.

- A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Executive Director finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual’s rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director of Student Support Services or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant’s filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

**Compliance Officers**

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

Michael Horne, Principal, mhorne@viphs.org
Lilian Cross, Student Support Director, lcross@viphs.org

The Compliance Officers shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel.

Should a complaint be filed against one of the Compliance Officers, the compliance officer for that case shall be Anne Cochran, Executive Director. If a complaint is made against the Executive Director, then the Compliance Officer would be the President of the Board of Directors.
Notifications

The Director of Student Support Services or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director of Student Support Services or designee shall make available copies of the Charter School’s uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School’s decision to the CDE by filing a written appeal within 15 days of receiving the Charter School’s decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.
• **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

• **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School’s timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

• **Step 3: Investigation of Complaint**
The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant’s refusal to provide the Charter School’s investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School’s refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

**Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School’s investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School’s receipt of the complaint.

**Step 5: Final Written Decision**

The Charter School’s decision shall be in writing and sent to the complainant. The Charter School’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted
6. Notice of the complainant’s right to appeal the Charter School’s decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School’s expectations. The report shall not give any further information as to the nature of the disciplinary action.

**Appeals to the California Department of Education**

If dissatisfied with the Charter School’s decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School’s decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School’s decision.

Upon notification by the CDE that the complainant has appealed the Charter School’s decision, the Director of Student Support Services or designee shall forward the following documents to the CDE:

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

**Civil Law Remedies**

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) 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 his/her right to file a complaint in accordance
with 5 CCR 4622.